

Observable Characteristics Checklist

Use this checklist to determine where to start your assessment.

Stage One - Cause and Effect

A Stage One learner...

- is just beginning to or is consistently focus visually on a target.
- is just beginning to or is consistently listening to a prompt.
- explores the access device with purposeful interaction.
- moves from multiple, random access attempts toward device mastery.
- consistently uses the control site muscle in response to prompts for behavior.

Stage Two - Language Readiness

A Stage Two learner...

- uses eye gaze and/or utterances to convey communicative intent.
- uses other personal, familiar behavioral cues to convey communicative intent.
- uses body language and/or head orientation to convey recognition of objects.
- attempts to imitate movement and/or meaningful gestures.
- indicates awareness of language through facial expression.
- uses consistent behaviors to interact with the software even though the content is now richer than it was at Stage One.

Stage Three - Emerging Language

A Stage Three learner...

- uses or understand simple sentences.
- understands object names, pictures, and actions as demonstrated by intentional gestures.
- identifies objects by their attributes (such as by sound of distinct shape).
- discriminates among objects and places them into categories.
- understands the function of an object.
- waits for options as choices are offered.

Stage Four - Early Concepts

A Stage Four learner...

- recognizes colors, shapes, letters and numbers.
- can control the input device to explore accessible software independently.
- understands vocabulary for emerging literacy.
- understands vocabulary for mathematical foundation.
- develops simple social interaction skills with peers, such as turn taking in conversations.
- understands social expectations in various situations and can express common courtesies.
- engages with peers in interactive, make-believe play situations.
- shares materials with peers in group activities.

Stage Five - Advanced Concepts and Communication

A Stage Five learner...

- demonstrates sophisticated control of the access device.
- can articulate frustrations with the interaction process, when necessary.
- understands complex spoken sentences.
- recognizes target vocabulary words.
- can spell target words.
- understands the words he/she reads.
- understands basic number concepts.
- can perform simple mathematical operations.
- develops mathematical vocabulary.
- demonstrates problem-solving skills (planning and organization, drawing conclusions).
- is able to analyze steps needed to accomplish a task.
- uses manipulatives appropriately.

Stage Six - Functional Learning

A Stage Six learner...

- shows an interest in the community and personal independence.
- can apply mathematical concepts to real world situations.
- can recognize common symbols, such as safety signs.
- knows how to dress appropriately.
- shows responsibility for tasks throughout the day.

Stage Seven - Written Expression

A Stage Seven learner...

- reads and writes words independently.
- spells words correctly.
- composes thoughts grammatically.
- uses written language to express understanding and original thought.
- retells a story in the proper sequence.
- uses menus and tools in a word processor.
- uses hand-held spelling tools or word walls.