

QIAT-PS Student Guideline Self-Evaluation Matrix

Indicator	Least Promising 1	>>> 2	Variations 3	>>> 4	Most Promising 5
<b>1. Self Awareness</b> - The student is aware of the various factors of their disability and is knowledgeable about their needed accommodations.	Student is unaware of or misinformed about the impact of the disability.	Student is unaware or misinformed of the impact of the disability on success in college.	Student is aware that they will need help in college, but is unaware of what they need or what assistive technology is available.	Student has an accurate and clear sense of their goals, abilities, and needed assistive technology, but is unclear about how to obtain them.	Student has an accurate and clear sense of their goals, abilities, and needed assistive technology and knows how to request and/or acquire them.
<b>2. Disclosure of Disability Information</b> - The student understands that under applicable federal and state laws, they must disclose information about their disability that requires accommodations in order to acquire necessary accommodations for access to the curricula and materials.	Student is unaware that there are federal and state laws regarding disclosure of disability information.	Student is aware of laws regarding disclosure but unaware of their rights and responsibilities in the post secondary environment	Student is aware of their rights and responsibilities in the post secondary environment regarding disclosure but does not know how disclosure relates to assistive technology	Student is aware of their rights and responsibilities regarding disclosure, knows how disclosure relates to assistive technology but does not provide the right information to the right people	Student knows how disclosure relates to assistive technology needs, acts on that knowledge and provides appropriate level of self disclosure.
<b>3. Communication</b> - The student is able to effectively communicate with faculty and service providers concerning assistive technology needs.	Student is unaware of the need to communicate effectively with faculty and/or service providers.	Student is aware of the need to communicate with faculty and service providers but does not have the understanding and skills needed	Student is aware of the need to communicate with faculty and service providers, has the understanding and skills needed, but does not apply them	Student is aware of the need to communicate with faculty and service providers, has the understanding and skills needed, but is inconsistent in application and use.	Student is able to communicate effectively with faculty and/or service providers in all issues related to their disability.
<b>4. Self Advocacy</b> - The student takes a leadership role in acquiring support services and develops strategies to ensure the availability of AT.	Student is not knowledgeable about their AT needs.	Student has knowledge of needs but is not prepared to take a leadership role in requesting and using AT.	Student has knowledge of needs and available AT, but requires significant assistance to take a leadership role.	Student has knowledge of needs and available AT, but inconsistently takes a leadership role in meeting those needs.	Student arrives at college with a plan based on knowledge of needs and available AT which puts them in charge of their successful and accessible college experience.
<b>5. Self-evaluation:</b> The student evaluates personal performance using AT and makes adjustments to their goals when necessary.	Student does not evaluate their use of AT and other campus technology	Student's self-evaluation does not result in an accurate description of their AT skill level.	Student's self-evaluation of AT use is accurate but student does not seek to make adjustments.	Student's self-evaluation of AT use is accurate. Student makes some of the needed adjustments.	The student has an accurate sense of their potential performance with their AT. Student regularly re-evaluates and makes needed changes.
<b>6. Student Initiative and Decision Making:</b> The student independently chooses the appropriate AT for each situation and makes long-term decisions about assistive technology device acquisition and other campus technology options.	The student does not explore a range of AT devices, services and other campus technology options that address identified needs.	When AT is needed, the student sometimes explores a limited range of assistive technology devices, services and other campus technology options.	When AT is needed, the student explores a range of assistive technology devices, services and other campus technology options. Student makes long term decisions about technology use only when significant support is provided.	When AT is needed, the student explores a range of assistive technology devices, services and other campus technology options. Student is generally able to make long term decisions about technology .	The student independently chooses the appropriate AT for each situation and makes long-term decisions about assistive technology device acquisition and other campus technology options.
<b>7. Assistive Technology Problem Solving:</b> The student identifies technical problems with AT use and is able to identify the needed AT supports and services to solve AT problems and communicate these solutions to disability services and their instructors.	Student fails to recognize when technology is not working properly.	Student recognizes technology problems but does not take action when they occur.	Student is dependent on others to solve any AT problems which arise.	Student is generally able to troubleshoot and direct the technology problem solving process, including requesting and using needed support.	Student is skilled in AT troubleshooting and directing the problem solving process, including requesting and using needed support.

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