

Writing Protocol: Background Information

Student:	Date:
School:	Person completing form:
Identified disabilities:	Reading proficiency level:

	YES	NO
Does the student routinely demonstrate difficulty with written work?		
Is handwriting legible to an unfamiliar reader?		
Is handwritten work completed in the same time frame as peers?		
Has the student received formal keyboarding instruction?		
Is the student able to type using a keyboard similar to that of peers?		
Is the student's spelling ability similar to that of peers?		
Is the student able to compose well-formed sentences independently similar to that of his peers?		
Is the student performing at the grade level on writing standards?		

<p>What is the student's primary means of written communication?</p> <p><input type="checkbox"/> Manuscript <input type="checkbox"/> Cursive <input type="checkbox"/> Keyboarding <input type="checkbox"/> Other:</p>
<p>Check the type of written assignments that the student is able to complete successfully.</p> <p><input type="checkbox"/> Worksheets <input type="checkbox"/> Short answers <input type="checkbox"/> Multiple paragraphs <input type="checkbox"/> Note taking</p> <p><input type="checkbox"/> Narrative <input type="checkbox"/> Informative <input type="checkbox"/> Opinion/argument</p>
<p>Does the student receive related services? If so, describe:</p>
<p>Check the type of tools/ accommodations the student uses on a regular basis:</p> <p><input type="checkbox"/> Word processor <input type="checkbox"/> Spell check <input type="checkbox"/> Word prediction <input type="checkbox"/> Graphic organizers</p> <p><input type="checkbox"/> Speech-to-text <input type="checkbox"/> Extra time <input type="checkbox"/> Scribe <input type="checkbox"/> Other:</p>
<p>Check issues that affect performance on writing tasks?</p> <p><input type="checkbox"/> motivation <input type="checkbox"/> perseverance <input type="checkbox"/> attention <input type="checkbox"/> non-compliance <input type="checkbox"/> other:</p>