

USDB Technology Skills Checklist 2025-2026

Scoring Rubric
3 points = <i>Independent</i> – The student demonstrates the skill or group of skills without prompts or assistance (3/3 times)
2 points = <i>Minimal assistance</i> – The student demonstrates the skill or group of skills with 1-2 verbal prompts (3/3 times)
1 point = <i>Moderate/significant assistance</i> – The student demonstrates the skill or group of skills with more than 2 verbal prompts and/or physical prompts/hand-under-hand guidance
0 points = The skill or group of skills is relevant to the student's educational program, but the student has not yet been introduced to it
N/A = This section is not relevant to the student's educational program (section not scored – <i>mark in the line for total points</i>)

Part 1: Basic Maintenance and Screen Access

Technology Awareness and Maintenance

Student Skills	Points
Recognize need for access to individualized AT devices and skills training	
Independently initiate use of mainstream and assistive technology tools when needed	
Treat technology equipment with respect and care	
Independently store, retrieve, transport, and charge devices	
Report and assist with troubleshooting technology issues	
Check and restore wired, Bluetooth, and/or wi-fi connections as needed	
Demonstrate how to perform restart and soft/hard resets on a device	
Total Student Points for Technology Maintenance and Awareness (out of 21):	

Notes:

Screen Access (Screenreaders and Screen Magnifiers)

Team Consultation	Date
Identify whether a screenreader or screen magnifier is essential to ensure a student's full access to screen content	
Determine which program would be most appropriate given a student's circumstances and needs	

Student Skills	Points
Understand and articulate the personal benefits of using a screenreader or screen magnifier with a computer, tablet, or phone	
Independently initiate use of a screenreader/screen magnifier	
Activate, deactivate, and minimize the window of a screenreader or screen magnifier	
Navigate screenreader or screen magnifier menus	
Adjust speech and/or visual settings according to individual preferences	
Turn on, interrupt, or turn off speech in a screenreader or screen magnifier	
For greater flexibility and capability, demonstrate the above skills using more than one screenreader or screen magnifier (i.e., both NVDA and JAWS)	
Total Student Points for Screen Access (out of 21):	

Notes:

For more in-depth screenreader skills assessment, the following tools are available:

- [JAWS Braille Tech Goal Log](#)
- [Basic JAWS Assessment](#)
- [Advanced JAWS Assessment](#)

For more in-depth screen magnification skills assessment, the following tool is available:

- [Basic Commands and Zoom Text Checklist](#)

Total Student Points for Part 1 (out of 42):	
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Part 2: Mainstream Technology

Computer Operation

Basic Computer Use

Student Skills	Points
Turn the computer on/off	
Log on/off the computer	
Understand how to use key commands and/or mouse clicks for computer operations	
Adjust system volume	
Locate headphone jack and plug in a listening device	
Locate letter, number, and basic punctuation keys (period, comma, question mark, exclamation mark)	
Locate and understand how to use ALT, CTRL, Applications, and Windows keys (or similar device-specific keys)	
Locate and understand how to use Shift, Caps Lock, Tab, Escape, and Backspace keys	
Locate and understand how to use Insert, Delete, Home, End, Page Up/Page Down keys	
Locate and understand the purpose of function keys (F1-F12)	
Locate, navigate, and activate programs or applications from the Start menu, Desktop, Taskbar, and System tray	
Maximize, minimize, and close windows	
Switch between open applications	
Open and navigate File Explorer (or other device-specific management utility)	
Open, navigate, and close dialog boxes and dropdown menus	
Perform organizational functions for files and folders: Select, Copy, Cut, Paste, Delete	
Perform organizational functions for files and folders: Save, Rename, Close	
Insert, eject, and save files/folders to external storage media (SD card, USB drive, etc.)	
Perform organizational functions for files and folders: Create, Locate, Open	
<i>Basic Computer Use: Student Skills (continued)</i>	Points
Connect the computer to a wi-fi network	

Connect the computer via Bluetooth to another device (i.e., braille notetaker or display)	
Print and/or emboss files	
Scan files, perform optical character recognition (OCR), and read/edit scanned text	
Recognize when a file type or text in a file is inaccessible and advocate for accessible materials	
Total Student Points for Basic Computer Use (out of 72):	

Notes:

Typing

Student Skills	Points
Touch-type all letters on the home row	
Touch-type all letters on the top row	
Touch-type all letters on the bottom row	
Touch-type all punctuation keys	
Touch-type all numbers and symbols on the number row	
Correctly use the number and symbol keys on the numpad (if applicable)	
Properly use Backspace and Delete keys to correct errors	
Use the Enter key to move to a new line	
Use Shift key and Caps Lock for capitalization	
Total Student Points for Typing (out of 27):	

Notes:

Word Processor (i.e., Microsoft Word)

Student Skills	Points
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Perform organizational document functions: Create, Name, Locate, Open	
Perform organizational document functions: Edit, Save/Save As, Rename, Close	
Perform organizational document functions: Print/Emboss, Share	
Access, navigate, and use program menus, tabs, or ribbons for document formatting	
Move to the beginning/end of a document	
Move to the beginning/end of a line	
Navigate through text by character/line in a document using arrow keys	
Move the cursor forward/backward by word, line, sentence, and paragraph	
Select, cut, copy, paste, and delete text	
Undo/redo a previous action	
Use spell and grammar check	
Change text format (i.e., font theme, style, size, color, effects)	
Bold, italicize, and underline text	
Change paragraph alignment (left, right, center, justified)	
Change line spacing, page orientation, and margins	
Use bullets and numbering for lists	
Insert and add alt text to an image	
Perform a word count and determine the number of pages in a document	
Create and add text to a table	
Total Student Points for Word Processor (out of 57):	

Notes:

Presentation Software (i.e., Microsoft PowerPoint)

Student Skills	Points
Navigate through the slides in an open presentation	

Create new slides	
Add titles and subtitles to slides	
Move through fields in a slide	
Add bulleted and numbered text to slides	
Adjust slide bulleting and numbering formats	
Change the layout of a selected slide	
Adjust text font style, size, color, and effects	
Change the slide design theme, colors, fonts, effects, and background styles	
Add images and videos with alt text to slides	
Articulate desired positioning of images and text fields to visual assistants (as needed)	
Create and edit a hyperlink to a URL or email address	
Add text to and access the notes pane for presentation	
Begin the slideshow from the beginning or the current slide	
Save the presentation in an accessible format (outline/RTF file)	
Total Student Points for Presentation Software (out of 42):	

Notes:

For more in-depth computer skills assessment, the following tools are available:

- [Elementary Technology Assessment](#)
- [An Assistive Technology Checklist for Students with Visual Impairments](#)
- [Windows Checklist](#)
- [Electronic and Organizational Skills Checklist](#)
- [Assistive Technology Checklist for Assessment](#)
- [Typing Checklist](#)

Internet

Basic Internet Use

Student Skills	Points
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Open and close a web browser	
Type an internet address in the address bar and open/close a web page	
Move forward and backward between previously accessed web pages	
Set a desired homepage	
Save and open a favorite page/bookmark	
Move through and activate links on a web page	
Enter text in an edit field	
Use a search engine to find a web page, information on a given topic, image, or video	
Open and navigate through multiple open tabs in a browser	
Copy and paste text from a web page into a document, presentation, or spreadsheet	
Download and save files	
Save or export a file from one file type to another (i.e. PDF to JPG, Google Doc to Word)	
Read the main content in a page visually or using audio feedback	
Recognize when a web page contains inaccessible text or elements, and advocate for accessible content	
Total Student Points for Basic Internet Use (out of 42):	

Notes:

Online Privacy and Security

Student Skills	Points
Understand the need for online privacy (protecting self and others)	
Articulate when it is appropriate/safe to provide personal information in an online setting	
Avoid inappropriate digital content, online behaviors, and language	
Understand risks of misusing technology and downloading unauthorized content	
Identify when it is necessary to use headphones or non-speech access	
Identify and report any instances of cyberbullying	
Total Student Points for Online Privacy and Security (out of 18):	

Notes:

Email

Student Skills	Points
Sign into and out of an email account	
Locate, open, read, and delete email messages	
Open and download an attached file	
Compose and send an email message: New Message, Reply, Reply All, Forward	
Attach and send a file	
Understand the difference between CC and BCC functions	
Access default email folders: Sent Mail, Spam/Junk, Trash	
Exercise judgment/caution in opening messages and links from unknown sources	
Total Student Points for Email (out of 24):	

Notes:

Google Account and Drive

Student Skills	Points
Sign into/out of a Google account	
Access Google Drive and navigate drive folders	
Perform organizational folder and file functions: Locate, Create, Open, Rename, and Close	
Perform organizational folder and file functions: Select, Copy, Cut, Move, and Delete	
Download a file from Google Drive onto a computer, tablet, or phone	
Upload files saved on other devices into Google Drive	
Read and edit uploaded files or files shared by others	
Share folders and files with others	
Total Student Points for Google Account and Drive (out of 24):	

Notes:

Google Docs and Slides

Student Skills	Points
Create new documents and open existing documents	
Navigate and read text in documents	
Bold, italicize, and underline text	
Adjust text alignment (center, left-adjust, right-adjust, justify)	
Add images with alt-text descriptions to documents	
Total Student Points for Google Docs and Slides (out of 15):	

Notes:

Google Classroom

Student Skills	Points
Locate and join a Class using the class code	
Navigate and read announcements, updates, and posts in the Stream	
Open the Classwork page, access assignments, and download files containing class materials and resources	
Submit assignments through the Classwork page	
Open the Grades tab and locate student grade/assignment reports	
Total Student Points for Google Classroom (out of 15):	

Notes:

Online Books

Student Skills	Points
Log into an online library account (i.e., Bookshare, Learning Ally, NLS Bard)	
Search the online library for a desired book	
Download a book to a personal bookshelf	
Locate and open a book from a personal bookshelf	
Navigate a book by chapter, page, paragraph, line, and word	
Search a book for specific text	
Create, modify, and delete bookmarks	
Total Student Points for Online Books (out of 21):	

Notes:

Artificial Intelligence (AI)

Student Skills	Points
Describe benefits, drawbacks, and ethical considerations when using AI	
Understand how AI learns, makes its decisions, and generates its answers	
Identify specific instances when it would be appropriate to use AI and for what purposes	
Determine when AI-generated information is inaccurate	
Utilize basic accessible AI applications for educational and recreational activities	
Conduct an effective search using AI to obtain specific, desired information	
Use an AI-based program (i.e., Seeing AI) to scan and read print text	
Total Student Points for Artificial Intelligence (out of 21):	

Notes:

Online Meeting Platforms (i.e., Zoom, Teams)

Student Skills	Points
Access and open links for online meetings or webinars	
Mute/unmute microphone	
Activate/deactivate camera and orient it for proper self-image	
Appropriately use emoticons, hand-raising, and reactions	
Access, read, and compose messages in the chat	
Total Student Points for Online Meeting Platforms (out of 15):	

Notes:

Total Student Points for Part 2 (out of 393):

Part 3: Specific Accessibility Devices and Programs

Book Players (i.e., Victor Reader, BookSense, Milestone, PLEXTALK, Book Port, etc.)

Team Consultation	Date
Identify whether a stand-alone book player would be beneficial to ensure a student's full or enhanced access to educational information	
Determine which device would be most appropriate given a student's circumstances and needs	

Student Skills	Points
Turn the book player on and off	
Check battery status and charge the book player	
Adjust speech, volume, and other book player settings	
Play and switch between audio books	
Navigate audio books by chapter, page, paragraph, line, and word	
Load audio books onto the book player from a computer, tablet, or phone	
Download audio books directly onto the book player via wi-fi	
Load music onto the book player from a computer	
Play internet radio via wi-fi (if applicable)	
Total Student Points for Book Players (out of 27):	

Notes:

CCTVs, Low Vision Tablets, and Handheld Video Magnifiers

Team Consultation	Date
Identify whether a CCTV, low vision tablet, or handheld video magnifier is essential to ensure a student's full access to educational information	
Determine which device would be most appropriate given a student's circumstances and needs	

Student Skills	Points
Understand and articulate the personal benefits of using a CCTV, low vision tablet, or video magnifier	
Turn the device on and off	
Bring print into focus	
Adjust settings: Magnification level, Color and contrast, Image size	
Move horizontally and vertically to scan rows, locate items, and read text	
Use reading lines/line markers to maintain place	
Freeze and save images	
Use OCR and reading functions (if device-applicable)	
Locate, activate, and appropriately use apps on the device (if device-applicable)	
Total Student Points for CCTVs, Low Vision Tablets, and Hand-Held Magnifiers (out of 27):	

Notes:

For more in-depth CCTV skills assessment, the following tools are available:

- [MATT Connect Skills Checklist](#)
- [Jupiter Skills Performance Checklist](#)
- [Juno Skills Performance Checklist](#)

Electronic Braille Learning Tools (i.e., BrailleBuzz, Polly, Taptilo, Perkins SMART Brailler, etc.)

Team Consultation	Date
Identify whether an electronic braille learning tool would be beneficial for a student to reinforce braille reading and writing skill development	
Determine which device would be most appropriate given a student's circumstances and needs	

Student Skills	Points
Demonstrate initiative, ownership, and enthusiasm in using the device	
Turn the device on and off	
Adjust volume (if applicable)	
Understand the purpose of each major feature on the device (buttons, keys, switches, braille displays, etc.)	
Use device features appropriately to participate in braille learning activities	
Attend to auditory narration and follow directions voiced from the device (if applicable)	
Use the braille keyboard to input text (if applicable)	
Use the braille display or braille cells to read letters and words (if applicable)	
Total Student Points for Electronic Braille Learning Tool (out of 24):	

Notes:

Refreshable Braille Displays (i.e., Brailiant, Focus Blue, Vario, Alva, etc.)

Team Consultation	Date
Identify whether a refreshable braille display is essential to ensure a student's full access to educational information	

Determine which device would be most appropriate given a student's circumstances and needs	
<i>Refreshable Braille Displays: Student Skills</i>	Points
Understand and articulate the personal benefits of using a refreshable braille display	
Turn the display on and off	
Adjust volume, speech, and braille settings	
Connect the display via Bluetooth or USB to a computer, tablet, and/or phone	
Use the display to access and navigate the Start Menu, Desktop, Taskbar, and System Tray (or other device-specific utilities)	
Use the display to open and navigate dialog boxes	
Use the display to open files from File Explorer (or other device-specific utility)	
Use the display's braille keyboard to input text	
Use the display's refreshable braille display to read text	
Use cursor routing keys for text navigation and editing	
Use the display to navigate to the top and bottom of a document	
Use the display to move the cursor in a document forward/backward by character, word, line, sentence, and paragraph	
Use the display to select, cut, copy, paste, and delete text in a document	
Total Student Points for Refreshable Braille Displays (out of 39):	

Notes:

Braille Notetakers (BrailleNote, BrailleSense, Orbit Reader, Mantis, Chameleon, Monarch, etc.)

Team Consultation	Date
Identify whether a braille notetaker would provide a student with more complete or personalized access to educational information	
Determine which device would be most appropriate given a student's circumstances and needs	

<i>Braille Notetakers: Student Skills</i>	Points
Understand and articulate the personal benefits of using a braille notetaker	
Turn the notetaker on/off	
Locate and identify all keys and ports on the notetaker	
Navigate to the main or program menu	
Locate and open applications from the main or program menu	
Use the braille or QWERTY keyboard to input text	
Use the refreshable braille display to read text	
Use cursor routing keys for text navigation and editing	
Adjust speech and braille settings	
Set time and date	
Check battery status and charge the device	
Turn Wi-fi and Bluetooth on and off	
Set up Internet/Wi-fi access	
Set up Bluetooth access and connect the notetaker to a computer, tablet, or phone	
Use the word processor and braille editor apps: Create, Open, Edit, and Save files	
Use the file manager to perform organizational file and folder functions: New Folder, Open, Rename, Copy, Move, Delete	
Use an external storage device (USB drive or SD card) to transfer files between a notetaker and external device (i.e., computer or phone)	
Open downloaded or transferred files using the correct app in the notetaker	
Download files from an email account onto the notetaker	
Share saved files using an email account or Google app	
Print and/or emboss a document	
Total Student Points for Braille Notetakers (out of 63):	

Notes:

For more in-depth braille notetaker skills assessment, the following tools are available:

- [Use of a Braille Notetaker Checklist](#)

Tablet with Screenreader or Screen Magnification

Student Skills	Points
Enable/disable accessibility features (i.e., text-to-speech, screen magnification)	
Adjust speech and/or visual settings	
Use basic finger and hand gestures to complete actions: Taps (single, double, triple; one, two, three fingers)	
Navigate between screens	
Use basic finger and hand gestures to complete actions: Swipes (right, left; up, down; two, three, four fingers)	
Open and operate accessible apps	
Use the rotor function (if applicable)	
Connect a refreshable braille display or notetaker to the device via Bluetooth	
Total Student Points for Tablet with Screenreader or Screen Magnifier (out of 24):	

Notes:

For more in-depth tablet skills assessment, the following tools are available:

- [iPad, RBD and BTK Skills Inventory](#)
- [iPad Checklists: VoiceOver Gestures, Braille Display and Keyboard](#)
- [BlindSquare iOS Navigation Checklist](#)

Total Student Points for Relevant Sections in Part 3:	
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Part 4: Skills for Students with Complex Needs

Technological Readiness

Student Skills	Points
Demonstrate ability to work with communication partner during technology-based activities: Wakefulness, Awareness, Readiness	
Demonstrate ability to use visual gaze, vocalization, touch, active listening, calming, or another method to indicate a preference or choice	
Demonstrate understanding of switch-based cause/effect relationships (i.e., Pressing a switch initiates an electronic response or activates a device)	
Demonstrate targeted intent to touch using low-tech equipment: Tactile communication cards, 3-D printed tactile tools, toys, other educational materials	
Total Student Points for Technological Readiness (out of 12):	

Notes:

Sensory Interactions with Tablets and Computers

Student Skills	Points
Use a touch screen to interact with applications or programs on a tablet or computer	
Use visual gaze to locate an app or program on an electronic screen	
Given two options, use visual gaze, vocalization, touch, active listening, calming, or some other method to indicate a choice of activity on a tablet or computer	
Use a tap gesture to open an app on a touch screen	
Maintain visual fixation or auditory attention on an app activity for 3-5 seconds	
Visually track movements in an app activity for 3-5 seconds	
Use an app as an augmentative communication tool to make choices	
Total Student Points for Sensory Interactions with Tablets and Computers (out of 21):	

Notes:

Switches

Student Skills	Points
Use a switch to activate and interact with cause/effects apps on a tablet	
Use a switch to activate and interact with cause/effect apps on a computer	
Use a switch to activate/deactivate an electronic toy, stereo, or other device	
Use a switch to start/stop music or audio playback on a tablet or computer	
Use "switch scanning" with a tablet	
Use a switch as an augmentative communication tool to indicate preferences and make choices	
Use a switch for alternative access to an iPad or tablet to supplement fine motor skills (i.e. the VoiceOver Controller)	
Total Student Points for Switches (out of 21):	

Notes:

For more in-depth technology skills assessment for students with multiple disabilities and complex needs, the following tools are available:

- [The Communication Matrix](#)
- [Sensing and Learning](#)
- [Assessment of Biobehavioral States and Analysis of Related Influences](#)
- [CVI Range Assessment](#)

Total Student Points for Part 4 (out of 54):	
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Total Overall Student Points:	
Total Overall Points for All Relevant Assessment Sections:	