Assistive Technology Assessment Summary
Literacy/Math Skills

Client Name: _____ **Phone numbers:**_____
Address: _____ _____
_____ **E-mail:** _____
Date: _____ **DOB:** _____
Reason for Referral: _____
Referral Source: _____ **Phone:** _____
_____
Primary Disability: _____
Secondary Disability: _____

Client's report of the following**:** (This is for client to report where he/she thinks his/her skills are without having to demonstrate ability)

Reading Skills:

reads newspaper well **reads to his/her children** **can't use a phone book**
has trouble with directions for appliances/reading memos at work **reads basic site words**
can figure out most words but doesn't know meanings **doesn't understand what he/she reads**

Comments: _____
_____
_____

Writing Skills:

illegible handwriting-print **illegible handwriting-cursive** **poor speller**
poor grammar knowledge (commas, punctuation, paragraph and sentence formation
unable to write simple sentence **unable to write multi-paragraph document**
unable to complete job application by hand
unable to take a simple memo or phone message

Comments: _____
_____
_____

Math Skills (money management, basic arithmetic, rote knowledge):

independently manages own budget **completes own taxes**
can add and subtract one and two digit problems without calculator
knows multiplication tables by memory
uses calculator for most calculations **uses other techniques/tools** _____
balance checkbook independently **needs checking by another for errors**
only uses cash **has heavy credit card debt (>1000)**

Comments: _____
_____
_____

This assessment was modified from forms created by Georgia Project for Assistive Technology 528 Forest Parkway Suite C Forest Park, GA 30297

Reading Skills

Reading Sample 4th grade level**:** ____ Silent Reading ____ Oral Reading
Sample Used: _____ Approximate reading/vocab. level: _____
Length of sample: _____ Time taken to read it: _____
Type of assistance provided: _____
Words not known or miscalled by client: _____
Comprehension questions answered by client:
_____ details _____ general knowledge _____ inferential
_____ generalization _____ ability to relate details in sequence (____ # of details)
Comments: _____
_____
_____

Reading Sample 8th grade level**:** ____ Silent Reading ____ Oral Reading
Sample Used: _____ Approximate reading/vocab. level: _____
Length of sample: _____ Time taken to read it: _____
Type of assistance provided: _____
Words not known or miscalled by client: _____
Comprehension questions answered by client:
_____ details _____ general knowledge _____ inferential
_____ generalization _____ ability to relate details in sequence (____ # of details)
Comments: _____
_____
_____

Computer based 4th grade sample: ____ Reading text visually
Sample Used: _____ Approximate reading/vocab. level: _____
Length of sample: _____ Time taken to read it visually: _____
When presented with a computer based reading sample, the:
Client was able to move the cursor within the word processor____ yes ____ no
Client was able to highlight single words and sentences ____ yes ____ no
Client was able to use the speech feedback feature ____ yes ____ no
Client was able to answer factual questions____ yes ____ no (___/___ correct)
Client was able to read selected vocabulary words ____ yes____ no (___/___ correct)
Once client was given auditory recognition of the word,
he/she could later read it ____ yes ____ no
Client was able to define selected vocabulary words ____ yes ____ no (___/___ correct)
Client was able to retell the main points of the passage in order ____ yes____ no
(___/___ correct)

Comments: _____
_____

Computer based 8th grade sample**:** ____ Reading text while listening to speech feedback
Sample Used: _____ Approximate reading/vocab. level: _____
Length of sample: _____ Time taken to read it visually: _____

When presented with a computer based reading sample with speech feedback, the:
Client was able to move the cursor within the word processor ____ yes ____ no
Client was able to highlight single words and sentences ____ yes ____ no
Client was able to use the speech feedback feature ____ yes ____ no
Client was able to answer factual questions ___/___ ____ yes ____ no (___/___ correct)
Client was able to read selected vocabulary words ___/___ ____ yes____ no (___/___ correct)
Once client was given auditory recognition of the word,
he/she can later read it ____ yes ____ no
Client was able to define selected vocabulary words ____ yes ____ no (___/___ correct)
Client was able to retell the main points of the passage in order ____ yes____ no
(___/___ correct)

Comments: _____
_____

Taped material of sample text**:** ____ Text viewed ____ Text not viewed
Sample Used: _____ Approximate reading/vocab. level: _____
Length of sample: _____ Time taken to play it: _____
Number of times the client listened to it _____ upon their request

When using taped material or sample text, the:
Client was able to operate a tape player ____ Play ____ Rew ____ Stop w/ beep
Client was able to answer factual questions without referring back to text ___/___
Client was able to answer factual questions without re-listening to tape ___/___
Client was able to define selected vocabulary words ___/___
Client was able to retell the main points of the passage in order ___/___

Comments: _____
_____

Sample read orally to the client: ____ Viewing text ____ Not viewing text
Sample Used: _____ Approximate reading/vocab. Level: _____
Length of sample: _____ Time taken to read it: _____
Comments: _____
_____

When materials were read orally to the client, the:
Client seemed to read along ___ yes___ no (___/___ correct)
Client asked to have things reread ___ yes___ no (___/___ correct)
Client was able to answer factual questions ___/___ ___ yes___ no (___/___ correct)
Client was able to define selected vocabulary words ___ yes ___ no (___/___ correct)
Client was able to retell the main points of the passage in order ___ yes___ no(___/___ correct)
Once client heard the words, he/she could reread them later ___ yes___ no (___/___ correct)

Comments: _____
_____
_____

Writing Skills

Client produced handwritten sample:
Copied Sample:
Length of sample: _____ Time taken to complete: _____ Legibility: _____
Number of errors : _____
Self produced sample:
Length of sample: _____ Time taken to complete: _____ Legibility: _____
Number of errors: _____

Client produced typewritten sample:
Copied Sample:
Length of sample: _____ Time taken to complete: _____
Number of errors: _____
Self produced sample:
Length of sample: _____ Time taken to complete: _____
Number of errors: _____

Ability to proofread sample:
Required use of spelling aid: ___ Franklin Speller _____ Spell Check _____ Use of print dictionary
_____ Word Wall/List _____ Unable to use above effectively
When asked to read sample out loud client read what he thought he wrote and not the actual sample with errors.
_____ Client was able to proof and correct errors with auditory feedback from computer.

Increased production and decreased errors of written material using the following on computer:
_____ Word processor _____ Auditory word processor _____ word prediction
_____ Voice recognition _____ Spell checker _____ abbreviation expansion
_____ Speaking text to be written before beginning

Handwritten work
_____ Raised line paper _____ incline board _____ pencil grip
_____ Speaking text to be written before beginning
_____ Other _____

Reading and Spelling Aids: Trial Use

During this assessment, the consumer used the following reading aids:

____ Reading window ____ Text enhancement ____ Talking dictionary/spell checker
____ Ruler ____ Text enlargement ____ Talking word processing program
____ Stand alone keyboard ____ Advanced reading aid (with scanner/OCR software) Specify: _____
_____

____ Other Specify: _____ _____ colored transparencies _____ Text with pictures
_____ Word Prediction

Based upon informal assessment, the client could use the following reading aids independently:

A reading window/ruler to maintain focus on line of text	____ yes	____ no
Text enhancement	____ yes	____ no
Text enlargement	____ yes	____ no
A stand alone keyboard using auditory & visual skills	____ yes	____ no
A speaking dictionary -single words (Franklin) using auditory & visual skills	____ yes	____ no
Full speech dictionary -(Franklin/CD-ROM) using auditory and visual skills	____ yes	____ no
Speech feedback within a word processor/reading aid--using auditory & visual skills	____ yes	____ no
Advanced reading aid (e.g. OMNI 3000) Specify: _____	____ yes	____ no
Word Prediction	____ yes	____ no

When using the talking dictionary or talking spell checker, the client was able to use the device to:

_____ correct spelling errors
_____ obtain correct pronunciation of words
_____ obtain the definition of the word

Comments: _____
_____
_____
_____
_____

What was the client's opinion of the equipment based upon their typical tasks?

_____
_____
_____
_____
_____

Math Computation Skills:

Client is able to maintain or correctly complete the following independently (if client uses supports indicate what and when)

_____ Checkbook
_____ Time sheet
_____ Percentages (calculating tips, discounts etc.)
_____ Multi-line calculations
_____ Calculations with double digits
_____ calculate coupon discounts
_____ calculations with only one digit

Client used the following to make basic calculations:

_____ Simple calculator
_____ Math line
_____ Abacus
_____ manipulatives
_____ addition/multiplication tables
_____ math software _____

Basic Job Skills:

RECOMMENDATIONS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Training Needs:

_____
_____
_____
_____
_____
_____
_____

Implementation Plan:

_____
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Comments: _____
_____
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_____

_____ _____ _____

Assessment completed by **Position** **Date**

_____ _____ _____

Assessment completed by **Position** **Date**

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