



Project Core

A Stepping-Up Technology Implementation Grant
 Directed by the Center for Literacy and Disability Studies at UNC Chapel Hill

INDEPENDENT WRITING: SELF-REFLECTION & OBSERVATION

Adult(s): _____ **Type of Pencil:** *pen pencil keyboard eye gaze*
Student: _____ *alphabet flip chart other (describe):* _____
Date: _____ **Time:** _____ **Observer:** _____

Evidence	Yes	No	Comments
ALL students have an individual communication system that meets their access needs (e.g., Universal Core with partner-assisted scanning layout) to use while writing.			
The student has access to a standard pencil, pen, keyboard, or appropriate alternate pencil that includes all 26 letters.			
Adults support students in selecting topics from a broad range of possibilities.			
The student chooses a topic. If not, the adult encourages the student and attributes meaning to settle on a topic.			
The student is supported in communicating ideas about the topic using his/her individual communication system.			
The student uses an appropriate pencil to write by selecting letters or making marks on the paper.			
The adult "reads" the letters as the student writes or selects them.			
The student is given the opportunity to indicate when s/he is finished writing.			
The adult makes an effort to connect the written product back to the selected topic.			
Adults recognize, respond to, and expand on student's efforts to communicate.			

Summary and Additional Comments: