**Student Web App**

* **Heading** 
  + Change from “Student Assessment” to “Student Note Generator”
* **Subjective** 
  + Total of four separate fields for student feedback, COMS feedback, and potentially staff member & parent feedback
    - Keep student feedback field as is
    - Add field for “COMS feedback”
      * Generated note would read “COMS feedback: ……”
    - Add TWO fields that provide option of entering name/title
      * Generated note for both fields would read “(name/title of person) feedback:……”
* **Objective** 
  + Change “Assessment” to “Lesson Outcomes"
* **Lesson Outcomes**
  + Text field labeled “Teaching Methods/Materials”
    - E.g. Student created a tactile map of a residential area
  + **Long Cane** 
    - **Add “Basic Skills” section**
      * Gripped long cane
      * Maintained tip of long cane on ground
      * Maintained long cane in position in front of body
      * Repositioned long cane in front of the body as needed
      * Responded to feedback from long cane
      * Identified obstacles detected with long cane
      * Identified textures detected with long cane
      * Identified changes in elevation detected with long cane
      * Folded and unfolded cane safely
    - Negotiated obstacles safely with long cane
    - Stayed behind path of cane during travel
    - Used the long cane appropriately in crowded areas
  + **Human Guide** 
    - Used grocery cart with a guide
  + **Basic Skills**
    - Used systematic search patterns to locate objectives
    - Maintained an appropriate pace
    - Traveled (text field – number of minutes) without requiring a break
    - Used social niceties when encountering others in travel path
  + **Visual Skills**
    - Read (text field - e.g. number on house, number on mailbox) numbers using functional vision
    - Used monocular to read (text field – e.g. street signs, bus stop signs, number on house) from (text field – estimated distance e.g. 10 yards)
    - Located visual landmarks
    - Located visual clues
    - Used functional vision to maintain position while walking in line
    - Used functional vision to safely navigate crowded environments
    - Used systematic scanning patterns
  + **Orientation** 
    - Utilized self-familiarization techniques
    - Verbalized travel route
    - Utilized problem solving skills for reorientation
    - Labeled walls within building for orientation
    - Used (fill in the blank with the type of sign e.g. business signage) to maintain orientation
    - Located and read braille room signage
    - Located and read tactile room signage
    - Located and read room signage visually
    - Used (fill in the blank with device e.g. iPhone, monocular) to read signage
    - **Add to “Indoor Numbering Systems”**
      * Located objectives using indoor numbering systems
    - **Add to “Outdoor Numbering Systems”**
      * Located objectives using outdoor numbering systems
      * Estimated the location of an address along a block
    - **Add to “Street Systems”**
      * Located objectives using street systems
      * Created a map of street system
  + **On Campus Orientation** 
    - **Add the following to the School Building Section:**
      * Traveled routes to random destinations within school building (i.e. not necessarily included in student’s daily routine)
      * Traveled a route to two sequenced destinations
      * Traveled a route to three sequenced destinations
    - **Add the following to the Outdoor Campus Section:**
      * Navigated the perimeter of the outdoor campus
      * Located the bus area
      * Located the athletic fields
      * Located (Text field - E.g. flagpole)
  + **Residential** 
    - **Remove the following from “Residential” (to be placed in new Concepts category)**
      * Demonstrated knowledge of the concept of a city block
      * Demonstrated knowledge of the concept of an intersection and its relationship to a city block
      * Demonstrated knowledge of the concept of grid system
    - **Remove the following items from “Residential” and add to “Orientation”**
      * “Execute following routes within a square block…”
      * “Execute different shaped routes within a neighborhood (more than 1 block)”
    - **Add the following to the “Residential” category:** 
      * Located driveways
      * Located mailboxes
      * Located (text field – e.g. fire hydrants)
  + **Residential Crossing** 
    - **General residential crossing section** 
      * Identified the location of traffic threats at a given commercial street crossing
      * Add “at a residential intersection” at the end of the generated statements from this section
      * E.g. “The student corrected for veering after crossing at a residential intersection.”
    - **Identify traffic concepts in relation to self**
      * Add “…in relation to self at a residential intersection” at the end of generated statements from this section
      * E.g. “Recognize the presence and absence of traffic in relation to self at a residential intersection”
    - **Determine type of intersection by visually/auditory analyzing the traffic patterns/flow** 
      * Add “…in a residential area by visually and/or auditorily analyzing the traffic patterns/flow” at the end of generated statements from this section
      * E.g. “Determined a T shaped intersection in a residential area by visually and/or auditorily analyzing the traffic patterns/flow.”
    - **Identify type of traffic control at each intersection in a residential setting**
      * Add “…in a residential setting” at the end of each generated statement from this section
      * E.g. “The student demonstrated the ability to identify two way stop intersections in a residential setting.”
    - **Add section: “Perform street crossings at each intersection type in a residential setting”**
      * Following checklist of skills to be included in section:
        + Performed a street crossing a 2 way stop sign controlled intersection
        + Performed a street crossing a 3 way stop sign controlled intersection
        + Performed a street crossing a 4 way stop sign controlled intersection
        + Performed a street crossing a roundabout
        + Performed a street crossing at an uncontrolled street
      * Add “in a residential setting” at the end of each generated statement from this section
      * E.g. “The student demonstrated the ability to perform a street crossing at a 2 way stop sign controlled intersection in a residential setting”
  + **Concepts (new category)** 
    - Identified characteristics of a residential area
    - Identified types of street hardware found in commercial areas
    - Identified characteristics of a commercial area
    - Demonstrated knowledge of the concept of a city block
    - Demonstrated knowledge of the concept of an intersection and its relationship to a city block
    - Demonstrated knowledge of the concept of grid system
    - Identified the following roadway markings and their purpose: (text field – E.g. solid yellow lines, stop lines, crosswalks)
    - Explained purpose of detectable warning tiles
    - Explained features of APS
    - Identified common roadway signage
    - Explained right turn on red law
    - Explained permissive left turn
    - Explained protected left turn
    - Identified the origin of traffic threats at a given crossing
    - Built map of the following intersection shape(s): (text field – e.g. Plus, T, roundabout, etc.)
    - Demonstrated ability to (text field – e.g. build map of a complex intersection, explain actuation)
      * Please insert 4 of these
  + **Commercial O&M**
    - Traveled a commercial block
    - Located a store entrance in a commercial area
    - Located and read store signage in commercial area
    - Used address systems to locate desired objective in commercial area
  + **Commercial Street Crossings**
    - Familiarized self with street corner
    - Analyzed a commercial street crossing
    - Identified permissive left turns
    - Identified protected left turns
    - Identified the nearest lane of parallel traffic
    - Identified clockwise street crossings
    - Identified the location of traffic threats at a given commercial street crossing
    - Identified counterclockwise street crossings
    - Safely crossed a channelized right turn lane
  + **Community Experiences**
    - Traveled interior perimeter of store
    - Used social niceties when encountering others in travel path
    - Oriented self to store aisles
    - Used functional vision to locate and read aisle signage
    - Used monocular to locate and read aisle signage
    - Used iPhone to locate and read aisle signage
  + **Auditory** 
    - Located a rolling sound ball
    - Tossed a sound ball
    - Caught a sound ball
    - Kicked a sound ball
    - Located a sound source placed in various locations from (text field – feet e.g. 5 feet)
  + **Use of a Wheelchair** 
    - Demonstrated active listening while being pushed in wheelchair
  + **AMD**
    - Gripped the AMD appropriately
    - Pushed the AMD appropriately
    - Maintained the AMD in front of the body
    - Identified textures using the AMD
    - Adjusted line of travel appropriately based on AMD feedback
    - Utilized the AMD on curbs