

## INFORMATION PROCESSING CHECKLISTS

A=Always

O=Often

S=Seldom

N=Never

Area Measure	Parent- Amy	Mr. Carrier
<b>Acquisition of Information</b>		
Acquire information by hearing		
Acquire information by seeing		
Acquire information by touching		
Acquire information through a multi-sensory approach		
Link new information to that previously learned		
Find key facts or ideas when studying		
<b>ORGANIZATION</b>		
Complete work & other activities		
Have an organized desk or locker		
Locate appropriate materials		
Align work spatially		
Categorize & put information together		
Tell a story in the correct order		
Make notes or an outline before writing		
Edit/change papers before turning them in		
<b>PLANNING &amp; SEQUENCING</b>		
Prioritize tasks		
Sequence information		
Take needed materials to activities/classes		
Use planning skills or a planning aid		
Obtain information before beginning a writing project/paper		
Write/create a logical story		
Turn in assignments on time		
Manage time		

<b>WORKING MEMORY(Verbal/Visual/Spatial)</b>		
Follow 2-3 step directions		
Recall sequential steps to tasks		
Immediately recall information		
Remember facts, names, labels		
Remember materials seen		
Remember materials heard		
Develop strategies to help recall information		
Use rote memory skills		
<b>VISUAL PROCESSING</b>		
Notice similarities in pictures, letters, numbers, words & objects		
Notice differences in pictures, letters, numbers, words & objects		
Follow directions presented visually		
Distinguish left from right when presented visual materials		
Recognize the same word when repeated in a sentence or paragraph		
Notice visual changes in his surroundings		
<b>AUDITORY PROCESSING</b>		
Respond to questions presented vocally within 5 seconds		
Immediately recall information presented vocally		
Remember previous information presented vocally		
Repeat spoken directions when given		
Listen to stories without having pictures		
Ask for spoken questions or directions to be repeated		
Discriminate auditorily between different words & sounds		
<b>PROCESSING SPEED</b>		
Count & calculate automatically		

Respond in an acceptable amount of time		
Recall information automatically		
Complete tasks efficiently		
Maintain focus on tasks		
Learn new tasks quickly		
<b>EXPRESSION (Verbal/nonverbal)</b>		
Communicate information through speech or gestures		
Communicate information through writing		
Demonstrate oral fluency		
Demonstrate reading fluency		
Demonstrate writing fluency		
Respond appropriately to verbal/nonverbal communication		
Ask questions or give answers related to context/content		
Participate in class		
<b>TRANSFER OF INFORMATION (Manipulation)</b>		
Apply learned information to new situations		
Infer information		
Interpret information		
Summarize information		
Write sentences of varying length & complexity		
Analyze & solve problems of varying complexity		
Find more than one way to answer a questions		
Differentiate details from key concepts		
<b>MOTOR CONTROL FOR WRITTEN TASKS</b>		
Erase mistakes well before making corrections		
Have good hand-eye coordination		
Print/write letters neat & legibly		

Space letters, words, sentences or numbers appropriately		
Color/paint within the lines of a drawing or a sketch		
Easily copy from a book or the board		
Produce neat work		