

## Office of Technology in Special Education

Baltimore County Public Schools  
1940 G Greenspring Drive, Timonium, MD 21093  
410-887-2299, fax 410-453-6769  
[www.bcps.org/offices](http://www.bcps.org/offices)

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# Considering the Use of Kurzweil 3000

**Note:** *Only those students having an identifiable print disability may use Kurzweil with copyrighted materials.*

Student should have opportunities to use Kurzweil before proceeding with this assessment. Allow student to read/listen for enjoyment and to explore Kurzweil features to establish preferences. It is recommended that the students have at least 5-10 opportunities to utilize the Kurzweil program during the trial period. This will provide the student with the experience necessary to determine if the program is indeed an appropriate accommodation.

**Instructions:** Complete Parts I, II, III and IV. Utilize the information and data to make an informed decision as to whether or not Kurzweil is an appropriate accommodation.

### Part I: Identify the desired benefits of using Kurzweil 3000

- |  |  |
|--|--|
| <input type="checkbox"/> Increased independence when reading | <input type="checkbox"/> Increased motivation            |
| <input type="checkbox"/> Increased attention                 | <input type="checkbox"/> Increased task completion       |
| <input type="checkbox"/> Increased time on task              | <input type="checkbox"/> Increased reading comprehension |

### Part II: Low Tech Reading Checklist

1. The student will read a grade level passage in customary manner. (ex. independent/human reader)
2. Consider use of additional supports. (ex. repetition, redirection, pace)
3. Document student performance using *Low Tech Reading Checklist*.

### Part III: Kurzweil Trial Checklist

1. Using Kurzweil, have student listen to a comparable passage being read.
2. Consider the benefit of varying Kurzweil features for obtaining a better outcome. (zoom value, voice, continuous or self paced mode, rate, background color, highlighting, word, sentence or paragraph unit)
3. Document student performance using *Kurzweil Reading Checklist* and *Features Used Checklist*.

### Part IV: Compare Part II and Part III

1. Kurzweil 3000 is listed as an accommodation on the IEP if student demonstrates an increase in comprehension of grade level text.
2. Kurzweil 3000 can be used as part of good teaching strategies if student demonstrates improvement in any of the other criteria listed on the checklists,.
3. If you are unsure of your recommendation based on your student's data, please feel free to contact the Office of Assistive Technology.

**NOTE:** All students may use the Kurzweil program to access county made curriculum materials, teacher made materials and any non-copyrighted materials. Only students with an identified print disability are qualified to utilize the Kurzweil program with copyrighted materials.



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<b>Kurzweil Reading Checklist</b>							
<b>Date</b>	<b>Reading Task</b>	<b>Time on Task</b>	<b>Attention to Task</b> <i>Shorter Typical, Longer</i>	<b>Task Completion</b> <i>Incomplete Complete</i>	<b>Motivation Attitude</b> <i>No change Increase Decrease</i>	<b>Reading Comprehension</b> <i>Format verbal/written % correct</i>	<b>Comments</b>

At the end of the trial period, document features that supported optimum student performance.

<b>Features Used</b>			
<b>Zoom value</b>		<b>Mode</b>	
<b>Voice</b>		<b>Rate</b>	
<b>Unit</b>		<b>Background color</b>	
<b>Highlighting</b>		<b>Other</b>	