



Project Core

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

SHARED READING SELF-EVALUATION & OBSERVATION

Reader: _____ Other Adults: _____

Students: _____

Book Title: _____

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). | | | |
| Content and complexity of book is appropriate for age/grade/ability level of students. | | | |
| Before reading, the adult connects book to previously taught information or experiences. | | | |
| Core-based comments have been preplanned and are used in the lesson. | | | |
| Adults comment while reading using communication systems that are similar to the students' individual systems. | | | |
| Adults provide adequate wait time and ask or encourage students to participate page-by-page. | | | |
| Adults recognize, respond to, and expand on student's efforts to participate and communicate. | | | |
| The adult reads with enthusiasm in a way that fosters a joy for reading. | | | |

Summary and Additional Comments: