

Assessor Name: _____

Participant ID #: _____

Date: _____

Time: _____

TABE TEST INFORMATION			
VERSION (ex. 10, 11, 12, 11/12):			
DATE TAKEN (MO/YR):			
SUBJECT	TEST LEVEL	SCALE SCORE	NRS LEVEL
READING			
MATH			
LANGUAGE			

Assessment of Basic Word Processing Skill

Materials:

Laptop, mouse, charger

Assessment battery

Response cards

Post-its

Pen or pencil

Money envelope + payment log

Extra masks

Alcohol wipes

Hand sanitizer

Instructions to Examiner:

Examiner directions are in italics. Examiner script is in bold.

Prior to Session

- Start laptop (username, password)*
- Make sure mouse is connected and working*
- Test-run the typing test. Open the “WASE Study software” program, and double click the “aprogram” file. Start a test session. In the Practice screen, type in a few misspelled words, making sure that they are NOT underlined in red. If misspelled words are underlined in red, follow troubleshooting directions below.*
- Fill in your (Assessor) Name, today’s date, assessment start time, and the participant ID at the top of this page.*
- Write participant number on a post-it to use in session*
- Fill in your name and participant ID number in the top-right hand corner on each page of DWA booklet.*

Typing test troubleshooting

If red lines appear during the typing test, turn off the autocorrect and aids through both Windows and the browser:

1. *Windows*
 - a. *Click the start button in the bottom left of the screen*
 - b. *Select the settings icon*
 - c. *Select “Time and Language”*
 - d. *Select “Typing”*
 - e. *Turn off “autocorrect misspelled words”*
 - f. *Turn off “highlight misspelled words”*
2. *Browser*
 - g. *Launch Microsoft Edge browser*
 - h. *Tap the 3 dots in the top left corner of the screen to open a drop-down menu*
 - i. *Select “Settings.” It is close to the bottom of the list*
 - j. *Select “Languages”*
 - k. *Turn off “autocorrect misspelled words”*
 - l. *Turn off “highlight misspelled words”*
 - m. *If there appears to be any other sort of autocorrect option available here, turn that off too. (Some of the laptops have different options in this menu, so make sure that all of the autocorrect options are off)*

INTRODUCTION:

In general, respond positively and with empathy to any negative concerns expressed by the participant (such as “I don’t know how to do X, or I’m not a good typist, writer, etc.”). For example, say: “That’s really helpful to know. Thank you for sharing. A lot of people don’t know how to do x. That’s why we are doing this—to help people learn how”.

I really appreciate you agreeing to work with me.

Before we get started, there are a few things that you should know. First, you’ll notice that I’m going to be reading a lot; that’s because I have a form I have to follow. But feel free to interrupt me.

Also, do you mind putting your phone on silent? Look, I’m going to do the same. I understand if you can’t, but we only have an hour together and I don’t want to take too much of your time. . . .thank you! Okay, let’s get started.

We are trying to learn what adults who come to this program know about writing on a computer. We will use this information to help us develop our curriculum.

Here’s an overview of what we will do today. First, I am going to ask you some questions about yourself and your experience using a computer for writing. Then we will do a little

Assessor Name: _____

Participant ID #: _____

typing warm-up. After that, I will ask you to type a paragraph while I watch you. I will also ask you to do a few things to the paragraph after you type it. Then we will end today with a few questions about your goals and writing experiences.

It is totally okay if you don't know how to do certain things on the computer. If I ask you to do something and you don't know how to do it, just say, "I don't know how to do that." We expect that there will be things I ask you to do, that you don't know how to do, and that is okay.

Also, you'll see me taking notes as we go today. I am supposed to take notes to help us figure out what we need to include in the curriculum that we are developing.

Are you ready to get started? Great! I will first ask you a bunch of questions:

DRAFT

Assessor Name: _____

Participant ID #: _____

PART 1: PARTICIPANT DEMOGRAPHICS AND QUESTIONS.

Note: There is a response card for the second item on this page (RC1). When using the response card, make sure that the participant can see each choice while you read and point to each choice.

The first few questions are about you and your background. I know some of the questions might seem a little funny to you, but I have to ask because they are on my paper. If there is anything that you do not feel like answering, just say skip, and I will skip it.

1. What is your gender? *(This is open ended; you can circle the response or write it in if it is not on the list.)*

1 Male

2 Female

3 Other

7777 Prefer not to answer

8888 No Response

Tier 2: If participant is unsure about the meaning of “gender”, you could say, “For example, male or female.”

2. (RC1): What is your race and/or ethnicity?

1 Asian

2 Black/African American

3 White/Caucasian

4 Hispanic/Latino/a *(if participant is male, use Latino; if female, use Latina)*

5 Native American

6 Native Hawaiian/Pacific Islander

7 Mixed

8 Other

7777 Prefer Not to Answer

8888 No Response

3. What is your date of birth? (month-day-year)

Tier 2: If participant is unsure about what you mean, you could ask, “When were you born?” or “When is your birthday?”

If participant is unwilling to share DOB, say: You don’t have to answer this question if you don’t want to. Would you like to skip it?

4. How old are you?

Tier 2: If participant says, didn’t I already tell you that? say: I know, that’s weird that it’s on here twice. Or if participant is unwilling to state their age, say: You don’t have to answer this question if you don’t want to. Would you like to skip it?

5. A. Do you know how to speak any other language in addition to English?

1. Yes
 2. No
-

Tier 2: If participant doesn’t understand the question, say: I think what it means is, can you speak a language like Spanish or Chinese?

If Yes, ask questions B and C. If No, proceed to question 6:

B. What other language or languages do you know how to speak? (Data entry: list language(s) or 9999: Not applicable.)

C. Do you also write in this language?

1. yes
 2. no
 8888. no response
 9999. not applicable
-

6. What is the highest grade level or year of school you completed as a child or adult? (data entry: enter year completed; if completed more than high school: 13: some college; 14: bachelors; 15: master’s degree; 16: Doctoral degree).

Assessor Name: _____

Participant ID #: _____

The first part is done! Now I have just a few questions about how you use a computer. Are you ready?

DRAFT

PART TWO: PARTICIPANT QUESTIONS- COMPUTER USE

1. A. Have you ever used, or do you currently use a computer program to write anything for any of your classes?

- 1. Yes
- 2. No
- 3. Not sure
- 8888. No response

If participant asks what a computer program is, say: I think it means, do you ever have to type anything to complete assignments or homework?

If NO to #1, skip to #3. If YES to #1, ask:

B. Do you know which computer program you use when you are writing something on the computer for class? (Open-ended question)

Data entry codes: 1: Word; 2: Other; 3: No/Don't Know; 4: Not Sure; 9999: Not Applicable.

Tier 2: If participant is confused about "computer program," say: I think it means a computer program for writing, like Microsoft Word or Google Docs.

If they don't say Google Docs, ask:

C. Do you ever use, or have you ever used Google docs before?

- 1. Yes
- 2. No
- 3. Not sure
- 8888. No Answer
- 9999. Not Applicable

If they don't say Word, ask:

D. Do you ever use, or have you ever used Microsoft Word before?

- 1. Yes
- 2. No
- 3. Not sure
- 8888. No Answer

9999. Not Applicable

If participant acts confused, note that they don't know.

If they have never used Word before, say:

Just to let you know, we are going to be using Word today. I may ask you to do things in Word that you don't know how to do, and that's okay.

2. A. Can you tell me about the kinds of class assignments that you write on the computer? How often do you write them? Data entry codes: open-ended so enter responses unless: no answer (8888) or not applicable (9999)

B. Do you use the computer while you are *in* the class to do the writing, or do you use a computer when you are *outside of* class?

- 1. *In class*
- 2. *Outside of class*
- 3. *Both*
- 4. *Not Sure*
- 9999. *No Answer/Not Applicable*

3. A. Have you ever used a computer to write something that was not related to class?

- 1. Yes
- 2. No

Assessor Name: _____

Participant ID #: _____

If no, go onto the next Part (3) for the typing activity.

If yes, ask:

B. When you write something using technology, what kind of device or devices do you use?

Open-ended; Data entry codes for possible response:

if desktop: 1. Yes for Q2.3.B.desktop, or 9999 for NA

if laptop: 1. Yes for Q2.3.B.laptop, or 9999 for NA

if tablet: 1. Yes for Q2.3.B.tablet, or 9999 for NA

if phone: 1. Yes for Q2.3.B.Phone, or 9999 for NA

Other: open-ended so enter item or 8888/no answer, or 9999/not applicable

Tier 2: If participant is unsure what your mean, you could say, "For example, do you use a desktop, a laptop, or a smartphone?"

C. Can you give me a few examples of things that you have written on the device that were not for class?

Data entry codes: Open-ended, so enter items or no answer (8888) or not applicable (9999)

D. When you write outside of class, using technology, do you use a program especially for writing or do you write on something like email or social media?

Data entry codes for open-ended responses:

1. Writing program

2. Email and social media

3. Not sure

8888. No Answer

9999. Not Applicable

Assessor Name: _____

Participant ID #: _____

Tier 2: If the participant asks what you mean, you could say, “There are some programs for writing like Google Docs or Microsoft Word. Social Media could be Facebook, Instagram, or Twitter.

If they don't say Word or Google Docs, ask:

E. Have you ever used Microsoft Word for writing something for outside of class?

- 1. Yes
- 2. No
- 3. Not sure
- 8888. No Answer
- 9999. Not Applicable

F. Have you ever used Google docs for writing for outside of class?

- 1. Yes
- 2. No
- 3. Not sure
- 8888. No Answer
- 9999. Not Applicable

And that is all of the questions in this section. If you're okay, we will move onto the next section now.

Part 3: Typing Test

Troubleshooting Tips

During this section, if participant:

- *Asks for keyboard help: say, I can show you (where the period key is) if you'd like. Would you like for me to show you?*
- *Loses their place in the text: help them find it. If you don't know, count sentences.*
- *Clicks out of typing box during practice and restarts timer—let them practice again*
- *Continues to click out of typing box: say, That's so strange. There must be something wrong with the program. Let's move on?*
- *Gets tired and wants to quit: say, you can say that you want to skip this part and ask whether they are okay skipping that part and trying another part. If they are okay trying another part, then go to Part 4. If they want to entirely quit, that is okay as well.*

This next part is about typing. In just a moment we are going to use the computer and I am going to have you type two short passages. Give me just a moment to get the computer set up for you.

Step 1: Open the typing program by double clicking on “aprogram,” which is located in a folder on the desktop, “WASE Study software”.

Step 2: In the Bio Data screen, type the participant ID, your name, and the date. Hit enter.

Step 3: Make sure the practice typing screen is open.

Click the “fit to screen” button in top right corner. Make sure that the scroll bar is at the top of the screen so that the entire passage is visible.

Make sure no other programs are open on the laptop.

Step 4: Give the laptop to the participant. Let the participant place the laptop where it is comfortable for them to use.

Okay, now we are ready. I'm going to read the directions to you completely before we begin, and then you'll have a chance to ask questions before we start.

The first passage is a warm-up so that you can get used to typing on the laptop. In a minute, you will see a passage on the screen. It will be in a black box. Underneath it is an empty white box.

I want you to retype the passage from the black box into the white box. Type as quickly and accurately as you can. You can use the backspace bar to correct any errors that might happen as you are typing. And if you lose your place, just let me know and I will help you. One other note, if you click out of the white box for any reason, the timer will reset and you will have to type the passage over.

You will have one minute to type this practice passage. The timer starts when you start typing. We do not expect you to type the whole thing. You will know when your time is up

Assessor Name: _____

Participant ID #: _____

because the program will automatically go to the next page. It will be very helpful to know if and where you have problems. Do you have any questions?

***Before the participant starts the test, check to make sure that the typing passage is NOT already on the screen. If it IS already on the screen, click refresh.*

So, when you are ready, you can click in the white space and begin typing.

Observe typing behavior:

Speed: 1. types very quickly 2. moderately 3. slowly 6666. Not observed

Fingers: 1. all 10 digits 2. a few fingers on each hand 3. index fingers only

6666. Not observed

Backspace: use back space to edit? 1. Yes 2. No 6666. Not observed

Eye gaze: 1. mostly looks at fingers 2. looks down at fingers, up at screen (split attention)

3. mostly looks at screen 6666. Not observed

Notes (any difficulties? Participant comments?):

Great! How was that? (note any comments above) Do you have any questions before we move on?

The next passage is a little longer, but the directions are the same. There will be a black box with a passage and a blank white box that you will type into. This time, you will have three minutes to type as much of this passage as you can. We do not expect you to type the whole thing. Just type as quickly and as accurately as you can. You might finish typing the entire passage or you might not. If you don't finish, that is fine.

And just like last time, you will know when time is up because at the end of three minutes, the program will automatically go to a new screen. When you are ready, click in the white space and begin typing.

Observe typing behavior:

Speed: 1. Types very quickly 2. Moderately 3. Slowly 6666. Not observed

Fingers: 1. all 10 digits 2. a few fingers on each hand 3. index fingers only

6666. Not observed

Backspace: use back space to edit? 1. Yes 2. No 6666. Not observed

Assessor Name: _____

Participant ID #: _____

Eye gaze: 1. mostly looks at fingers 2. looks down at fingers, up at screen 3. mostly looks at screen 6666. Not observed

Notes (any difficulties? Participant comments?):

You did great! We are going to move on to the next part. May I reach across you for a moment?

Before moving on: *close_out of the typing program. Make sure that the screen is blank.*

DRAFT

Part 4: Writing Task

In this next section, take notes on what the participant does in response to the directions and when writing. If the participant gets stuck, clarify the directions using tier two script, and record any required assistance. Do not help with the actual writing. If the participant asks for help with content, spelling, or other conventions, apologize and say, “Thank you for sharing your question. I am actually not allowed to help. We do expect people to have difficulties. This is why we are developing a curriculum! It is helpful to know where you have problems.”

In the next part, we will be using the computer again. In this part you will type a paragraph about yourself. I’ll tell you more about that in just a minute. But first, I’m going to ask you to follow my directions as I ask you to do a few things on the computer. It is helpful for us to know if and where you have any challenges. Do you have any questions so far? Okay, let’s begin.

1. First, please open or start the word processor, Word, using the icon on the left side of the screen.

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations
 3. Not without help- needed Tier 2 directions 4. No, not even with Tier 2

directions

Notes (difficulties? Participant questions or comments?):

Tier 2: I can walk you through this. First, double click on the Word icon with your mouse.

- a) If they have difficulties with the word “mouse”. Point to the mouse and say that it is a tool which can be used as a pointer and to do things on the screen.*
- b) If they have difficulties with “double click on the Word icon”, you can say to use the mouse to point at the Word icon and use your index finger to quickly tap the left button on the mouse.*
- c) If they have difficulty with the Word icon, explain that an icon is a picture like a label on a jar and point to the Word icon saying that the icon is where the program Word is located.*
- d) Be sure to help the participant do any of the above if they cannot do it even with your directions.*

2. Now I would like for you to pretend that you are going to start a document so that you can type a paragraph. Can you show me how to do that?

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations

3. Not without help- needed Tier 2 directions 4. No, not even with Tier 2

directions

Notes (difficulties? Participant questions or comments?):

Tier 2: On the screen there are some choices for different kinds of documents that you can create. You want to create a blank document, so you would click the “blank document” with your mouse. Be sure to help the participant do any of the above if they cannot do it even with your directions. If they are still having difficulties after Tier 2 directions, please note that you had to assist further.)

3. Next, on the first line at the top of the page, please type “Introduction.” On the next line, I’m going to ask you to type your participant ID number. It is . . . (show participant their ID number—written on a post-it-- and read it aloud to them.)

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations

3. Not without help- needed Tier 2 directions 4. No, not even with Tier 2

directions

Notes (Difficulties? Did you have to spell “introduction”? Participant questions or comments?):

Tier 2: The first step is to type the word, Introduction. (help them spell “introduction” if they ask, and note that you helped them spell.)

Next, hit the enter key. (if they are not sure about the enter key, you can point to it, and note that you did this.)

And on that line, type your participant number.

Be sure to help the participant do any of the above if they cannot do it even with your directions.

4. Please save the document on this PC in the Documents folder. Name the document your participant number.

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations

3. Not without help- needed Tier 2 directions. 4. No, even with Tier 2 directions

This is your checklist. Don't read it out loud. Just check if they do these things on their own.

- 1. Click file button
- 2. Click "save as"
- 3. Click "this PC"
- 4. Click "documents"
- 5. Rename document in the document folder
- 6. Click Save
- 0. Participant does not complete any steps on own.

Notes (difficulties? Participant questions or comments?):

Tier 2: With the mouse, go up to the top left corner and click file. Then, underneath where it says "SAVE AS," click on "This PC." Then, click on the Documents folder. Right here, the File name is "Introduction." Delete that and type your number. You can use the backspace key to delete. Last step, click the "save" button in the bottom right corner.

Be sure to help the participant do any of the above if they cannot do it even with your directions.

You're doing great! I'll read you the full directions for the next part, and then you tell me if you have any questions.

I would like for you to write a paragraph. Pretend that you are introducing yourself to other students in a new class. In your paragraph, describe one or two of your main interests, such as a hobby, a sport, the music that you like, or about your family.

Use the computer to write your paragraph the way you normally would. Do not worry about spelling too much. Just do your best. You will have 15 minutes to write as much as you can. Tell me when you are done. If there is something you don't know how to do, you can tell me, and I will write it down. You can begin typing when you are ready.

Set timer for 15 minutes using your phone or other timing device.

Assessor Name: _____

Participant ID #: _____

Tell the participant when there are five remaining minutes, and when there are two remaining minutes.

DRAFT

Please observe to the best of your ability and record:

Typing: How many fingers are used? (Q4.Obs.Typing)	Notes:
1. 1-2 consistently	
2. 2 to 8 fingers	
3. all correctly some of the time	
4. all correctly all of the time	
6666. not observed	

How much does participant look at the keyboard? (Q4.Obs.GazeKeyboard)	Notes:
1. most of the time	
2. only while typing, even split with screen	
3. only while typing, occasionally	
4. not at all	
6666. Not observed	

How is shift key used?	Notes:
Q4.Obs.ShiftCap) for capital letters: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.ShiftOther) for other characters like "?": 1. Yes; 2. No; 6666. Not observed	

How is Spelling/ Grammar checker used?	Notes:
Q4.Obs.SGIgnore) consistently ignored: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.SGAfter) used after typing is completed: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.SGInconsistent) used with some words but not others: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.SGImmed) immediately edited: 1. Yes; 2. No; 6666. Not observed	

Assessor Name: _____

Participant ID #: _____

How much does participant look at the screen? (Q4.Obs.GazeScreen)	
1. most of the time	Notes:
2. regularly when not typing	
3. only while not typing, occasionally	
4. not at all	
6666 not observed	

How does editing occur?	Notes:
Q4.Obs.NoEdit) participant does not edit: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.EditSpell) participant edits only what spelling/ grammar checker highlights: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.EditOther) participant edits words that are not highlighted by spelling/grammar checker: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.EditMethodSpell) right-clicks, uses spelling/ grammar check suggestions: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.EditMethodDelete) uses backspace/ delete: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.EditMethodHighlight) highlights word or phrase and types over: 1. Yes; 2. No; 6666. Not observed	
Q4.Obs.EditMethodCutCopy) uses cut, copy, paste text to edit: 1. Yes; 2. No; 6666. Not observed	

If participant finishes very quickly, say: We have more time left, if you have more you'd like to say.

If participant is still typing when time is up, say: Time is up. Please finish your last sentence. *If participant wants to keep typing, say:* I wish I could let you, but we are running out of time. If you want, you can tell me what you were going to type, and I'll write it in my booklet so that it gets recorded.

Use of time:

Participant types for _____ minutes. (Check your smartphone timer to record time).

Participant utilizes time:

1. mostly typing 2. mix of typing & thinking 3. very little typing

When participant is finished:

Thank you so much for writing your paragraph! In the next few minutes, I am going to ask you to make some changes to what you just typed. Are you ready?

If participant is worried that they are being asked to edit because they made a mistake, say: This part has nothing to do with what you did or didn't do. I have to ask everyone to do this next part. See, It's in my form.

5. First, will you please re-save your work in the Documents folder.

- Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations
 3. Not without help- needed Tier 2 directions 4. No, even with Tier 2 directions

Tier 2: If participant is unsure about how to do this, you can say, "To save your document again, click on the "save" button on the top-left corner that looks like a square computer disk." Be sure to help the participant do any of the above if they cannot do it even with your directions.

Observe: Does participant

- 1. Click file and then "save as"
- 2. Click the "save" icon
- 3. Other
- 6666 not observed

Notes (difficulties? Participant questions or comments?):

6. Now that you are done writing your paragraph, would you like to go back and make any edits or changes? I'm only asking because sometimes when people are finished writing, they go back to check and edit their work. You have a chance to do that now.

- Participant chooses to 1. edit 2. not edit

If participant edits, how does participant approach editing? Choose all that apply.

- reads paper to find errors w/o using spelling or grammar check

1. Yes 2. No 6666. Not observed

- uses spelling and grammar check to find errors

2. Yes 2. No 6666. Not observed

right-clicks, uses spelling/ grammar check suggestions

3. Yes 2. No 6666. Not observed

edits sentence-level (additions, deletions)

4. Yes 2. No 6666. Not observed

Notes (difficulties? Participant questions or comments?):

7. Great. Now I'm going to ask you to make some changes to your document. Ready?

A. First, please center the title, 'Introduction' and your participant number.

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations
 3. Not without help- needed Tier 2 directions 4. No, even with Tier 2 directions

How was this task completed: 1. from toolbar 2. from Paragraph window
 3. shortcut key 4. indent 5. spacebar

Notes (difficulties? Participant questions or comments?):

Tier 2: If participant does not understand what you mean by the word "center" you can explain that to center a word or words means to put it into the middle of the page." If the participant does not understand how to center a word or words, you can explain: We can take this part step by step if you'd like. This is a really advanced skill.

The first step is to take your mouse and select or highlight the first two lines with the introduction and your participant number.

The next step is to find the "center" icon at the top of the page.

It is in the Paragraph section. The center icon looks like several lines that are all centered in the middle. Click on this button.

Assessor Name: _____

Participant ID #: _____

Be sure to help the participant do any of the above if they cannot do it even with your directions.

B. Next, please add a new line below your participant number. Now, type today's date on this new line. Today's date is _____.

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations
 3. Not without help- needed Tier 2 directions 4. No, even with Tier 2 directions

How was this task completed: 1. date typed out 2. use autofill (return) 6666 not observed

Notes (difficulties? Participant questions or comments?):

Tier 2: To do this, go to the first space after your participant number and then click the enter button. This should put you on the next line under your introduction and participant number lines and you will be in the center. Be sure to help the participant do any of the above if they cannot do it even with your directions.

C. Next, please change your whole document to make the lines double-spaced.

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations
 3. Not without help- needed Tier 2 directions 4. No, even with Tier 2 directions

How was this task completed: 1. from top ribbon 2. from Paragraph window
 3. shortcut key 4. Other method used 6666 not observed

Notes (difficulties? Participant questions or comments?):

Tier 2: To change your line spacing from single to double spacing, use your mouse to select and highlight everything that you have written in your paragraph. Step two is to find the spacing icon at the top ribbon. This is by the word "paragraph" and has lines with two arrows pointing up and down. Click on the arrow and scroll down to select 2.0 and then click using the left side button on your

mouse. Be sure to help the participant do any of the above if they cannot do it even with your directions.

D. I just have a few more things to ask you to do. Please indent the first line of your paragraph.

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations
 3. Not without help- needed Tier 2 directions 4. No, even with Tier 2 directions

How was this task completed: 1. using tab key 2. Spacebar 3. other method 6666 not observed

Notes (difficulties? Participant questions or comments?):

Tier 2: An indent is when you move the first line of the paragraph further into the right then the other lines. To indent the paragraph, put your cursor just before the first word of the paragraph and hit the tab button once. Be sure to help the participant do any of the above if they cannot do it even with your directions.

E. Please change the font style to Times New Roman and the font size to 12.

This is a multi-step task. Please be sure to record the below for BOTH font style AND font size.

How was the **font style** change completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations 3. Not without help- needed Tier 2 directions
 4. No, even with Tier 2 directions

How was **font style** task completed: 1. from toolbar 2. from Font window
 3. highlight text, use shortcut (popup)

Tier 2 font style: The font style is how the letters look and can be changed by selecting and highlighting your words, then go to the box on the top ribbon that says font. It will say the word Calibri and there is an arrow that points down. Use your mouse to click the arrow and select Times New Roman from the drop down menu. Be sure to help the participant do any of the above if they cannot do it even with your directions.

Notes (difficulties? Participant questions or comments?):

*How was **font size** completed?* 1. Yes, with ease 2. Yes, with minor difficulties or hesitations 3. Not without help- needed Tier 2 directions 4. No, even with Tier 2 directions

*How was **font size** task completed:* 1. from toolbar 2. from Font window
 3. highlight text, use shortcut (popup)

Tier 2 font size: The font size is how big the numbers and letters are and can be changed by selecting and highlighting your words, then go to the box on the top ribbon that says font. It will say the number 11 in the box to right of the text style name along with an arrow pointing down. Click on the arrow and select 12 in the drop down menu and click on it. Be sure to help the participant do any of the above if they cannot do it even with your directions.

Notes (difficulties? Participant questions or comments?):

8. Please save your revised document one more time.

Completed? 1. Yes, with ease 2. Yes, with minor difficulties or hesitations
 3. Not without help- needed Tier 2 directions 4. No, even with Tier 2 directions

Tier 2: At the top of the screen, there is a save icon that looks like a square computer disk. Please use your mouse to click on the save icon. Be sure to help the participant do any of the above if they cannot do it even with your directions.

Notes (difficulties? Participant questions or comments?):

Assessor Name: _____

Participant ID #: _____

Thank you so much; we are finished with the computer. So, if you don't mind me reaching across you, I'm going to make sure we have your document saved, and then we will move on to the last section.

Before moving on:

Step 1: Hit the save button.

Step 2: Close out of Word.

Step 3: Check the documents folder to make sure the document is there.

Step 4: Close the laptop.

DRAFT

Part 5: Writing Experiences Questions

NOTE: Use response cards for items 1 (RC2), 2 (RC3), 4 (RC4). When using response cards, make sure that the participant can see each choice while you read and point to each choice.

You have done great so far. For the last part, I am going to ask you a few questions about your personal goals and writing experiences. If there is anything that you do not feel like answering, just say skip, and I will skip it. We will go through the questions together, and I will read each question to you. I'll also read the possible answers, and you tell me which answer is right for you.

1. (RC2). Why are you attending classes at this program?

- 1 To improve my skills
- 2 To be able to attend a 2- or 4- year college
- 3 To be able to attend a vocational certificate program
- 4 For my current job
- 5 To help me get a new job
- 6 for another reason (*write it down*) _____
- 8888 No Response

2. (RC3). What is your education goal? (Code highest level)

- 1 High School Equivalency (GED/HiSet)
- 2 Vocational, trade or business certification/license
- 3 Two-year/Associates college degree
- 4 Four-year college/university degree
- 5 Master's Degree/Graduate school
- 6 Professional degree
- 7 Doctorate degree
- 8 I do not have an education goal at this time
- 8888 No Response

3. Do you have any job-related goals?

- 1 No
- 2 Yes
- 8888 No Response

If yes, ask question 4. If no, proceed to question 6.

4. (RC4). What is your job-related goal?

- 1 To find a job
- 2 To get a promotion at my current job
- 3 To change jobs
- 4 I don't have a job-related goal
- 8888 No Response

9999 Not Applicable

- 5. What types of jobs interest you? (open-ended)** *Data entry codes: open-ended so enter responses unless: no answer (8888) or not applicable (9999)*

I am now going to ask you four questions about how you use writing in your everyday life.

Note: Use Response cards for items 6 (RC5), 7 (RC6), 8 (RC7), and 9 (RC8). When using response cards, make sure that the participant can see each choice while you read and point to each choice.

- 6. (RC5) How often do you use writing of any kind to remember things?**

- 1 Never
- 2 Occasionally
- 3 Often
- 8888 No Response

- 7. (RC6) How often do you use writing of any kind to explain things to other people?**

- 1 Never
- 2 Occasionally
- 3 Often
- 8888 No Response

- 8. (RC7) How often do you use writing of any kind to organize your ideas about a situation or a problem?**

- 1 Never
- 2 Occasionally
- 3 Often
- 8888 No Response

- 9. (RC8) How often do you use writing of any kind to argue your point of view or explore a creative solution to a problem?**

- 1 Never
- 2 Occasionally
- 3 Often

8888 No Response

Part 6. Motivation and goals for writing development.

Congratulations! We have made it to the last part. For this set of questions, I'm going to ask you about writing skills. Specifically, I will ask you how important you think each skill is.

Note: Response cards for items: 10 (RC9), 11 (RC10), 12 (RC11), 13 (RC12), 14 (RC13), 15 (RC14). When using response cards, make sure that the participant can see each choice while you read and point to each choice.

10.(RC9). How important is it to you to improve your ability to plan, draft and revise what you write?

1. Not very important
 2. A little important
 3. Very important
- 8888 No Response

11. (RC10) Do you think improving your ability to plan, draft, and revise what you write will help you at: (You can select all that apply):

- 1 At my current job: (Q.6.11.1: 1= Yes; 2 = No or did not choose)
- 2 To get a promotion or a different job (Q.6.11.2: 1=Yes; 2=No or did not choose)
- 3 In my personal life (Q.6.11.3: 1=Yes; 2=No or did not choose)
- 4 To obtain further education (Q.6.11.4: 1=Yes; 2=No or did not choose)

12.(RC11) How important is it to you to improve your ability to use a word processing program (like Word or Google Docs) to write something?

1. Not very important
 2. A little important
 3. Very important
- 8888 No Response

13. (RC12) Do you think improving your ability to use a word processing program will help you. You can select all that apply:

Assessor Name: _____

Participant ID #: _____

- 1 At my current job: (Q.6.13.1: 1= Yes; 2 = No or did not choose)
- 2 To get a promotion or a different job (Q.6.13.2: 1=Yes; 2=No or did not choose)
- 3 In my personal life (Q.6.13.3: 1=Yes; 2=No or did not choose)
- 4 To obtain further education (Q.6.13.4: 1=Yes; 2=No or did not choose)

14. (RC13) How important is it to you to improve your grammar and spelling skills?

1. Not very important
 2. A little important
 3. Very important
- 8888 No Response

15. (RC14) Do you think improving your grammar and spelling skills will help you. You can select all that apply:

- 1 At my current job: (Q.6.15.1: 1= Yes; 2 = No or did not choose)
- 2 To get a promotion or a different job (Q.6.15.2: 1=Yes; 2=No or did not choose)
- 3 In my personal life (Q.6.15.3: 1=Yes; 2=No or did not choose)
- 4 To obtain further education (Q.6.15.4: 1=Yes; 2=No or did not choose)

And that was my last question. Thank you *so much* for your time today, and for your willingness to help us out. We really appreciate it. Here is your 20 dollars. Please write your name here, the date here and sign here (for each step point to where the participant should write the information, and provide them with the date).

Payment and Receipt

After completion of the Assessment battery:

- Pay participant \$20 cash*
- Have participant provide their name, date, and signature on your Cash/Gift Card payment log*

PROCEED TO NEXT PAGE FOR FINAL DIRECTIONS

Assessor Name: _____

Participant ID #: _____

POST-SESSION: *(check off that you have completed each of these steps):*

STEP 1: Notes

- Immediately upon participant leaving, read through notes taken during assessment. Clarify & explain anything that is unclear.

STEP 2: Typing Test Files

- If you do not have one already, create a new folder on the desktop; name it "Typing_Data"
- Go to Downloads folder --> find the files named **AccuracyForm** and **DataForm**
- Copy and paste **Data form** and **Accuracy form** into the "Typing_Data" folder on the desktop.
- Rename each file "**Accuracy_ParticipantID**" and "**Data_ParticipantID**" where participant ID is their actual number. For example, examinee # 7043 would have two files:
 - o Accuracy_7043
 - o Data_7043

Post-Assessment: pull this info from Accuracy form

TTWordAcc	
TTCharAcc	
TTWordsTyped	
TTWordAccCalc	*calculated on spreadsheet
TTCharAccCalc	*calculated on spreadsheet

STEP 3: Participant paragraph

- Go to Documents folder.
- Rename participant's typed paragraph. Rename "Participant #_paragraph." (e.g., "0101001 paragraph")
- Move the file to the "Participant_data" folder on the desktop.
- Make sure that Documents folder is empty of all Word documents (for the next participant).

FINAL CHECKLIST

Did you remember to *(check off that you have completed each of these steps):*

- Pay the participant?
- Typing test file moved.
- Record participant ID# on all pages of Battery

Before you leave, do you have the following in your possession: *(check off that you have completed each of these steps):*

- Cash/Gift Card payment log
- Money envelope
- Laptop
- Laptop charger
- Mouse
- Laptop bag