**Morehouse Parish Assistive Technology Student Data Form**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Demographics:**

DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Exceptionality: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IEP:\_\_\_\_\_\_\_\_\_\_ DOE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I or R

Current reading accommodations listed on the IEP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current AT listed on the IEP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Minutes in Special Ed: \_\_\_\_\_Location: Resource / Inclusion Minutes in reg. ed: \_\_\_\_

**Prior Year Attendance:**

\_\_\_\_\_ days absent \_\_\_\_\_days in school year

**Independence:**

How often did the student require assistance to have an assignment or test read to him/her during the prior school year?

\_\_\_\_\_ every day or almost every day \_\_\_\_\_ once or twice a week

\_\_\_\_\_ once or twice a month \_\_\_\_\_ a few times during the year

Rate the degree to which oral reading accommodations positively impact achievement for this student:

\_\_ Significant – accommodations are critical to the student’s academic success

\_\_ Considerable – accommodations are important to the student’s academic success

\_\_ Some – accommodations support the student’s academic success

\_\_ Limited – accommodations support some aspects of the student’s academic success

\_\_ None – accommodations are not necessary for the student’s academic success

**Prior Year -- Cumulative Grades for Core Academic Classes**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Numerical Grade | Date of Completion | Pass/Fail |
| ELA |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Social Studies |  |  |  |

**Current Year -- Cumulative Grades for Core Academic Classes**

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| ELA |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Social Studies |  |  |  |

**Testing:**

**Prior Year LA Statewide Testing/Results for Standards-Based Test Performance or LAA 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Test | Date | Score | Achievement Level  A, M, B, AB, or U | English | Math | Science | Social Studies |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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**Current Year LA Statewide Testing Results For Standards-Based Test Performance or LAA2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Test | Date | Score | Achievement Level  A, M, B, AB, or U | English | Math | Science | Social Studies |
|  |  |  |  |  |  |  |  |
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**Prior Year – LA Statewide Testing Results for Norm-Referenced Test Performance**

**Ex. (Dibels, Ed Performance, Brigance, SuccessMaker, etc…)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Test | Grade | Date | Reading | ELA | Math | Science | Social Studies | Overall Performance |
|  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |

**Current Year – LA Statewide Testing Results for Norm-Referenced Test Performance**

**Ex. (Dibels, Ed Performance, Brigance, SuccessMaker, etc…)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Test | Grade | Date | Reading | ELA | Math | Science | Social Studies | Overall Performance |
|  |  |  |  |  |  |  |  |  |
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**Status and Comments:**

(AIM –Accessible Instructional Materials)

Are AIM materials available daily for all assignments? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is all technology required to support AIM available in working condition for daily use? Y or N

Why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is the student using the technology available to access AIM daily? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify any barriers to the use of technology or AIM/text to speech that is keeping the student from access. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comments:**

(Example: If a student is failing a subject, why? Is attendance, behavior or instructional level to high? Any other comments for concerns)

1st 6 weeks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2nd 6 weeks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3rd 6 weeks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4th 6 weeks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5th 6 weeks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6th 6 weeks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_