

DATA SHEETS

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NAME OF THE DATA COLLECTION

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Keystroke Navigation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging	Menu Navigation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging
Access Internet	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging	Access Internet	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging
Gmail/Outlook 365	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging	Gmail/Outlook 365	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging
Use of Word Processor	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging	Use of Word Processor	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging
General Fraction Usage	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging	UEB Technical Typesetting	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging

Keystroke Navigation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging	Menu Navigation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Emerging
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Date	TASK	TRIALS			80% Criteria?
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/ /	:	<div><div></div><div></div></div>			

PRE-BRAILLE SKILLS SUMMARY

STUDENT: _____

DATE / /

PRE-BRAILLE MOTOR READINESS

GRASP				ROTARY MOTION			
Palmar	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Thumb-Forefinger	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Pincer	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Efficient Release	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	

PRE-BRAILLE TACTILE READINESS

3D tactile Discrimination	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
2D shape Discrimination	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
2D Riased Shapes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	

PRE-BRAILLE TRACKING SKILLS

DOUBLE SPACED LINES				SINGLE SPACED LINES			
Concept of Print	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Track Left-Right	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Track Up-Down	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Across & Down Line	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Diagonal Line	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Irregular Line Length	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Find Symbols in Line	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Match Symbol in Line	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	

BRAILLE SKILLS

TACTILE BRAILLE RECOGNITION				BRAILLE WRITING			
Alphabet	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Alphabetic Wordsigns	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Shortform Words	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Initial Letter Contractions	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Final Letter Contractions	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Strong Contractions	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Lower Groupsings	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	
Special Symbols	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Emerging	

BRAILLE SKILLS INVENTORY

STUDENT:

DATE / /

[illegible]

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ASSISTIVE TECHNOLOGY RUBRIC

STUDENT: _____

DATE / /

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Independent Functioning	In order for the student to utilize assistive technology tool direct and continuous support must be provided by another person.	When prompted student will initiate and utilize required tool	Student Independently seeks out and uses tool and occasionally needs support or continues to requirement refinement to maximize benefit.	Student consistently uses the tool provided independently and only requires support in cases of malfunction
Quality of Performance	Use of the tool with necessary support does not create a change in the quality of the task	Use of the tool with support as needed creates a noticeable change in quality of task performance.	Use of the tool creates a noticeable change in the quality of the task performance.	Use of the tool creates a consistent noticeable change in the quality of task performance.
Focus	Student requires frequent prompts and cueing to maintain focus for tool training	Student requires frequent prompts and cueing to maintain focus for tool use	Student requires occasional prompts and cueing to maintain focus for tool use	Student is able to consistently maintain focus for tool use throughout tasks
Self Advocacy	Student requires a plan to develop awareness for self advocacy skills related to tool use	Student requires a self advocacy plan related to tool use	Student generally recognizes the need for tool use but consistency in tool use is variable	Student recognizes and utilizes tool as appropriate

READING FLUENCY - SUMMARY

PRESENT LEVELS

Independent Level (>90% Comprehension)	Grade Level	<input type="text"/>	Rate (cWPM)	<input type="text"/>	Date:	/ /
Instructional level (75-90% Comprehension)	Grade Level	<input type="text"/>	Rate (cWPM)	<input type="text"/>	Date:	/ /
Remedial level (50-75% Comprehension)	Grade Level	<input type="text"/>	Rate (cWPM)	<input type="text"/>	Date:	/ /
Frustration Level (<50% Comprehension)	Grade Level	<input type="text"/>	Rate (cWPM)	<input type="text"/>	Date:	/ /

READING GRADE LEVEL CONTENT MATERIALS

ELA - Fiction	Grade Level	<input type="text"/>	Rate (cWPM)	<input type="text"/>	Date:	/ /
ELA - Informational Text	Grade Level	<input type="text"/>	Rate (cWPM)	<input type="text"/>	Date:	/ /
Math / Science	Grade Level	<input type="text"/>	Rate (cWPM)	<input type="text"/>	Date:	/ /
Social Studies	Grade Level	<input type="text"/>	Rate (cWPM)	<input type="text"/>	Date:	/ /

SUMMARY

Adequate comprehension	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Accomplishes Academic Tasks	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging
Adequate Rate	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Similar Time Needs as Peers	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging
Do the above success	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Do the above success	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging

LITERACY TOOLS

Read own Handwriting	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Handwriting is Legible	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging
Reads Large Print	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Reads Extra Large Print	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging
Accesses Audiobooks	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Comprehends Audio Media	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging
Uses Magnification	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Magnification Skills Adequate	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging

TECHNOLOGY TOOLS

Sufficient Skills for Current Needs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Sufficient Current Repertoire	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging
Sufficient Skills for Future Needs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging	Sufficient Future Repertoire	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Emerging

NOTES:

READING FLUENCY

PRESENT LEVELS

Date: / / Passage Title:

Rate (cWPM)

Comprehension Retell (1-4 scale)

MISCUES:

Date: / / Passage Title:

Rate (cWPM)

Comprehension Retell (1-4 scale)

MISCUES:

Date: / / Passage Title:

Rate (cWPM)

Comprehension Retell (1-4 scale)

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Rate (cWPM)

Comprehension Retell (1-4 scale)

MISCUES:

Date: / / Passage Title:

Rate (cWPM)

Comprehension Retell (1-4 scale)

MISCUES:

RETELL QUALITY OF RESPONSE (AFTER DIBELS ORF):

1. PROVIDES 2 OR FEWER DETAILS

3. PROVIDES 3 OR MORE DETAILS IN A MEANINGFUL SEQUENCE

2. PROVIDES 3 OR MORE DETAILS

4. PROVIDES 3 OR MORE DETAILS IN A MEANINGFUL SEQUENCE THAT CAPTURES A MAIN IDEA