



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2024
EDAT 649 DL1: Assistive Technology Assessment
CRN: 10517, 3 – Credits

Instructor: Cindy George	Meeting Dates: 1/16/24 – 5/8/24
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Office Location: Krug 105A	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

EDAT 510; B- or EDAT 510; XS.

Co-requisite(s):

None

Course Description

Provides an overview of AT consideration and assessment procedures with emphasis on generated assessment plan and written report. Review and administer existing assistive technology (AT) evaluation instruments. Notes: Field Experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. Visit <http://registrar.gmu.edu/students/graduation/> for more information.

Course Instructional Method

EDAT 649 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 1/16/24.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader: https://get.adobe.com/reader/](https://get.adobe.com/reader/)

- [Windows Media Player:](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- [Apple Quick Time Player:](http://www.apple.com/quicktime/download/) www.apple.com/quicktime/download/
- [GMU Zoom Video Conferencing](https://gmu.zoom.us) (<https://gmu.zoom.us>)

Expectations

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesdays and finish on Mondays. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and*

diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Determine if assistive technology has been adequately considered for individual.
2. Review and identify user characteristics and match to specified toy features.
3. Define and provide teaching strategies for prerequisites to computer use.
4. Review and implement an existing assistive technology protocol.
5. Master assessment strategies to make appropriate technology decisions.
6. Conduct and compose an assistive technology assessment for individuals with disabilities.

Professional Standards

This course is part of the George Mason University, School of Education, Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related to assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 3: Assessment and Planning and Standard 5: Professional Practice and Collaboration.

*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

Required Texts

Cook, A. M. & Polgar, J. M. (2019). *Assistive technologies: Principles and practice* (5th ed). Mosby Elsevier.

Recommended Texts

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a

required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA/SLL.

For EDAT 649, the required PBA is Assistive Technology Assessment Project. Please check to verify your ability to upload to VIA/SLL before the PBA due date."

Assignments and/or Examinations

Performance-based Assessment (VIA/SLL submission required)

The PBA for this assignment is the Assistive Technology Assessment Project.

College Wide Common Assessment (VIA/SLL submission required)

N/A

Other Assignments

1. Assessment Training Modules (30 points)

Students are required to view assessment content presentations posted on Blackboard for 6 weekly distance sessions. Assignments contained within and supporting these presentations are to be completed and will be due by the specified dates posted for each module assignment. Individual modules are worth 5 points each. All activities within each module must be completed to receive total module credit.

2. Assessment Protocol Presentation (20 points)

Students are to review the assigned assessment protocol. A narrated PowerPoint presentation should then be created that introduces and describes the protocol. It should include, Goal of protocol, Target audience, Pre-requisites, Procedures, Personal reaction.

Assessment Protocol Presentation (due 2/3/24)

Assessment Protocol Comparison (due 2/5/24)

3. Computer Prerequisites (15 points)

Students are to explore and define prerequisite computer skills. For each skill, students will match strategies and activities using typical manipulatives for supporting each skill. A Prerequisite Form will be provided for this assignment on Blackboard.

Computer Prerequisites (due 2/26/24)

4. Assistive Technology Assessment Project (35 points) (Performance-based Assessment PBA)

Students are to complete an individual assistive technology assessment to provide AT solutions for an individual who has a disability; either in-person or via a web conferencing program such as ZOOM. The project will consist of assessment activities and interactions throughout the semester using evaluation data to match technologies and strategies that prove to potentially benefit and support predetermined assessment objectives. A written report (format provided) outlining these activities as well as a narrated PowerPoint presentation summarizing the assessment is also required. (Note: the name of the client of this presentation should be modified to protect client confidentiality prior to being posted on Blackboard for peer review.)

Assignment Requirements	Points	Comments
COMMUNICATION (5 points)		
Mid-Assessment Meeting w/ potential AT3 pts		
Communication w/Instructor2 pts		
REPORT (20 points): Due 5/2/24		
<i>Client Needs Analysis</i>		
Goal & Objectives2 pts		
Background2 pts		
Interview of client/caretakers/professionals ...2 pts		
Observation of client & environment2 pts		
<i>Devices</i>		
Identification of potential AT solutions.....3 pts		
<i>Trials</i>		
Evaluation/Trial data.....3 pts		
<i>Solutions</i>		
Rationale of selection of AT solutions3 pts		
Pros/Cons of relevant AT3 pts		
PRESENTATION (6 points): Due 5/5/24		
Summary of report2 pts		
Oral presentation of report2 pts		
Visual presentation of report via PowerPoint2 pts		
PEER ASSESSMENT REVIEW: Due 5/7/24		
Infographic4 pts		
Total Points out of 35		

Assignment Summary

Assessment Training Modules	30
Assessment Protocol Presentation	20
Computer Prerequisites	15
AT Assessment Project.....	35
TOTAL POINTS	100

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Students are expected to actively engage in ALL weekly course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Please note that while only certain learning elements are assessed through “grades”, the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course.

Late Work

All activities and assignments should be submitted through Blackboard by 11:59 PM on the due dates indicated. In fairness to students who submit work on time, ½ credit will be deducted for late weekly assignment submissions. Weekly assignments will not be accepted more than 5 days late unless arrangements are made in advance with the instructor. All final project work will receive a response cost for being late (up to 10% per day) unless arrangements are made in advance with the instructor.

Grading

95-100%	=	A
90-94%	=	A-
87-89%	=	B+
83-86%	=	B
80-82%	=	B-
70-79%	=	C
< 70%	=	F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

	Topic	Readings & Assignments
Session 1 1/16-1/22	Assistive Technology Assessment Overview	<u>Reading:</u> Cook & Polgar (2019) Chapters 1 & 2 <u>Assignment:</u> Assessment Module 1
Session 2 1/23-1/29	Assessment Protocol	<u>Assignment:</u> Receipt of Assessment Protocol
Session 3 1/30-2/5	Screening and Assessment Procedures	<u>Reading:</u> Cook & Polgar (2019) Chapter 3 <u>Assignment:</u> Assessment Module 2 <i>Assessment Protocol Presentation</i> <i>(Due 2/3/24)</i> <i>Assessment Protocol Comparison</i> <i>(Due 2/5/24)</i>
Session 4 2/6-2/12	Assessing Computer Prerequisites & Control of the Environment	<u>Reading:</u> Cook & Polgar (2019) Chapters 7 & 8 <u>Assignment:</u> Assessment Module 3

<p>Session 5 2/13-2/19</p>	<p>Report Writing & Sensory Aids</p>	<p><u>Reading:</u> Cook & Polgar (2019) Chapters 15 & 16 <u>Assignment:</u> Assessment Module 4</p>
<p>Session 6 2/20-2/26</p>	<p>AT Library and Internet Solution Searches & Mobility Aids</p>	<p><u>Reading:</u> Cook & Polgar (2019) Chapter 9 <u>Assignment:</u> Assessment Module 5</p> <p><i>Computer Prerequisites</i> (Due 2/26/24)</p>
<p>Session 7 2/27-3/11</p> <p><i>2-WEEK SESSION</i> <i>Spring break</i> <i>3/4 – 3/10</i></p>	<p>AT Assessment Professionals & Augmentative and Cognition Systems</p>	<p><u>Reading:</u> Cook & Polgar (2019) Chapters 17 & 18 <u>Assignment:</u> Assessment Module 6</p>

Final AT Assessment Project Begins

<p><i>Use Sessions 8-12 dates as a guide</i></p>	<p>Topic</p>	<p>Readings & Assignments</p>
<p>Session 8 3/12-3/18</p>	<p>AT Assessment: User/Client Needs</p>	<p><u>Assignment:</u> User/Client Needs: Background Information,</p> <ul style="list-style-type: none"> ○ Observation, Interview, Goals & Objectives

<i>Use Sessions 8-12 dates as a guide</i>	Topic	Readings & Assignments
<p>Session 9 3/19-3/25</p>	<p>Identifying Potential AT Devices</p>	<p><u>Assignment:</u> Device identification</p> <ul style="list-style-type: none"> ○ Note as to where one would access the device for a trial or how one could simulate a trial. ○ Contact instructor for assistance if having issues
<p>Session 10 3/26-4/1</p>	<p>AT Assessment: Complete Identification of Potential AT Devices</p>	<p><u>Assignment:</u> Instructor meeting: AT device selection</p> <p><i>Mid-Assessment Meeting</i> (Due BEFORE 4/1/24)</p>
<p>Session 11 4/2-4/15</p> <p><i>2-WEEK SESSION</i></p>	<p>AT Assessment: AT Evaluation Trials or Simulations</p>	<p><u>Assignment:</u> Independent field experience & Device Trials Modify trial sheets, design trial procedures, mock trial and completed forms and results.</p>
<p>Session 12 4/16-4/29</p> <p><i>2-WEEK SESSION</i></p>	<p>AT Assessment: Suggestions, and Recommendations</p>	<p><u>Assignment:</u> AT Recommendations</p>
<p>Session 13 4/30-5/8</p>	<p>Final Tasks: AT Assessment Report, AT Presentation, Peer Review, & Final Evaluations</p>	<p><u>Assignment:</u></p> <p><i>AT Assessment Report</i> (Due 5/2/23)</p> <p><i>AT Assessment Presentation</i> (Due 5/5/24)</p> <p><i>Infographic Peer Review</i> (Due 5/7/24)</p> <p><i>Course Survey & VIA/SSL Submission</i> (Due 5/8/24)</p>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

Appendix
Assessment Rubric(s)

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Client Needs Analysis AT Program Standards 3.4	<i>Indicator 3.4:</i> Candidates understand the use of multiple types of assessment information.	Candidate fails to use multiple types of assessment information to provide evidence of assistive technology needs.	Candidate uses multiple types of assessment information to provide evidence of assistive technology needs.	Candidate uses multiple types of assessment information within the client’s natural environment to provide evidence of assistive technology needs.
Client Needs Analysis AT Program Standards 5.4	<i>Indicator 5.4:</i> Candidates demonstrate skill in collaborating with individual with exceptional needs, their families and other professionals including educators, related services providers, and personnel from government and community agencies in culturally responsive ways through the assessment, selection, implementations, training, and evaluation of assistive technology tools and strategies for individuals with exceptional needs.	Candidate fails to collaborate with individuals with exceptional needs, their families and other professionals to identify AT goals.	Candidate collaborates with individuals with exceptional needs, their families and other professionals to identify AT goals.	Candidate collaborates with individuals with exceptional needs, their families and other professionals in culturally responsive ways to identify AT goals.

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Potential AT Devices AT Program Standard 3.6	<i>Indicator 3.6:</i> Candidates use results of assessments in selecting assistive technology tools and strategies for individual with exceptional needs across environment and settings.	Candidate fails to use results of assessments to identify and match appropriate technology to support an individual with exceptional needs.	Candidate uses results of assessments to identify and match appropriate technology to support an individual with exceptional needs.	Candidate uses results of assessments to identify and match appropriate technology to support an individual with exceptional needs; providing a rationale that considers the individual's personal interests, preferences, values and cultural influences.
Potential AT Devices AT Program Standard 3.5	<i>Indicator 3.5:</i> Candidates make technology decisions based on a continuum of options ranging from no technology to high technology.	Candidate fails to identify a range of AT options with the no-technology to high-technology continuum.	Candidate identifies a range of AT options with the no -technology to high-technology continuum.	Candidate identifies a range of AT options within the no-technology to high technology that can be used across multiple environments.
Potential AT Devices AT Program Standard 3.2	<i>Indicator 3.2:</i> Candidates identify and match appropriate technology based on individual and environmental needs while also considering personal interests, preferences, values and cultural influences.	Candidate fails to identify and match appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences.	Candidates identifies and matches appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences.	Candidates identifies and matches appropriate assistive technology based on an individual's interests, preferences, values, and cultural influences across environments,

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
				settings, and life span.
Evaluation Trials AT Program Standards 4.1 & 4.2	<p><i>Indicator 4.1:</i> Candidates apply knowledge and skills to identify user needs and customize assistive technology tools and strategies that are meaningful and useful.</p> <p><i>Indicator 4.2:</i> Candidates provide customized assistive technology training services to individuals with exceptional needs, their families, and/or their community of support.</p>	<p>Candidate fails to apply knowledge and skills to evaluate assistive technology tools and strategies that may prove meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.</p>	<p>Candidate applies knowledge and skills to evaluate assistive technology tools and strategies that may prove meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.</p>	<p>Candidate applies knowledge and skills to evaluate a range of assistive technology tools and strategies that may prove meaningful and useful to individuals with exceptional needs as well as their families and community of support. In addition, candidate shares evaluation tasks with member(s) of the AT team.</p>
Evaluation Trials AT Program Standards 3.7	<p><i>Indicator 3.7:</i> Candidates develop, and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the system as needed.</p>	<p>Candidate's plan to monitor outcomes of the evaluation trial is limited and/or candidate does not make appropriate adjustments to the plan as needed.</p>	<p>Candidate develops and implements plan to monitor outcomes of the evaluation trial and adjust the plan as needed.</p>	<p>Candidate develops and implements a detailed and specific plan to monitor outcomes of the evaluation trial and make immediate and responsive adjustments to the plan as needed.</p>

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
AT Recommendations AT Program Standard 2.4	<i>Indicator 2.4:</i> In conjunction, candidates possess a repertoire of evidences-based strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span.	Candidate fails to use results of evaluation trials to identify assistive technology tools that match user needs and provide personalized supports for an individual with exceptional needs.	Candidate uses results of evaluation trials to identify assistive technology tools that match user needs and provide personalized supports for an individual- with exceptional needs.	Candidate uses results of evaluation trials to identify assistive technology tools and offer implementation strategies that match user needs and provide personalized supports for individuals with exceptional needs across environments, settings, & life span.
AT Recommendations AT Program Standard 3.1	Indicator 3.1: Candidates advocate for assistive technology on individual and system change levels.	Candidate fails to or is limited in advocating for AT on individual and system change levels.	Candidate advocates for assistive technology on individual and system change levels.	Candidate advocates for AT on individual and system change levels over expanded timeframe, across settings, & life span, and environments.
Report Writing AT Program Standard 5.1	Indicator 5.1: Candidates promote and advocate for the benefits of continued implementation of assistive technology tools and strategies for individuals with exceptional needs across a wide range of settings	Candidate fails to promote and advocate for the benefits of continued implementation of AT tools and strategies for an individual with exceptional needs in a well-organized, professionally	Candidate promotes and advocates for the benefits of continued implementation of AT tools and strategies for an individual with exceptional needs within a well-organized, professionally	Candidate promotes and advocates for the benefits of continued implementation of AT tools, strategies and resources for an individual with exceptional needs across settings & based on various needs; within a well-organized,

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	and based on various needs.	written assessment report.	written assessment report.	professionally written assessment report.
Report Writing AT Program Standard 5.2	Indicator 5.2: Candidates model ethical behavior and promote professional standard.	Candidate fails to model ethical behavior and promote professional standards in both written and oral communication.	Candidate models ethical behavior and promote professional standards in both written and oral communication.	Candidate models ethical behavior and promote professional standards in both written and oral communication.