



# Project Core

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

## INDEPENDENT WRITING SELF-EVALUATION & 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: