COMPUTER ACCESS EVALUATION PROTOCOL

Student Name: ______________________ System: ______________________
Date of Evaluation: ______________________

During this evaluation, informal measures were used to evaluate the student’s computer access skills and his/her ability to use various assistive technology devices. The following is a summary of his/her performance.

Standard Input

<table>
<thead>
<tr>
<th>Standard Keyboard</th>
<th>Keyboarding experience:</th>
<th>Method of Access:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify computer used in this evaluation: ________________</td>
<td>□ Student has used a standard keyboard</td>
<td>□ Touch typist (uses both hands appropriately)</td>
</tr>
<tr>
<td>Operating System:</td>
<td>□ Windows 98</td>
<td>□ ‘Hunt and Peck’, specify fingers used:</td>
</tr>
<tr>
<td>□ Windows 2000</td>
<td>□ Student has used alternate keyboard, specify:</td>
<td>□ both hands __________</td>
</tr>
<tr>
<td>□ Windows XP</td>
<td>□ Student has not had keyboarding instruction</td>
<td>□ right hand __________</td>
</tr>
<tr>
<td>□ Macintosh OS __________</td>
<td>□ Student has had keyboarding instruction, specify:</td>
<td>□ left hand __________</td>
</tr>
</tbody>
</table>

Using a standard keyboard, the student could:
- □ identify alphanumeric keys
- □ identify function keys
- □ activate alphanumeric and function keys
- □ activate two keys simultaneously
- □ activate keys without looking at keyboard

The following errors were observed:
- □ difficulty isolating a finger
- □ difficulty identifying keys
- □ difficulty activating target keys
- □ difficulty releasing keys
- □ other, specify:

During this portion of the evaluation, the student used the following low technology adaptations:
- □ pointing device
  - □ finger pointer □ head pointer □ mouth stick □ other, specify ______

Use of pointing device improved:
- □ accuracy level □ rate □ ease of input

- □ keyboard adaptations
  - □ key labels □ keypad □ tactile locator dots □ alternate layout, specify ______
  - □ other, specify: __________

Use of adaptations improved:
- □ accuracy level □ rate □ ease of input

During this portion of the evaluation, the student used the following computer accessibility options:
- □ keyboard options
  - □ Sticky Keys □ Filter Keys □ Toggle Keys
  - □ Repeat Delay □ Repeat Rate

Use of accessibility options increased student’s:
- □ accuracy level □ ease of input
Standard Keyboard (continued)

During this portion of the evaluation, the student used the following high technology software:

- [ ] word prediction

  Use of word prediction software increased student's:
  - [ ] accuracy level
  - [ ] rate
  - [ ] ease of input

Comments:


Alternative Input: Keyboard

<table>
<thead>
<tr>
<th>Enlarged Keyboard</th>
<th>Mini Keyboard</th>
<th>Other, specify: __________________________</th>
</tr>
</thead>
</table>

Specify Type: When accessing the alternate keyboard, student used:

- [ ] both hands using fingers indicated below:
  - left: [ ] thumb [ ] index [ ] middle [ ] ring [ ] pinkie
  - right: [ ] thumb [ ] index [ ] middle [ ] ring [ ] pinkie
- [ ] only left hand using fingers indicated below:
  - thumb [ ] index [ ] middle [ ] ring [ ] pinkie
- [ ] only right hand using fingers indicated below:
  - thumb [ ] index [ ] middle [ ] ring [ ] pinkie

Using an alternate keyboard, the student could:

- [ ] identify alphanumeric keys
- [ ] identify function keys
- [ ] activate alphanumeric and function keys
- [ ] activate two keys simultaneously

The following errors were observed:

- [ ] difficulty isolating a finger
- [ ] difficulty identifying keys
- [ ] difficulty activating target keys
- [ ] difficulty releasing keys
- [ ] other, specify:

During this portion of the evaluation, the student used the following low technology adaptations:

- [ ] pointing device
  - [ ] finger pointer
  - [ ] head pointer
  - [ ] mouth stick
  - [ ] other, specify: __________________________

  Use of pointing device improved:
  - [ ] accuracy level
  - [ ] ease of input
  - [ ] independence level

- [ ] keyboard adaptations
  - [ ] key labels
  - [ ] keyboard guard
  - [ ] tactile locator dots
  - [ ] alternate layout, specify ________
  - [ ] other, specify: __________________________

  Use of adaptations improved:
  - [ ] accuracy level
  - [ ] ease of input
  - [ ] independence level

During this portion of the evaluation, the student used the following accessibility options:

- [ ] keyboard options
  - [ ] Sticky Keys
  - [ ] Filter Keys
  - [ ] Toggle Keys
  - [ ] Repeat Delay
  - [ ] Repeat Rate

  Use of accessibility options increased students:
  - [ ] accuracy level
  - [ ] ease of input
  - [ ] independence level

During this portion of the evaluation, the student used the following high technology software:

- [ ] word prediction

  Use of word prediction software increased student's:
  - [ ] accuracy level
  - [ ] rate
  - [ ] ease of input

Comments: __________________________

______________________________

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<table>
<thead>
<tr>
<th>Enlarged Keyboard</th>
<th>Mini Keyboard</th>
<th>Other, specify:</th>
</tr>
</thead>
</table>

**Specify Type:**

- When accessing the alternate keyboard, student uses both hands using fingers indicated below:
  - left: [ ] thumb [ ] index [ ] middle [ ] ring [ ] pinkie
  - right: [ ] thumb [ ] index [ ] middle [ ] ring [ ] pinkie
- only left hand using fingers indicated below:
  - thumb [ ] index [ ] middle [ ] ring [ ] pinkie
- only right hand using fingers indicated below:
  - thumb [ ] index [ ] middle [ ] ring [ ] pinkie

**Using an alternate keyboard, the student could:**
- identify alphanumeric keys
- identify function keys
- activate alphanumeric and function keys
- activate two keys simultaneously

**Using an alternate keyboard, the student could:**
- The following errors were observed:
  - difficulty isolating a finger
  - difficulty identifying keys
  - difficulty activating target keys
  - difficulty releasing keys
  - other, specify:

**During this portion of the evaluation, the student used the following low technology adaptations:**
- pointing device
  - [ ] finger pointer [ ] head pointer [ ] mouth stick [ ] other, specify ____________
  - Use of pointing device improved:
    - [ ] accuracy level [ ] ease of input [ ] independence level
- keyboard adaptations
  - [ ] key labels [ ] keyguard [ ] tactile locator dots [ ] alternate layout, specify ____
  - other, specify: __________________________
  - Use of adaptations improved:
    - [ ] accuracy level [ ] ease of input [ ] independence level

**During this portion of the evaluation, the student used the following accessibility options:**
- keyboard options
  - [ ] Sticky Keys [ ] Filter Keys [ ] Toggle Keys
  - longer repeat delay [ ] decreased repeat rate
  - Use of accessibility options increased students:
    - [ ] accuracy level [ ] ease of input [ ] independence level

**During this portion of the evaluation, the student used the following high technology software:**
- word prediction
  - Use of word prediction software increased student’s:
    - [ ] accuracy level [ ] rate [ ] ease of input

**Comments: ________________________________
## On Screen Keyboard

<table>
<thead>
<tr>
<th>Specify on screen keyboards used:</th>
<th>Method of access:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________________________</td>
<td>☐ standard mouse</td>
</tr>
<tr>
<td>2. ___________________________</td>
<td>☐ alternate mouse, specify: ___________________________</td>
</tr>
<tr>
<td>3. ___________________________</td>
<td></td>
</tr>
</tbody>
</table>

### Keyboard number 1

- When presented with this on screen keyboard, student could:
  - ☐ move pointer to target
  - ☐ click on target

- When presented with this on-screen keyboard, student required the following features:
  - ☐ text to speech feedback of ☐ letters, ☐ words, and/or ☐ sentences
  - ☐ removal of keys that might not follow the letter typed (SmartKeys)
  - ☐ word completion
  - ☐ word prediction

**Comments:**

---

### Keyboard number 2

- When presented with this on screen keyboard, student could:
  - ☐ move pointer to target
  - ☐ click on target

- When presented with this on-screen keyboard, student required the following features:
  - ☐ text to speech feedback of ☐ letters, ☐ words, and/or ☐ sentences
  - ☐ removal of keys that might not follow the letter typed (SmartKeys)
  - ☐ word completion
  - ☐ word prediction

**Comments:**

---

### Keyboard number 3

- When presented with this on screen keyboard, student could:
  - ☐ move pointer to target
  - ☐ click on target

- When presented with this on-screen keyboard, student required the following features:
  - ☐ text to speech feedback of ☐ letters, ☐ words, and/or ☐ sentences
  - ☐ removal of keys that might not follow the letter typed (SmartKeys)
  - ☐ word completion
  - ☐ word prediction

**Comments:**

---
## Alternative Input: Mouse

### Alternative Mouse 1

<table>
<thead>
<tr>
<th>Select one alternative mouse type:</th>
<th>Method of Access:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Touch screen, specify:</td>
<td>☐ Left hand</td>
</tr>
<tr>
<td>☐ Trackball, specify:</td>
<td>☐ Right hand</td>
</tr>
<tr>
<td>☐ Joystick, specify:</td>
<td></td>
</tr>
<tr>
<td>☐ Trackpad, specify:</td>
<td></td>
</tr>
<tr>
<td>☐ Other, specify:</td>
<td></td>
</tr>
</tbody>
</table>

**Placement of alternative mouse:**

Using the above alternative mouse, the student could complete the following actions:

- move the pointer to a specified icon on the desktop
- move the pointer/cursor within a program to:
  - icons          
  - words          
  - main menu items 
  - sub menu items  
  - targets in software program
- single click to select
- double click to execute/open
- right click
- click and drag

During this portion of the evaluation, the student used the following accessibility options:

- decrease double click speed
- decrease pointer speed
- add pointer trails
- single click for double click
- dwell click
- click lock

Use of accessibility options increased student’s ability to:

- move/navigate pointer/cursor
- select items

**Comments:**


### Alternative Mouse 2

<table>
<thead>
<tr>
<th>Select one alternative mouse type:</th>
<th>Method of Access:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Touch screen, specify:</td>
<td>☐ Left hand</td>
</tr>
<tr>
<td>☐ Trackball, specify:</td>
<td>☐ Right hand</td>
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During this portion of the evaluation, the student used the following accessibility options:

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- single click for double click
- dwell click
- click lock

Use of accessibility options increased student’s ability to:

- move/navigate pointer/cursor
- select items

**Comments:**


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## Alternative Input: Switch

### Switch 1

<table>
<thead>
<tr>
<th>Switch interface used:</th>
<th>Switch Location/Mount:</th>
<th>When using this switch, the student could:</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>______________________</td>
<td>□ activate switch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ hold/maintain pressure on switch for _____ seconds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ release switch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ reactivate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ consistently □ inconsistently</td>
</tr>
</tbody>
</table>

**Switch access:**
- [ ] Remote number of switches _____ type of switch(es) _____
- [ ] Scanning number of switches _____ type of switch(es) _____
- [ ] Morse Code number of switches _____ type of switch(es) _____

If access is scanning, complete the following:
- **Scan mode:**
  - [ ] visual scanning
  - [ ] auditory scanning
- **Scan method:**
  - [ ] automatic (activate to start, activate to stop)
  - [ ] directed/step (switch activation required to advance to next location)
  - [ ] inverse
- **Scan pattern:**
  - [ ] linear
  - [ ] row/column scanning
  - [ ] column/row scanning
  - [ ] quadrant scanning
  - [ ] other, specify:

**Comments:**

---

### Switch 2

<table>
<thead>
<tr>
<th>Switch interface used:</th>
<th>Switch Location/Mount:</th>
<th>When using this switch, the student could:</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>______________________</td>
<td>□ activate switch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ hold/maintain pressure on switch for _____ seconds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ release switch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ reactivate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ consistently □ inconsistently</td>
</tr>
</tbody>
</table>

**Switch access:**
- [ ] Remote number of switches _____ type of switch(es) _____
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  - [ ] visual scanning
  - [ ] auditory scanning
- **Scan method:**
  - [ ] automatic (activate to start, activate to stop)
  - [ ] directed/step (switch activation required to advance to next location)
  - [ ] inverse
- **Scan pattern:**
  - [ ] linear
  - [ ] row/column scanning
  - [ ] column/row scanning
  - [ ] quadrant scanning
  - [ ] other, specify:

**Comments:**

---
## Alternative Input: Voice Recognition

<table>
<thead>
<tr>
<th>Voice Recognition Software</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Software used:</strong></td>
</tr>
<tr>
<td>□ discrete</td>
</tr>
<tr>
<td>□ continuous</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Training time:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Dictation sample</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student voice/speech quality:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breath support was adequate:</td>
</tr>
<tr>
<td>□ for microphone calibration</td>
</tr>
<tr>
<td>□ to complete training session</td>
</tr>
<tr>
<td>□ to dictate</td>
</tr>
<tr>
<td>□ sentences</td>
</tr>
<tr>
<td>□ paragraphs</td>
</tr>
<tr>
<td>Volume was adequate:</td>
</tr>
<tr>
<td>□ for microphone calibration</td>
</tr>
<tr>
<td>□ to complete training session</td>
</tr>
<tr>
<td>□ to dictate</td>
</tr>
<tr>
<td>□ sentences</td>
</tr>
<tr>
<td>□ paragraphs</td>
</tr>
<tr>
<td>Speech:</td>
</tr>
<tr>
<td>□ was intelligible</td>
</tr>
<tr>
<td>□ had articulation errors</td>
</tr>
<tr>
<td>□ consistent</td>
</tr>
<tr>
<td>□ recognized by software</td>
</tr>
<tr>
<td>□ not recognized by software</td>
</tr>
<tr>
<td>□ inconsistent</td>
</tr>
<tr>
<td>□ inconsistent but able to correct with prompting</td>
</tr>
</tbody>
</table>

| Comments: | |
|-----------|

When presented with voice recognition software, the student could:

* □ read the dictated text*
* □ visually recognize errors*
  * □ use voice commands to correct errors*
  * □ correct errors using correction list*
  * □ correct errors using spelling*
  * □ use voice commands from the reference card/list to:*
    * □ navigate within document | |
    * □ cut, paste, and delete text | |
    * □ select text | |
    * □ insert basic punctuation | |
    * □ format document | |
  * □ use voice commands to access menu items | |

When using voice recognition software, the following features were required:

* □ text to speech | |
* □ dictation playback | |

| Comments: | |
|-----------|
### Output: Monitor and Sound

#### Monitor

<table>
<thead>
<tr>
<th>Monitor information:</th>
<th>Monitor placement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ standard monitor</td>
<td>Descirbe where monitor was placed in relation to student:</td>
</tr>
<tr>
<td>□ size:</td>
<td></td>
</tr>
<tr>
<td>□ screen resolution:</td>
<td></td>
</tr>
<tr>
<td>□ LCD (laptop or flat screen)</td>
<td></td>
</tr>
<tr>
<td>□ size:</td>
<td></td>
</tr>
<tr>
<td>□ screen resolution:</td>
<td></td>
</tr>
</tbody>
</table>

**Using this monitor, the student:**

- □ could locate and identify icons on the screen
- □ could locate and track mouse pointer on the screen

**During this portion of the evaluation, the student used the following monitor adaptations:**

- □ Change in screen resolution settings, specify: ________________
- □ Change in display appearance (icons, font, colors, etc), specify: ________________
- □ Change in font size/colors in standard applications: ________________

**Using these adaptations, the student:**

- □ could locate and identify icons on the screen
- □ could locate and track mouse pointer on the screen

**Comments:**

---

#### Sound

<table>
<thead>
<tr>
<th>Computer used during this evaluation was equipped with:</th>
<th>Software used during this evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ internal speakers</td>
<td></td>
</tr>
<tr>
<td>□ external speakers</td>
<td></td>
</tr>
<tr>
<td>□ headphones</td>
<td></td>
</tr>
</tbody>
</table>

**When using programs with synthesized speech (computer generated voices), student:**

- □ could hear and understand auditory output (speech and sounds)

**When using programs with digitized speech (recorded speech), student:**

- □ could hear and understand auditory output generated by computer (speech and sounds)

**During this portion of the evaluation, the student used the following sound adaptations:**

- □ use of external speakers
- □ use of headphones, specify type: ________________
- □ use of increased volume

**Using these adaptations, the student:**

- □ was able to hear and understand auditory output (speech and sounds)

**Comments:**

---

#### Basic Computer Operations

The student’s ability to execute the following computer operations was informally evaluated. The student could:

- □ Turn computer on and off
- □ Turn monitor on and off
- □ Insert diskette in floppy drive
- □ Eject diskette from floppy drive
- □ Insert CD in CD Rom drive
- □ Eject CD from CD Rom drive
- □ Plug in USB or corded devices (AlphaSmart)
- □ Remove USB or corded devices
- □ Turn printer on and off

**Comments:**
### Feature Match

<table>
<thead>
<tr>
<th>Required features</th>
<th>Potential tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following recommendations are made to enhance the student’s ability to access the computer:

**Computer Input**

**Standard Keyboard:**
- Student should use the standard keyboard without adaptations.
- Student should use the standard keyboard but requires the following adaptations:
  - Pointing device
    - finger pointer
    - head pointer
    - mouthstick
    - other, specify: ______________
  - Keyboard adaptations
    - keyboard labels
    - tactile locator dots
    - alternate keyboard layout, specify: ______
    - keyguard, specify type: ______________
  - Keyboard accessibility options
    - Sticky Keys
    - Filter Keys
    - Toggle Keys
    - Repeat Delay
    - Repeat Rate

- Student should use word prediction software when using the standard keyboard to increase production rate.
- Student should use software to improve keyboarding skills to
  - increase speed
  - improve key location knowledge
  - other, specify: ______

**Alternate Keyboard:**
- Student requires an alternate keyboard:
  - enlarged keyboard, specify: ____________________________
  - mini keyboard, specify: ________________________________
- When using an enlarged or mini keyboard, the student requires the following adaptations:
  - Pointing device
    - finger pointer
    - mouthstick
    - other, specify: ____________________________
  - Keyboard adaptations
    - keyboard labels
    - tactile locator dots
    - alternate keyboard layout, specify: ______________
    - keyguard, specify type: ______________
  - Keyboard accessibility options
    - Sticky Keys
    - Filter Keys
    - Toggle Keys
    - Repeat Delay
    - Repeat Rate

- Student should use word prediction software when using an alternative keyboard to increase production rate.
- Student requires an on screen keyboard, specify: ____________________________
- When using an on screen keyboard, the student requires the following features:
  - text to speech feedback of letters, words, and/or sentences
  - removal of keys that might not follow the letter typed (SmartKeys)
  - word completion
  - word prediction

- Student should use software to improve keyboarding skills to
  - increase speed
  - improve key location knowledge
  - other, specify: ______
Standard Mouse:
☐ Student should use standard computer mouse without adaptations.
☐ Student should use the standard computer mouse but requires the following adaptations:
  Mouse adaptations
    ☐ mouse button labels ☐ mouse guard ☐ disable right button ☐ limited mouse space
  Mouse accessibility options
    ☐ decrease double click speed ☐ decrease pointer speed ☐ add pointer trails
    ☐ single click for double click ☐ dwell click ☐ click lock

Alternate Mouse:
☐ Student requires an alternate mouse:
  Touch screen, specify: __________________________
  Trackball, specify: __________________________
  Joystick, specify: __________________________
  Trackpad, specify: __________________________
  Other, specify: __________________________
  When using the above mouse alternative, the student requires the following mouse accessibility options:
    ☐ decrease double click speed ☐ decrease pointer speed
    ☐ add pointer trails ☐ single click for double click
    ☐ dwell click ☐ click lock
  When using the above mouse alternative, the student requires a switch for a single click. Specify switch: __________________________

Switch Access:
☐ Student requires the following type of switch input to operate the computer.
  ☐ Remote ☐ Scanning ☐ Morse Code

The following hardware is required:
  switch interface, specify: __________________________
  switch type, specify: __________________________
  switch placement, specify: __________________________
  switch mounting, specify: __________________________
  software compatible with switch use
    ☐ on screen keyboard (specified in alternative keyboard section)
    ☐ commercially available switch accessible software
        ☐ cause and effect software, specify: __________________________

  ☐ instructional software, specify: __________________________
  ☐ adaptive software used to make commercially available software switch accessible (to create hotspots for scanning), specify:

☐ Student requires scanning to operate the computer. The following scan components are required:

  Scan mode:
    ☐ visual scanning ☐ auditory scanning
  Scan method:
    ☐ automatic (activate to start, activate to stop)
    ☐ directed/step (switch activation required to advance to next location)
        ☐ linear
        ☐ row/column scanning
        ☐ column/row scanning
        ☐ quadrant scanning
        ☐ other, specify:
        ☐ inverse
Voice Recognition Software:
- Student requires voice recognition software for computer access and text entry.
- Specify software: ________________________________

Computer Output

Monitor:
- Monitor type: □ standard □ LCD (flat screen)
- Monitor size, specify: ________________________________
- Monitor placement, specify: ________________________________
  - Student can utilize monitor without modifications.
  - Student requires modifications in display properties in Control Panel or System Preferences:
    - appearance, specify: ________________________________
    - resolution, specify: ________________________________
  - Student cannot access information displayed on the computer monitor with or without modifications. Please complete Vision Protocol

Sound:
- Student requires text-to-speech, specify: ________________________________
- Student can utilize computer’s internal speakers.
- Student requires □ external speakers □ headphones

Additional Hardware Needed
- Printer, specify: ________________________________
- Scanner, specify: ________________________________
- Mounting equipment, specify: ________________________________

Additional Recommendations:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Evaluation Completed by ___________________________  Position ___________________________  Date ____________

Evaluation Completed by ___________________________  Position ___________________________  Date ____________