

**Assistive Technology Infusion Project  
ATIP Reviewer's Rubric  
Level 2 (\$3001 and Above)**

**I. Problem Identification**

**1. Present Level of Performance (I.A)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Student abilities are not addressed or do not relate to educational/developmental performance. No data gathering techniques are indicated.	Student abilities are unclear or limited with vague relationship to educational/developmental performance. No data gathering techniques are indicated.	Abilities listed are general descriptions of the student and not clearly related to educational/developmental performance. Some indication of data gathering techniques used.	Some ability areas are addressed in relation to educational/developmental performance, however, key components are missing. Some indication of data gathering techniques used.	Most areas of ability are presented in relation to educational/developmental performance. Data gathering techniques are described.	Presents a clear picture of student ability in relation to educational/developmental performance. Appropriate data gathering techniques support the present level of performance.

**2. Critical Need (I.B)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Critical needs are not identified or are not appropriate for this application.	The identified needs address broad educational/developmental concerns that are not unique to this student (i.e. classroom equipment).	The identified needs are not specific to educational/developmental concerns (i.e. "student needs cowriter software).	The identified needs are specific to this student but do not address specific educational/developmental tasks (i.e."student has an underdeveloped pincer grasp, student writes at a fourth grade level").	The identified needs address broad educational/developmental concerns that are specific to this student but do not identify specific tasks (i.e."student needs to write better").	The identified needs clearly describe specific educational/developmental tasks that are unique to this student. (i.e. "student needs to produce 2 pages of legible notes quickly during class lectures").

### 3. Tasks and Environments (I.B)

1	2	3	4	5	6
Environments for participation are not identified.	Broadly identifies environments for participation but does not relate to identified educational or developmental needs (i.e. will be allowed to take computer home).	Broadly identifies environments for participation that indirectly relate to identified educational or developmental needs ( i.e. in the classroom).	Specifically describes educational or developmental needs throughout the classroom environment (i.e. during morning circle, at the computer station).	Specifically describes educational or developmental needs throughout the school environment (i.e. at the lunch table).	Specifically describes educational or developmental needs across multiple environments (i.e. home, community, work).

### 4. Past and Current Accommodations/Modifications (I.C)

1	2	3	4	5	6
Accommodations are vague and are not related to the needs identified or current technology recommended.	Provides minimal documentation of current and past accommodations. Show no relationship to the needs identified or current technology recommended.	Provides documentation of current and past accommodations. Minimal relationship to the needs identified or current technology recommended. Length of use and effectiveness is not addressed.	Provides documentation of current and past accommodations. Minimal relationship to the needs identified or current technology recommended. Length of use and effectiveness is minimally addressed.	Provides documentation of current and past accommodations that relate to the identified needs and supports current technology recommendation. Length of use and effectiveness is not addressed for all items listed.	Provides appropriate documentation of current and past accommodations, that relate to the identified needs and supports current technology recommendation. Length of use and effectiveness is addressed for each accommodation listed.

## II. Solution Generation

### 5. Feature Match (II.D)

1	2	3	4	5	6
Description of features is inaccurate. Identifies specific product rather than describing necessary features.	The vendor list of product features is provided; specifications are not described in relation to the student's needs.	A general description of the requested tool is given with minimal reference to the student's needs or abilities.	A list of system features is provided with minimal connection to this specific student.	A basic list of custom features is provided with stated relationships to the student's needs and abilities.	A complete list of custom features is clearly defined and the relationship to the student needs and abilities is clearly stated.

### 6. Continuum of Options and Trial Use (II.E)

1	2	3	4	5	6
No evidence is provided that other technology options were considered. No justification is provided for not considering other options. No trial use or simulation was conducted.	No evidence is provided that other technology options were considered, minimal justification is provided as to why only this assistive technology was considered. No trial use or simulation was conducted.	Provides evidence that at least one other technology was considered. Minimal justification is provided as to why this technology is best for the student. Trial use or simulation assessment was conducted, but results are unclear.	A continuum of several options was considered with minimal justification on the system that is best for the student. Trial use or simulation assessment was conducted, but results are unclear.	A continuum of several options was considered with basic justification on the system that is best for this student. Trial use or simulation assessment was conducted, but results are unclear.	A continuum of several options, including those that are comparable, was considered with clear justification on the system that is best for this student. Realistic trial use or simulation was conducted with clear results.

### III. Solution Selection

#### 7. Selection Criteria (III.F)

1	2	3	4	5	6
List of selected technologies is incomplete or inappropriate. Requested technologies do not fulfill the intent of this project.	List of selected technologies includes some inappropriate items (service contracts, unjustified AT request, etc.). No comparison to other options.	Selected technologies are listed appropriately with a basic description of how this will meet individual student needs. No indication of impact on educational/developmental performance. Minimal comparison made to other options.	Selected technologies are listed appropriately with a basic description of how this will meet identified needs and impact educational/developmental performance. Minimal comparison made to other options.	Appropriate technologies are selected and clearly address student needs and educational/developmental performance. Some comparison made to other options.	Appropriate technologies are selected and clearly address student needs and educational/developmental performance. Provides evidence of why this option was selected over others, including consideration of cost-effective solution.

## IV. Implementation

### 8. Goal Setting (IV.H)

1	2	3	4	5	6
Goals are not related to the current student needs or requested technology.	Goals are not written in measurable terms or student performance outcomes.	Goals are incomplete or only vaguely related to the student need or requested technology.	Goals are written with student performance outcomes. Some goals do not relate directly to the identified need or requested technology.	Goals are written in terms of student performance outcomes and are related to identified student needs.	Measurable goals are provided that specify student outcomes. Goals are related to identified student needs.

### 9. Evaluation Plan (IV.I)

1	2	3	4	5	6
Provides no plan for collecting data to evaluate student progress toward expected goals.	Plan to evaluate student progress toward expected goals is loosely defined or unrelated to the goals listed.	The evaluation process is somewhat defined and relates to goals listed but does not include either of the required components (frequency and techniques) for data collection.	The evaluation process is somewhat defined but does not include one of the required components (frequency and techniques) for collecting data.	The evaluation process is clearly defined including techniques and frequency for collecting data but is not directly related to the goals listed.	The evaluation process is clearly defined including techniques and frequency for collecting data and relates specifically to the goals listed.

### 10. Team Members and Responsibilities (IV.J)

1	2	3	4	5	6
Only 1 or 2 people are listed as team members. Responsibilities are not clearly defined.	Parents/Guardian and/or student involvement is not addressed. Responsibilities are vaguely defined or do not address all the assistive technology services requested.	Parents/Guardian and/or student involvement is included on a very limited team. Responsibilities are vaguely defined or do not address all assistive technology services.	Team includes parents/guardian and/or student, but is missing one or more individuals necessary for implementation in the educational setting. Responsibilities are defined but do not address all required assistive technology services.	Team consists of most of the individuals necessary for implementation in the educational setting, including parents and/or student. Responsibilities are defined but do not address all factors.	Team consists of all necessary individuals for implementation in the educational setting, including parents/ guardian and/or student. Clearly defined responsibilities address all factors.

## V. Local Share

### 11. Past Supports and Services (V.K)

1	2	3	4	5	6
No indication of district supports or services for implementing assistive technology is provided.	Past district supports and services are insufficient to determine district commitment.	Limited supports and services for implementation of assistive technology are listed with minimal indications of how this has impacted the student or the current recommendation.	District has provided some past assistive technology supports and services to support student progress. These have lead to current recommendations.	In the past, the district has provided most assistive technology supports and services needed for student progress. These have lead to the current recommendations.	The full range of assistive technology supports and services provided by the district in the past clearly have facilitated student progress and have lead to the current recommendations. (ie, trials, assessment).

### 12. Proposed Supports and Services (V.K)

1	2	3	4	5	6
District has not listed any proposed supports or services for the requested assistive technology.	Proposed assistive technology supports and services are not adequately listed to indicate commitment.	Minimal assistive technology supports and services are proposed and do not reflect the main components necessary for student outcomes.	Proposed assistive technology supports and services include some main components that will lead to student outcomes.	Proposed assistive technology supports and services are listed to include most main components to lead to student outcomes.	Detailed plans for continued assistive technology supports and services are identified, including plans for implementation, continued team problem solving, training, repair and maintenance, etc.

### 13. Other Funding Options (V.L)

1	2	3	4	5	6
No indications of efforts toward alternate funding are indicated.	Student eligibility for other funding sources was considered but not pursued. No results/ explanation provided.	Student eligibility for other funding sources was considered but not pursued. Results/ explanation provided.	Student eligibility for other funding sources was considered and pursued. No results/ explanation provided.	Student eligibility for other funding sources was considered and pursued. Results/ explanation provided.	Student eligibility for other funding sources was considered and pursued appropriately and will be used to provide AT not requested in this grant.

## VI. Significance

### 14. District Impact (VI.M)

1	2	3	4	5	6
Impact on the delivery of assistive technology in the building and the district is not addressed. No reference to district technology plan.	Impact on the delivery of assistive technology in the building or the district is not addressed. General components in the district technology plan could include assistive technology but are unclear indications only.	Impact on the delivery of assistive technology in the building or district is not addressed. General plans for including assistive technology in the overall district plan are described.	Impact on the delivery of assistive technology in the building and district is vague. General plans for including assistive technology in the overall district plan are described.	Clearly describes impact on the delivery of assistive technology in the building or the district, but not both. Proposed integration of assistive technology in the district technology plan is clearly defined.	Clearly describes impact on the delivery of assistive technology in the building and the district. The district technology plan indicates a strong commitment to provide assistive technology for students.

### 15. Access to General Curriculum (VI.N)

1	2	3	4	5	6
Participation and progress in general education are not addressed.	Participation and progress in general education are addressed but not in relation for this student.	Student's participation and progress in general education are specifically addressed but no indication that the technology requested will have an impact.	Some indications that the requested technology will increase participation in general education for this student.	Some indications that the requested technology will support progress in general education for this student.	Clear indications that the requested technology will increase student participation and progress in the general curriculum.

## Overall Impression

### 16. Overall Impression

1	2	3	4	5	6
Unsatisfactory: The application does not meet the intent of this project.	Poor: This application was difficult to read. It is not based on an individual student's unique needs.	Fair: This application provides a basic description of the student's unique needs. The assistive technology selected does not meet this student's needs.	Good: The application clearly reflects an individual student's unique needs. The technology selected is adequate to meet this student's needs.	Very Good: The application clearly reflects an individual student's unique needs and selects the appropriate technology to meet this student's needs. There is some evidence that a team problem-solving process was utilized.	Excellent: This application was concise and well written. It clearly reflected an individual student's unique needs and selects the appropriate technology to meet this student's needs. There are strong indications that a well formed team problem-solving process was utilized.