Project Core

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

PREDICTABLE CHART WRITING:
SELF-REFLECTION & OBSERVATION

Teacher: _____   Other Adults: _____

Students: _____

Chart Title/Topic: _____   Stem: _____

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).			
Adults model communication throughout the lesson using communication systems that are similar to the students' individual systems.			
Chart Title/Topic is related to something students are learning or have experienced.			
The sentence stem is age and ability appropriate.			
The sentence stem includes one or more core words.			
Choices to complete the sentence stem have been prepared ahead of time.			
An adult introduces the chart & models completing the first sentence.			
Each student completes a sentence with adequate wait time and an array of choices.			
Students are encouraged to comment and participate beyond completing a sentence.			
Adults recognize, respond to, and expand on student's efforts to participate and communicate.			
Each predictable chart writing lesson should also include one or more of the following			
An adult reads the chart using communication systems that are similar to the students' individual systems.			
An adult clearly states one or more purposes for rereading or working with the chart.			
Students are supported in reading and rereading their sentence using their communication system.			
Students actively participate in cutting the sentence into individual words.			
Students (individually or as a group) build and compare the sentence with the chart.			
Students choose images, objects or tactual to illustrate their sentence.			
A book is compiled and shared with the students.			

Additional Comments: