EDUCATIONAL VISION ASSESSMENTS

EDUCATIONAL VISION ASSESSMENT

CONTENTS

Reason for Educational Vision Assessment

☐ Initial referral ☐ 3 year re-evaluation ☐ change in vision

Parent Consent   /   /   Report Complete   /   /   Report / IEP Due   /   /

Signature   Date   /   /

STUDENT INFORMATION

Student Name _____ DOB _____

School _____ Gender _____

General Education Teacher _____ Grade _____

Special Education Teacher _____ Setting _____

Principal _____ Evaluation Date(s) _____

MEDICAL INFORMATION

Current Placement ☐ General Education ☐ GenEd + Resource ☐ Special Class ☐ Home & Hospital

Where Services Provided ☐ General Education ☐ GenEd + Resource ☐ Special Class ☐ Home & Hospital

Current Service(s) ☐ Vision ☐ O&M ☐ Hearing ☐ SLP ☐ OT ☐ PT

Medical Diagnoses _____

_____

Behavioral Diagnoses _____

Current Therapies _____

Current Prescriptions _____

_____

OPHTHALMIC INFORMATION

Ophthalmologist _____ Practice _____

Eye Condition _____ Evaluation Date _____

Etiology _____ Ophthalmic History _____

_____

OPHTHALMIC DIAGNOSIS

Near Acuity OS _____ OD _____ OU _____ TOOL _____ EST ☐

Distance Acuity OS _____ OD _____ OU _____ TOOL _____ EST ☐

Visual Diagnosis _____

Long Term Prognosis ☐ Stable ☐ Guarded ☐ Deteriorating

Treatment Advised _____

Glasses Prescribed ☐ Yes ☐ No Glasses Tolerated ☐ Yes ☐ No

LOW VISION ASSESSMENT

Low Vision Evaluator _____ Evaluation Date _____

Practice _____

Evaluation Results / Recommendations _____

_____

Prescribed Vision Aides / Recommendations _____

EDUCATIONAL ENVIRONMENT SCREENER

Reason for Referral: ☐ Academic ☐ Behavior   Behavior Plan: ☐ Yes ☐ No   Date: /   /

Description of Target Behavior (observable, measurable description):

Observation Date: /   /   Start Time: End Time:

Setting: ☐ Gen Ed Class ☐ Spec Ed Class ☐ Specialties ☐ PE ☐ Computers

Academic Activity: ☐ Reading ☐ Write ☐ Math ☐ Sci ☐ Interconnections

Staff / Student Ratio: /   Paraeducator(s) Present: ☐ Yes ☐ No

Classroom Management: ☐ None ☐ Point System ☐ Level System ☐ Response Cost

Individual Management: ☐ None ☐ Point System ☐ Level System ☐ Response Cost

STUDENT BEHAVIOR   Start Time: End Time:

Not Following Directions	Talk Out	Out of Seat	Elopement	Inappropriate Vocalizations	Physical Aggression	Property Destruction

Notes:

INSTRUCTIONAL ENVIRONMENT   Start Time: End Time:

Praise Ratio	Praise Statements	Negative Statements	Ratio (Positive / Negative)
Opportunities to Respond	Group Response	Individual Response	Total OTRs

PEER ENVIRONMENT   Start Time: End Time:

* = ON task; − = OFF task; T = talking; I = inactive; O = out of seat; P = playing with objects

			0:30			1:00			1:30			2:00			2:30			3:00
Student																		
Peer																		

			3:30			4:00			4:30			5:00			5:30			6:00
Student																		
Peer																		

			6:30			7:00			7:30			8:00			8:30			9:00
Student																		
Peer																		

			9:30			10:00			10:30			11:00			11:30			12:00
Student																		
Peer																		

			12:30			13:00			13:30			14:00			14:30			15:00
Student																		
Peer																		

FUNCTIONAL VISION OBSERVATIONS

Environment   ☐ Familiar   ☐ Unfamiliar

Location(s)
_____

_____

Lighting Conditions
_____

_____

Student Positioning
_____

_____

Student Engagement
_____

_____

OBSERVATION

Familiar
_____

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Unfamiliar
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Outdoors / PE
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Notes
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VISION OBSERVATIONS

SETTING

Environment   ☐ Familiar   ☐ Unfamiliar

Location(s)
_____

Lighting Conditions
_____

Student Positioning
_____

Student Engagement
_____

OBSERVATION

Familiar
_____
_____
_____

Unfamiliar
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Outdoors / PE
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Notes
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EDUCATIONAL VISION ASSESSMENT
PART 1: FUNCTIONAL VISION ASSESSMENT

VISUAL BEHAVIORS DURING ACADEMIC TASKS

- ☐ lack of eye contact
- ☐ cover/close one eye
- ☐ tilts head for near tasks
- ☐ thrusts head forward to see
- ☐ tries to "brush away" a blur
- ☐ rubs eyes or blinks often
- ☐ flaps hands in front of eyes
- ☐ looks away when reaching for objects
- ☐ puts on and remove glasses repetitively

- ☐ frown or squint when viewing
- ☐ avoids near tasks
- ☐ holds materials too close or too far away
- ☐ touch things to help recognize them
- ☐ eye pressing
- ☐ rocking behavior
- ☐ bangs head
- ☐ staring at lights
- ☐ other "blindisms"

EXTERNAL OCULAR STATUS (DIRECT VISUAL OBSERVATION)

- ☐ abnormal eye size ☐ small ☐ large
- ☐ crusty or red eyelids
- ☐ red eyes
- ☐ watery eyes
- ☐ discharge or pus
- ☐ jerky eyes
- ☐ drooping eyelids
- ☐ unequal pupillary response

- ☐ pupils different size
- ☐ excessive tearing or blinking
- ☐ eyes turn ☐ inward ☐ outward
- ☐ eye asymmetry ☐ higher ☐ lower
- ☐ prosthesis
- ☐ opaque cornea
- ☐ starry reflection off cornea
- ☐ other

Nystagmus	☐ Yes	☐ No	Null Point	☐ Yes	☐ No
Pupillary Response	☐ Brisk	☐ Sluggish	☐ Absent	☐ Unequal	
Eye Preference	☐ Right	☐ Left	☐ Inconsistent		
Blink Reflex	☐ Yes	☐ No	☐ Delayed		

EYE ALIGNMENT / RESTING MUSCLE BALANCE

- ☐ Both eyes aligned at all times
- ☐ Individual eye misaligned at times

- ☐ Individual eye consistently misaligned
- ☐ Both eyes consistently misaligned

Right eye alignment   Left eye alignment
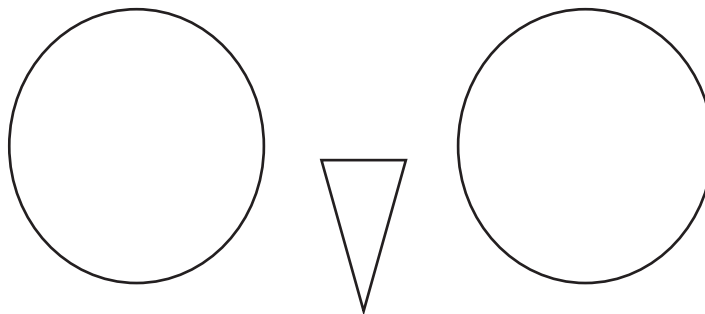
Eccentric Viewing (Describe)

EDUCATIONAL VISION ASSESSMENT
PART I: FUNCTIONAL VISION ASSESSMENT

OCULOMOTOR BEHAVIOR/FUNCTION

FIXATION

Near Fixation
Material Size ___
☐ Steady ☐ Inconsistent ☐ Aware ☐ No Response

MidRange Fixation
Material Size ___
☐ Steady ☐ Inconsistent ☐ Aware ☐ No Response

Distance Fixation
Material Size ___
☐ Steady ☐ Inconsistent ☐ Aware ☐ No Response

RESPONSIVENESS

Light Perception	☐ Yes	☐ No	Form Perception	☐ Yes	☐ No
Light Projection	☐ Yes	☐ No	Motion Detection	☐ Yes	☐ No
Convergence	☐ Yes	☐ No	Divergence	☐ Yes	☐ No
Tracing	☐ Yes	☐ No	Tracking	☐ Yes	☐ No

Above Student Eye Level

Student Right Side

Student Left Side

Below Student Eye Level

Nystagmus ☐ Yes ☐ No   Null Point ☐ Yes ☐ No

Notes

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EDUCATIONAL VISION ASSESSMENT
PART 1: FUNCTIONAL VISION ASSESSMENT

SHIFT OF GAZE

Parallel Shift ☐ Yes ☐ No   Near-Far Shift ☐ Yes ☐ No

VISUAL SCANNING

Near Scan ☐ Yes ☐ No   MidRange Scan ☐ Yes ☐ No
Distance Scan ☐ Yes ☐ No   Near-Far Scan ☐ Yes ☐ No

ACUITIES AND VISUAL FIELDS

VISUAL FIELD

Above Student Eye Level
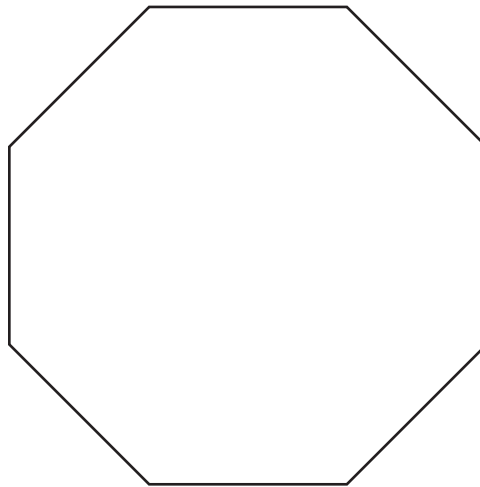
Student Right Side   Student Left Side

Below Student Eye Level

Observations

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EDUCATIONAL VISION ASSESSMENT
PART 1: FUNCTIONAL VISION ASSESSMENT

NEAR VISUAL ACQUITY (MEASURED AT 16 INCHES)

WITHOUT PRESCRIBED LOW VISION DEVICE (GLASSES STILL USED)

DISTANCE COMPARISON	FONT	ACCURACY	DISTANCE	iPad or Paper	COLOR
	Serif				
	Sans Serif				

WITH PRESCRIBED LOW VISION DEVICE

DISTANCE COMPARISON	FONT	ACCURACY	DISTANCE	iPad or Paper	COLOR
	Serif				
	Sans Serif				

Prescribed Magnifier: Power:

Current Print Function & Strategies Used

_____

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EDUCATIONAL VISION ASSESSMENT
PART 1: FUNCTIONAL VISION ASSESSMENT

DISTANCE VISUAL ACUITY (MEASURE AT 10-20 FEET)

OBJECT SIZE ACUITY MEASUREMENTS

Size of Object	2 feet	4 feet	6 feet	8 feet	20 feet
1/4 inch	20/200	20/100	20/67	20/50	20/20
1/2 inch	20/400	20/200	20/133	20/100	20/40
3/4 inch	20/600	20/300	20/200	20/150	20/60
1 inch	20/800	20/400	20/267	20/200	20/80

WITHOUT PRESCRIBED LOW VISION DEVICE (GLASSES STILL USED)

DISTANCE COMPARISON	FONT	ACCURACY	DISTANCE	iPad or Paper	COLOR
	Serif				
	Sans Serif				

WITH PRESCRIBED LOW VISION DEVICE

DISTANCE COMPARISON	FONT	ACCURACY	DISTANCE	iPad or Paper	COLOR
	Serif				
	Sans Serif				

Prescribed Magnifier: _____   Power: _____

Current Distant Print Function & Strategies Used

_____

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EDUCATIONAL VISION ASSESSMENT
PART I: FUNCTIONAL VISION ASSESSMENT

COLOR VISION

Primary Colors ☐ Yes ☐ No   Hues ☐ Yes ☐ No

Secondary Colors ☐ Yes ☐ No   Color Bias ☐ Yes ☐ No

Colors Preferred ☐ Red ☐ Orange ☐ Yellow ☐ Blue ☐ Green ☐ Indigo ☐ Violet ☐ Black ☐ White

CONTRAST

Contrast (Wave Gratings): ☐ 100% ☐ 25% ☐ 10% ☐ 5% ☐ 2.5% ☐ 1% ☐ 0.6%

Preference: ☐ Black on White ☐ White on Black ☐ Custom (describe below)

LIGHTING & GLARE

Preferred Light ☐ Dim lighting ☐ Medium lighting ☐ Bright lighting ☐ Task light only

Tolerates Bright ☐ Yes ☐ No ☐ Squints ☐ Avoids

VISUAL CLUTTER & COMPLEXITY

Near ☐ Yes ☐ No   Distance ☐ Yes ☐ No

DEPTH PERCEPTION

Near ☐ Yes ☐ No   Distance ☐ Yes ☐ No

VISUAL DISCRIMINATION & RECOGNITION

Near ☐ Yes ☐ No   Distance ☐ Yes ☐ No

PECS / AAC ☐ Yes ☐ No

ORIENTATION & MOBILITY

☐ Avoid objects above the waist   ☐ Travel independently throughout school

☐ Avoid objects below the waist   ☐ Detect surface changes

☐ Avoid door frames / people   ☐ Move toward objects within 5 feet +

☐ Locate dropped objects   ☐ Use proper guide technique

☐ Locate and access locker/cubby   ☐ Uses proper protective technique

☐ Locate rooms by number/name   ☐ Uses proper cane technique

☐ Travel independently on stairs   ☐ Other

EDUCATIONAL VISION ASSESSMENT
PART I: FUNCTIONAL VISION ASSESSMENT

Student Interests

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Overall Notes

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EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT

SUMMARY OF LEARNING MEDIA ASSESSMENT (K&H PAGES 1-3)

COMPONENTS COMPLETED

☐ Use of Sensory Channels   Evaluation Date(s)   /   /

☐ General Learning Media Selection   Evaluation Date(s)   /   /

☐ Selection of Literacy Media   Evaluation Date(s)   /   /

☐ Initial Decision   Evaluation Date(s)   /   /

☐ Annual Continuing Assessment – General   Evaluation Date(s)   /   /

☐ Annual Continuing Assessment – Literacy   Evaluation Date(s)   /   /

PRESENCE OF ADDITIONAL DISABILITIES

☐ Motor Impairment

☐ Cognitive Disability (SLD)

☐ Intellectual Disability

☐ Autism

☐ Other Sensory Disability

PREVIOUS RESULTS   Date   /   /

☐ Primary Learning Medium   ☐ Visual   ☐ Auditory   ☐ Tactile

☐ Secondary Learning Medium   ☐ Visual   ☐ Auditory   ☐ Tactile

FINDINGS OF CURRENT LEARNING MEDIA ASSESSMENT

☐ Primary Sensory Channel   ☐ Visual   ☐ Auditory   ☐ Tactile

☐ Secondary Channel   ☐ Visual   ☐ Auditory   ☐ Tactile

☐ General Learning Media   ☐ Visual   ☐ Auditory   ☐ Tactile

☐ Primary Literacy Media   ☐ Visual   ☐ Auditory   ☐ Tactile

☐ Secondary Literacy Media   ☐ Visual   ☐ Auditory   ☐ Tactile

INSTRUCTIONAL IMPLICATIONS

☐ Academic/Conventional Literacy Programs   ☐ PreReader   ☐ Formal Literacy

☐ Functional Literacy Program   ☐ Functional   ☐ FA+Academic

☐ Other Communication Program   Preparation for Functional Literacy

EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT

CURRENT NEAR PRINT FUNCTION

Catalogs	☐ Yes	☐ No	Magazines	☐ Yes	☐ No
Computer Screen	☐ Yes	☐ No	Maps	☐ Yes	☐ No
Laptop Screen	☐ Yes	☐ No	Menus	☐ Yes	☐ No
Class Handouts	☐ Yes	☐ No	Newspapers	☐ Yes	☐ No
Clothing Tags	☐ Yes	☐ No	Phone Book	☐ Yes	☐ No
Combination Lock	☐ Yes	☐ No	Recipe	☐ Yes	☐ No
Flyers	☐ Yes	☐ No	Ruler	☐ Yes	☐ No
Food Box/cans	☐ Yes	☐ No	Textbooks	☐ Yes	☐ No
Game/Concert Tickets	☐ Yes	☐ No	Hardcover Book	☐ Yes	☐ No
Graphs/Diagrams	☐ Yes	☐ No	Paperback Book	☐ Yes	☐ No

GRADE LEVEL WORD LISTS

GRADE BAND	FONT	SCORING	ERRORS	LEVEL
	Serif			
	Sans Serif			

ORAL READING

GRADE LEVEL	FONT	RATE	MISCUES	COMPREHENSION
	Serif			
	Sans Serif			

Font Preference ☐ Arial ☐ Tahoma ☐ Verdana ☐ Other

Notes

EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT

WRITING SCRIPT

Working Distance (inches) _____

Handedness	☐ L ☐ R		
Legible	☐ Yes ☐ No		
Reads own Handwriting	☐ Yes ☐ No		
Math computation	☐ Yes ☐ No		
Signature	☐ Yes ☐ No		

BRAILLE

Braille Writer	☐ Yes ☐ No
BrailleNote	☐ Yes ☐ No
Slate & Stylus	☐ Yes ☐ No
Signature Guide	☐ Yes ☐ No

DISTANCE PRINT FUNCTIONING

Class Board	☐ Yes ☐ No	Schedule/Calendar	☐ Yes ☐ No
Transfer from board	☐ Yes ☐ No	Room Signs	☐ Yes ☐ No
Active Board	☐ Yes ☐ No	Locker	☐ Yes ☐ No
Exit Signs	☐ Yes ☐ No	Restroom	☐ Yes ☐ No
Anchor Charts	☐ Yes ☐ No	Name on Door	☐ Yes ☐ No

TECHNOLOGY

SMARTBoard	☐ Yes ☐ No	Calculator	☐ Yes ☐ No
Computer Screen	☐ Yes ☐ No	Program Computer	☐ Yes ☐ No
iPad	☐ Yes ☐ No	iPad Mini	☐ Yes ☐ No
Hand Game	☐ Yes ☐ No	iPhone/iPod Touch	☐ Yes ☐ No

TYPING

QWERTY Keyboard Use	☐ Yes ☐ No	Correct Fingering	☐ Yes ☐ No
Home Row	☐ Yes ☐ No	WPM _____ Accuracy	☐ Yes ☐ No
All Letters	☐ Yes ☐ No	WPM _____ Accuracy	☐ Yes ☐ No
Simple Sentences	☐ Yes ☐ No	WPM _____ Accuracy	☐ Yes ☐ No
Symbol Keys	☐ Yes ☐ No	WPM _____ Accuracy	☐ Yes ☐ No
Number Keys	☐ Yes ☐ No	WPM _____ Accuracy	☐ Yes ☐ No

Notes _____

EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT
USE OF SENSORY CHANNELS (K&H FORM 2)

Activity _____   Setting _____

TSVI Evaluator _____   Evaluation Date(s) / / -- / /

Classroom Behaviors _____   Sensory Channels Used

_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile

Activity _____   Setting _____

Classroom Behaviors _____   Sensory Channels Used

_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile
_____	☐ Visual ☐ Auditory ☐ Tactile

Primary Channel: ☐ Visual ☐ Auditory ☐ Tactile

Secondary Channel: ☐ Visual ☐ Auditory ☐ Tactile

EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT

	Yes	No	No Opportunity
☐ Listens to and enjoys when others read	☐	☐	☐
☐ Notes likenesses and differences in sounds	☐	☐	☐
☐ Notes likenesses and differences in spoken words	☐	☐	☐
☐ Speaks in connected sentences	☐	☐	☐
☐ Notes likenesses and differences in familiar objects	☐	☐	☐
☐ Tells a story about a recent personal experience	☐	☐	☐
☐ Demonstrates interest in pictures/objects from stories	☐	☐	☐
☐ Completes sentences in books with repeating patterns	☐	☐	☐
☐ Relates personal experience to elements of stories	☐	☐	☐
☐ Acts out or retells stories after listening to them	☐	☐	☐
☐ Demonstrates interest in scribbling or drawing	☐	☐	☐
☐ Scribble (writes) and "reads" back the message	☐	☐	☐
☐ Attempts to write their own name	☐	☐	☐
☐ Associates signs in home and community to self	☐	☐	☐
☐ Says the alphabet with fair accuracy	☐	☐	☐
☐ Notes likenesses/differences between words in print	☐	☐	☐
☐ Notes likenesses/differences between words in braille	☐	☐	☐
☐ Recognizes name of simple words in print or braille	☐	☐	☐

Notes

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EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT

USE OF SENSORY INFORMATION (K&H FORM 5, 10)

- ☐ Recognition of Others — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Initiation of reaching response — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Exploration of toy or object — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Discrimination of likeness and difference in objects — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Identification of objects — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Confirmation of object identification — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Use of visual motor/fine motor skills — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Interest in pictures — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Interest in books — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Interst in scribbling/writing — ☐ Visual ☐ Auditory ☐ Tactile
- ☐ Identification of names/simple words — ☐ Visual ☐ Auditory ☐ Tactile

WORKING DISTANCES AND SIZE PREFERENCES

☐ Accurate VISUAL identification of objects

Object Size: _____

Distance: _____

☐ Accurate TACTILE identification of objects

Object Size: _____

☐ Fingers ☐ Toes ☐ Face
☐ Voices ☐ Male ☐ Female

☐ Accurate AUDITORY identification of objects

☐ Sounds ☐ Noise ☐ Vehicles
☐ Soft ☐ Med ☐ Loud

CLASSROOM WORKING DISTANCES

- ☐ Classroom Walls (Clandar, SMART Board) — ☐ Near ☐ Distance ☐ None
- ☐ Reading/Looking at pictures — ☐ Near ☐ Distance ☐ None
- ☐ Using technology (Computer, iPad, …) — ☐ Near ☐ Distance ☐ None
- ☐ Writing/drawing/coloring — ☐ Near ☐ Distance ☐ None

Notes

_____

EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT

CONTINUING ASSESSMENT OF LITERACY MEDIUM (K&H FORM 6)

READING EFFICIENCY (IN CURRENT LITERACY MEDIUM)

☐ Current Grade Placement

RESULTS OF INFORMAL READING INVENTORY

☐ Independent Level (>90% Comprehension)　　Grade _____　　Rate _____

☐ Instructional level (75-90% Comprehension)　　Grade _____　　Rate _____

☐ Remedial Level (50-75% Comprehension)　　Grade _____　　Rate _____

☐ Frustration Level (<50% Comprehension)　　Grade _____　　Rate _____

READING OF GRADE LEVEL CONTENT MATERIALS

Science　　Grade _____　　Rate _____

Social Studies　　Grade _____　　Rate _____

Math (Math Reasoning)　　Grade _____　　Rate _____

SUMMARY

☐ Does student read with adequate comprehension　　☐ Yes　☐ No　☐ Emerging

☐ Does student read with sufficient rate　　☐ Yes　☐ No　☐ Emerging

☐ Do the above indicate student success　　☐ Yes　☐ No　☐ Emerging

ACADEMIC ACHIEVEMENT

☐ Can accomplish acadmic tasks in current media　　☐ Yes　☐ No　☐ Emerging

☐ Are time requirements reasonable v sighted peers　　☐ Yes　☐ No　☐ Emerging

HANDWRITING

☐ Can student read their own handwriting　　☐ Yes　☐ No　☐ Emerging

☐ Is handwriting a viable mode of communication　　☐ Yes　☐ No　☐ Emerging

LITERACY TOOLS

☐ Repertoire of literary toos to meet current needs　　☐ Yes　☐ No　☐ Emerging

☐ Skills with technology to meet current needs　　☐ Yes　☐ No　☐ Emerging

☐ Repertoire of literary toos to meet future goals　　☐ Yes　☐ No　☐ Emerging

☐ Skills with technology to meet current goals　　☐ Yes　☐ No　☐ Emerging

EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT

LITERACY TOOLS INVENTORY (K&H FORM 7)

VISUAL	AUDITORY	TACTUAL
☐ Regular Print	☐ Recorded Books/DAISY	☐ Braille Materials
☐ Enlarged Print ☐ XL	☐ Leisure Books	☐ Braille Writer
☐ Regular Paper	☐ Textbooks	☐ Slate and Stylus
☐ Bold Line Paper	☐ Reference Books	☐ Signature Guide
☐ Print Supllement Braille	☐ Live Reader	☐ Paper Line Guide
☐ Low Vision Device	☐ Radio Recording Service	☐ Braille Supplement Print
	☐ Recorder for Notes	

VISUAL	AUDITORY	TACTUAL
☐ Regular Computer Monitor	☐ Synthesized Speech	☐ Electronic Braille Notetaker
☐ Large Computer Monitor		☐ Cassette Braille Device
☐ Enlarged Print on Screen		☐ Braille Remote Terminal
☐ Inkprint Printer		☐ Braille Embosser
☐ Keyboarding Skills		☐ Optacon

VISUAL	AUDITORY	TACTUAL
☐ Word Processing	☐ Word Processing	☐ Word Processing
☐ Spreadsheets	☐ Spreadsheets	☐ Spreadsheets
☐ Databases	☐ Databases	☐ Databases
☐ Presentation	☐ Presentation	☐ Presentation
☐ Telecommunications	☐ Telecommunications	☐ Telecommunications
	☐ Screen Reader	

EDUCATIONAL VISION ASSESSMENT
PART 2: LEARNING MEDIA ASSESSMENT

READINESS FOR FUNCTIONAL LITERACY PROGRAM (K&H FORM 9)

☐ Attends to and responds when others read	☐ Yes	☐ No	☐ No Opportunity
☐ Anticipates activities and events	☐ Yes	☐ No	☐ No Opportunity
☐ Differentiates sounds, words, signs, gestures	☐ Yes	☐ No	☐ No Opportunity
☐ Attaches meaning to sound, words, suigns, gestures	☐ Yes	☐ No	☐ No Opportunity
☐ Differentiates objects	☐ Yes	☐ No	☐ No Opportunity
☐ Demonstrates an association of objects with stories	☐ Yes	☐ No	☐ No Opportunity
☐ Identifies objects	☐ Yes	☐ No	☐ No Opportunity
☐ Associates signs/objects with life events	☐ Yes	☐ No	☐ No Opportunity
☐ Chooses independently to examine books	☐ Yes	☐ No	☐ No Opportunity
☐ Notes similarity and differences in words	☐ Yes	☐ No	☐ No Opportunity
☐ Follows simple 2-3 step directions	☐ Yes	☐ No	☐ No Opportunity
☐ Generalization of directional concepts/prepositions	☐ Yes	☐ No	☐ No Opportunity
☐ Generalizes sequencing objects, activities, events	☐ Yes	☐ No	☐ No Opportunity
☐ Generalizes primitive symbolic communication	☐ Yes	☐ No	☐ No Opportunity
☐ Generalizes abstract symbolic communication	☐ Yes	☐ No	☐ No Opportunity
☐ Initiates interactive communication	☐ Yes	☐ No	☐ No Opportunity
☐ Recognizes words in braille or print have meaning	☐ Yes	☐ No	☐ No Opportunity
☐ Recognizes name in print or braille	☐ Yes	☐ No	☐ No Opportunity

FUNCTIONAL LITERARY FACTORS (K&H FORM 11)

☐ Able to complete functional tasks in current medium	☐ Yes	☐ No	☐ Emerging
☐ Would additional tools increase independence	☐ Yes	☐ No	☐ Emerging
☐ Additional/new functional requirements in program	☐ Yes	☐ No	☐ Emerging
☐ New functional literacy skills required for daily living	☐ Yes	☐ No	☐ Emerging
☐ New functional literacy skills required for vocation	☐ Yes	☐ No	☐ Emerging
☐ Can student generalize functional words and symbols	☐ Yes	☐ No	☐ Emerging
☐ Student would benefit from conventional literacy	☐ Yes	☐ No	☐ Emerging

EDUCATIONAL VISION ASSESSMENT
PART 3: CVI RANGE

TSVI Evaluator _____ Evaluation Date(s) / / -- / / _____

TOTALS	EVALUATION 1 (RED)	EVALUATION 2 (BLUE)	EVALUATION 3 (GREEN)
RATING 1			
RATING 2			
OVERALL			

0   1   2   3   4   5   6   7   8   9   10

No functional vision   Near typical vision

RATING 1

Rate the following statements as related to the student/child's visual behaviors by marking the appropriate column to indicate the methods used to support the scores:

- O   Information obtained through observation of the child/student
- I   Information obtained through interview regarding the child/student
- D   Information obtained through direct contact with the child/student

In the remaining columns, indicate the assessed degree of the CVI characteristic:

- R   The statement represents a resolved visual behavior
- +   Describes current functioning of student/child
- +/–   Partially describes student/child
- –   Does not apply to student/child

CVI RANGE 1-2: MINIMAL VISUAL RESPONSES

O	I	D		R	+	/	–	
☐	☐	☐		☐	☐	☐	☐	Localize, but no appropriate fixation on objects or faces
☐	☐	☐		☐	☐	☐	☐	Consistently attentive to lights or perhaps ceiling fans
☐	☐	☐		☐	☐	☐	☐	Prolonged periods of latency in visual tasks
☐	☐	☐		☐	☐	☐	☐	Responds only in strictly controlled environments
☐	☐	☐		☐	☐	☐	☐	Objects viewed are a single color
☐	☐	☐		☐	☐	☐	☐	Objects viewed movement, shiny or reflective
☐	☐	☐		☐	☐	☐	☐	Visually attends in near space only
☐	☐	☐		☐	☐	☐	☐	No blink in response to touch or visual threat
☐	☐	☐		☐	☐	☐	☐	No regard of the human face

CVI RANGE 3-4: MORE CONSISTENT VISUAL RESPONSES

O	I	D		R	+	/	–	
☐	☐	☐		☐	☐	☐	☐	Visually fixates when the environment is controlled
☐	☐	☐		☐	☐	☐	☐	Less attracted to lights: can be redirected
☐	☐	☐		☐	☐	☐	☐	Latency slightly decreases after consistent viewing
☐	☐	☐		☐	☐	☐	☐	Look at novel objects if chars similar to of familiar
☐	☐	☐		☐	☐	☐	☐	Blink responses may be latent and/or inconsistent
☐	☐	☐		☐	☐	☐	☐	Shows strong visual field preferences
☐	☐	☐		☐	☐	☐	☐	May notice moving objects at 2 to 3 feet
☐	☐	☐		☐	☐	☐	☐	Look and touch completed as separate events

CVI RANGE 5-6: USES VISION FOR FUNCTIONAL TASKS

O	I	D	R	+	/	–	
☐	☐	☐	☐	☐	☐	☐	Objects viewed may have two to three colors
☐	☐	☐	☐	☐	☐	☐	Light is no longer a distractor
☐	☐	☐	☐	☐	☐	☐	Latency only when tired, stressed, or overstimulated
☐	☐	☐	☐	☐	☐	☐	Movement important factor for visual attention
☐	☐	☐	☐	☐	☐	☐	Student tolerates low levels of background noise
☐	☐	☐	☐	☐	☐	☐	Blink response to touch is consistently present
☐	☐	☐	☐	☐	☐	☐	Blink response intermittently present
☐	☐	☐	☐	☐	☐	☐	Visual attention extends up to 4 to 6 feet
☐	☐	☐	☐	☐	☐	☐	Regard familiar faces when voice does not compete

CVI RANGE 7-8: DEMONSTRATES VISUAL CURIOSITY

O	I	D	R	+	/	–	
☐	☐	☐	☐	☐	☐	☐	Selection of toys or objects is less restricted
☐	☐	☐	☐	☐	☐	☐	Auditory stimuli tolerated during viewing
☐	☐	☐	☐	☐	☐	☐	Blink response to visual threat consistently present
☐	☐	☐	☐	☐	☐	☐	Latency rarely present
☐	☐	☐	☐	☐	☐	☐	Visual attention to 10 feet if targets move
☐	☐	☐	☐	☐	☐	☐	Movement not required for attention at near distance
☐	☐	☐	☐	☐	☐	☐	Smiles at/regards familiar and new faces
☐	☐	☐	☐	☐	☐	☐	May enjoy regarding self in mirror
☐	☐	☐	☐	☐	☐	☐	High-contrast colors and/or familiar patterns regarded
☐	☐	☐	☐	☐	☐	☐	Simple books, picture cards, or symbols regarded

O	I	D		R	+	/	-	
☐	☐	☐		☐	☐	☐	☐	Selection of toys or objects not restricted
☐	☐	☐		☐	☐	☐	☐	Very complex environments affect visual response
☐	☐	☐		☐	☐	☐	☐	Latency resolved
☐	☐	☐		☐	☐	☐	☐	No color or pattern preference
☐	☐	☐		☐	☐	☐	☐	Visual attention extends beyond 20 feet
☐	☐	☐		☐	☐	☐	☐	Views books or other 2D materials, simple images
☐	☐	☐		☐	☐	☐	☐	Uses vision to imitate actions
☐	☐	☐		☐	☐	☐	☐	Demonstrates memory of visual events
☐	☐	☐		☐	☐	☐	☐	Displays typical visual-social responses
☐	☐	☐		☐	☐	☐	☐	Visual fields unrestricted
☐	☐	☐		☐	☐	☐	☐	Look and reach completed as a single action
☐	☐	☐		☐	☐	☐	☐	Attends to 2D images on complex backgrounds

CVI RANGE 9-10: SPONTANEOUSLY USES VISION

Notes
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EDUCATIONAL VISION ASSESSMENT
PART 3: CVI RANGE

Determine the level of CVI present or resolved in the 10 categories below and add to obtain total score. Rate the following CVI categories as related to the student/child's visual behaviors by circling the appropriate number (the CVI Resolution Chart may be useful as a scoring guide):

- 0   Not resolved; usually or always a factor affecting visual function
- .25   Resolving
- .5   Resolving; sometimes a factor affecting visual functioning
- .75   Resolving
- 1   Resolved; not a factor affecting visual functioning

0	.25	.5	.75	1	DOMAIN	NOTES
☐	☐	☐	☐	☐	Color Preference	
☐	☐	☐	☐	☐	Need for movement	
☐	☐	☐	☐	☐	Visual latency	
☐	☐	☐	☐	☐	Visual field preference	
☐	☐	☐	☐	☐	Difficulty with visual complexities	
☐	☐	☐	☐	☐	Light-gazing and nonpurposeful gaze	
☐	☐	☐	☐	☐	Difficulty with distance viewing	
☐	☐	☐	☐	☐	Atypical visual reflexes	
☐	☐	☐	☐	☐	Difficulty with visual novelty	
☐	☐	☐	☐	☐	Absence of visually guided reach	

Notes

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EDUCATIONAL VISION ASSESSMENT
PART 3: CVI RANGE

CVI RESOLUTION CHART

	Phase 1		Phase 2		Phase 3
	Range 1-2 (0)	Range 3-4 (.25)	Range 5-6 (.5)	Range 6-7 (.75)	Range 8-9 (1)
Color Preference	Objects viewed are generally single color	Has "favorite" color	Objects may have 2-3 colors	More colors, familiar patterns regarded	No color or pattern preference
Need for movement	Objects viewed generally have movement/ reflective properties	More consistent localization, brief fixations on movement & reflective materials	Movement continues to be an important factor to initiate visual attention	Movement not required for attention at near	Typical responses to moving targets
Visual latency	Prolonged periods of visual latency	Latency slightly decreases after periods of consistent viewing	Latency present only when student is tired, stressed, or over stimulated	Latency rarely present	Latency resolved
Visual field preference	Distinct field dependency	Shows visual field preferences	Field preferences decreasing with familiar inputs	May alternate use of right and left fields	Visual fields unrestricted

EDUCATIONAL VISION ASSESSMENT
PART 3: CVI RANGE

CVI RESOLUTION CHART

	Phase 1		Phase 2		Phase 3
	Range 1-2 (0)	Range 3-4 (.25)	Range 5-6 (.5)	Range 6-7 (.75)	Range 8-9 (1)
Difficulty with visual complexities	Responds only in strictly controlled environments	Visually fixates when environment is controlled	Student tolerates low levels of familiar background noise Regards familiar faces when voice does not compete	Competing auditory stimuli tolerated during periods of viewing – student may now maintain visual attention on music toys Views simple books/ symbols Smiles at/regards familiar and new faces	Only the most complex visual environments affect visual response Views books or other 2-dimensional materials Typical visual-social responses
Light-gazing and nonpurposeful gaze	May localize briefly but no prolonged fixations on objects or faces Overly attentive to lights or perhaps ceiling fans	Less attracted to lights – can be redirected to other targets	Light is no longer a distractor	Light is no longer a distractor	Light is no longer a distractor

EDUCATIONAL VISION ASSESSMENT
PART 3: CVI RANGE

CVI RESOLUTION CHART

	Phase 1		Phase 2		Phase 3
	Range 1-2 (0)	Range 3-4 (.25)	Range 5-6 (.5)	Range 6-7 (.75)	Range 8-9 (1)
Difficulty with distance viewing	Visually attends in near space only	Occasional visual attention on familiar, moving or large targets at 2-3 feet	Visual attention extends beyond near space, up to 4-6 feet	Visual attention extends to 10 feet with targets that produce movement	Visual attention extends beyond 20 feet Demonstrates memory of visual events
Atypical visual reflexes	No blink in response to touch and/or visual threat	Blinks in response to touch but response may be latent	Blink response to touch consistently present Visual threat response intermittently present	Visual threat response consistently present (both near 90% resolved)	Visual reflexes always present, resolved
Difficulty with visual novelty	Only favorite or known objects solicit visual attention	May tolerate novel objects if the novel objects share characteristics of familiar objects	Use of "known" objects to initiate looking sequence	Selection of objects less restricted, requires 1-2 sessions of "warm up" time	Selection of objects not restricted
Absence of visually guided reach	Absence of visually Look & touch occur as separate functions Large &/or moving targets	Look & touch on smaller objects that are familiar, lighted, or reflective Look and touch are still separate	Visually guided reach with familiar objects or "favorite" color	Look and touch occur in rapid sequence but not always together	Look and touch consistently

EDUCATIONAL VISION ASSESSMENT
PART 3: NEUROLOGICAL VISUAL IMPAIRMENT SCREENER

VISUAL ATTITUDE

☐ Absent eye contact ☐ Yes ☐ No ☐ No Opportunity

☐ Cannot focus on persons or objects ☐ Yes ☐ No ☐ No Opportunity

☐ Tilts head to look at objects ☐ Yes ☐ No ☐ No Opportunity

☐ Often stares at light sources or cieling fans ☐ Yes ☐ No ☐ No Opportunity

☐ Falls frequently over clearly visible objects ☐ Yes ☐ No ☐ No Opportunity

☐ Does not find toy when he drops it ☐ Yes ☐ No ☐ No Opportunity

☐ Bumps easily into things ☐ Yes ☐ No ☐ No Opportunity

☐ Pays attention only to objects in the center of his visual field ☐ Yes ☐ No ☐ No Opportunity

☐ Cannot keep looking at objects or persons ☐ Yes ☐ No ☐ No Opportunity

☐ Attention isd fluctuating from moment to moment/day to day ☐ Yes ☐ No ☐ No Opportunity

☐ Abandons play activity quickly ☐ Yes ☐ No ☐ No Opportunity

☐ Needs more time than expected to look at an object ☐ Yes ☐ No ☐ No Opportunity

☐ Does not spontaneously look at objects or explore rooms ☐ Yes ☐ No ☐ No Opportunity

☐ Needs encouragement to look at an object or explore room ☐ Yes ☐ No ☐ No Opportunity

☐ More toys perturb visual attention versus fewer ☐ Yes ☐ No ☐ No Opportunity

☐ Objects are looked at from a short distance ☐ Yes ☐ No ☐ No Opportunity

☐ Sits right in front of the television/computer ☐ Yes ☐ No ☐ No Opportunity

INFLUENCE OF FAMILIAR ENVIRONMENT

☐ Scared or restless in unfamiliar environment (shop, street) ☐ Yes ☐ No ☐ No Opportunity

☐ Does not find parents when they stand further away ☐ Yes ☐ No ☐ No Opportunity

☐ Clings to parents in an unfamiliar environment ☐ Yes ☐ No ☐ No Opportunity

OTHER SENSES

☐ Reacts faster to sound than vision ☐ Yes ☐ No ☐ No Opportunity

☐ Manipulates an object rather than looking at it ☐ Yes ☐ No ☐ No Opportunity

☐ Always puts objects, toys in mouth ☐ Yes ☐ No ☐ No Opportunity

EDUCATIONAL VISION ASSESSMENT
PART 3: NEUROLOGICAL VISUAL IMPAIRMENT SCREENER

VENTRAL STREAM

☐ Does not recognize everyday objects ☐ Yes ☐ No ☐ No Opportunity

☐ Recognizes familiar objects only when drawn in color ☐ Yes ☐ No ☐ No Opportunity

☐ Recognizes persons by voice and position rather than face ☐ Yes ☐ No ☐ No Opportunity

☐ Does not understand facial expressions ☐ Yes ☐ No ☐ No Opportunity

☐ Does not find way to classroom or room in house ☐ Yes ☐ No ☐ No Opportunity

DORSAL STREAM

☐ Does not see level differences (e.g., stairs) ☐ Yes ☐ No ☐ No Opportunity

☐ Cannot take jar from table without difficulty ☐ Yes ☐ No ☐ No Opportunity

☐ Looks away when removing item from table ☐ Yes ☐ No ☐ No Opportunity

☐ Has no interest for simple pictures ☐ Yes ☐ No ☐ No Opportunity

☐ Has no interest in complex pictures ☐ Yes ☐ No ☐ No Opportunity

☐ Looks only at details of a picture ☐ Yes ☐ No ☐ No Opportunity

☐ Cannot find preferred items among clutter ☐ Yes ☐ No ☐ No Opportunity

☐ Cannot locate jar on a table ☐ Yes ☐ No ☐ No Opportunity

☐ Does not find/recognize familiar person in a crowd ☐ Yes ☐ No ☐ No Opportunity

☐ Cannot estimate distances ☐ Yes ☐ No ☐ No Opportunity

ASSOCIATED CHARACTERISTICS

☐ Cannot play memory games ☐ Yes ☐ No ☐ No Opportunity

☐ Stops activity when there is too much to look at ☐ Yes ☐ No ☐ No Opportunity

☐ Is generally anxious ☐ Yes ☐ No ☐ No Opportunity

☐ Does not do his best for tasks requiring careful looking ☐ Yes ☐ No ☐ No Opportunity

☐ "Do they not want to look at things or are they not able to?" ☐ Yes ☐ No ☐ No Opportunity

☐ Tries to compensate by talking a lot ☐ Yes ☐ No ☐ No Opportunity

COMPLEX PROBLEMS

☐ Clumsy in cutting, stacking items, tying shoes, puzzles ☐ Yes ☐ No ☐ No Opportunity

☐ A moving object/person attracts more attention than stationary ☐ Yes ☐ No ☐ No Opportunity

EDUCATIONAL VISION ASSESSMENT
PARENT / CAREGIVER INTERVIEW

MEDICAL INFORMATION

- What is your understanding of your child's visual impairment?

- Does your child have a seizure history?

- Is your child taking any medication?

VISUAL RESPONSE

- If your child has been prescribed glasses, does your child wear them?

- If your child has been prescribed low vision devices, does he use them?

- What kinds of things does your child appear to see?

- Your face

- Favorite toys

- An object or action during a favorite game

- Food or drink

- An adult moving across the room

- TV, windows, lights off or on

- What is the smallest object you've seen your child try to pick up?

- Do you notice your child bringing things closer to look at them?

- How close does your child generally hold small objects?

- What kind of things does your child appear not to see, or have difficulty seeing?

- What does your child say or do that tells you he's having trouble seeing?

- Are there times your child sees better than others?

- If your child has been diagnosed as being blind, do you think that he/she sees?

- Do you feel that some areas of your child's visual field are better than others?

- Does your child experience visual fatigue?

EDUCATIONAL VISION ASSESSMENT
PARENT / CAREGIVER INTERVIEW

RESPONSE TO LIGHTING

- What kind of lighting is best for your child?

- Is your child sensitive to bright lights?

- Does glare from shiny surfaces bother your child?

DURING ACTIVITIES OF DAILY LIVING

- How does your child use his vision during mealtimes?

- Does your child have trouble finding food or knowing what's on their plate?

DURING SOCIAL INTERACTIONS

- How does your child use his vision to interact with adult and siblings/peers?

DURING PLAY & LEISURE

- Does your child like to play computer or video games?

- Does your child like to look at or read books?

- What size pictures and font do they enjoy reading/looking at?

MOBILITY & TRAVEL

- Does your child ever have problems getting around in the dark?

- Does your child have problems with bright light?

- How does your child adjust to different lighting?

- Does your child have trouble getting around in unfamiliar environments?

- Does your child have trouble traveling independently outdoors?

- How does your child use his vision to move through the home?

- How does your child use his vision to move through the yard/playground?

- How does your child use his vision to move on steps/curbs?

EDUCATIONAL VISION ASSESSMENT
CLASSROOM TEACHER INTERVIEW

- What are the student's strengths in your class?

- What is the student's quality of work?

- Does the student require extra time to complete assignments?

- Is the student's work commensurate with peers?

- Does the student wear glasses (if prescribed)?

- Does the student use low vision device(s) for near or distance viewing?

- Is the student sensitive to bright lights or glare?

- What accommodations or tools is the student using?

- How is the student doing socially/emotionally in your class?

- What is the student's grade in your class? If he/she has some failing grades, please include what is causing the student to earn the grade. (i.e.., not turning in homework, not studying, poor attendance, etc.)

- What does the student appear to have difficulty seeing in your class or in the school setting:

EDUCATIONAL VISION ASSESSMENT
SPECIAL PROGRAM TEACHER INTERVIEW

- What are the student's strengths in your class?

- What are the student's weaknesses in your class?

- Does the student have difficulty attending? If so, what strategies help?

- Is the student verbal? If not, what augmentative communication device or system is used?

- What time of the day is the student most alert?

- Does the student use positioning equipment?

- What are the student's preferred activities?

- What are the student's least preferred activities?

- Is the student able to perform activities of daily living at a level equal to same age peers?

- How is the student doing socially/emotionally in your class?

- Does the student appear able to see? Yes No Please explain.

- How does the student function visually in your class?

- Does the student have difficulty traveling throughout the school? Yes No Please explain.

EDUCATIONAL VISION ASSESSMENT
STUDENT INTERVIEW

KNOWLEDGE OF VISUAL IMPAIRMENT

- What can you tell me about your visual impairment?

- What do you have a hard time seeing?

- Have you been prescribed glasses? Do you wear them? If not, why?

SCHOOL ACTIVITIES

- What do you like about school?

- Do you have any difficulty getting around the school campus?

- What do some teachers do that make learning/seeing easier?

- What strategies help you to see better?

- Have you been prescribed low vision devices? Do you use them? If so, for what?

- Are you able to see your textbooks? If not, what do you have a difficult time seeing?

- Are you able to see your handouts? If not, have you found anything helps you see them better?

- Are you able to see information presented on the board? What strategies do you use to see it?

- Are you able to see information during school assemblies? Ball games? If not, what do you do?

- What school activities are you involved in?

-      Clubs?

-      Sports?

LEISURE ACTIVITIES

- Do you have any hobbies? If so, what?

- How do you like to spend your evenings and weekends?

- How are you able to see labels and tags when you go shopping? What strategies do you use?

- Are you able to read menus at restaurants? What strategies do you use?

- Are you able to read fast food signs? What strategies do you use?

OTHER

- What else can you tell me about your visual impairment?

EDUCATIONAL VISION ASSESSMENT
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