



## Vision Aids Evaluation

Student Name: \_\_\_\_\_  
 School System: \_\_\_\_\_ Date: \_\_\_\_\_

During this evaluation, informal measures were used to evaluate the student's ability to access print, produce written materials, access the computer and use various assistive technologies. Some of the information requested may have been obtained from the Learning Media Assessment, Clinical Low Vision Evaluation or Functional Low Vision Evaluation. *(Whenever a "/" appears between items, all items that apply should be circled)*

### Accessing Print

Regular Print
When accessing printed information, the student was able to read regular print materials... <input type="checkbox"/> <b>without</b> adaptations at a distance of _____ inches <input type="checkbox"/> <b>with</b> adaptations at a distance of _____ inches using... <input type="checkbox"/> prescribed glasses/contacts. <input type="checkbox"/> materials enlarged on a photocopying machine to a _____ point font size.
The student experienced visual/physical fatigue after reading... <input type="checkbox"/> <b>without</b> adaptations for _____ minutes. <input type="checkbox"/> <b>with</b> adaptations for _____ minutes.
Large Print
When accessing large print materials, the student was able to read... <input type="checkbox"/> 12 point print at approximately... _____ inches <b>without</b> using a prescribed optical aid. _____ inches <b>with</b> a prescribed optical aid. <input type="checkbox"/> 14 point print at approximately... _____ inches <b>without</b> using a prescribed optical aid. _____ inches <b>with</b> a prescribed optical aid. <input type="checkbox"/> 18 point print at approximately... _____ inches <b>without</b> using a prescribed optical aid. _____ inches <b>with</b> a prescribed optical aid. <input type="checkbox"/> 24 point print at approximately... _____ inches <b>without</b> using a prescribed optical aid. _____ inches <b>with</b> a prescribed optical aid. <input type="checkbox"/> 30 point print at approximately... _____ inches <b>without</b> using a prescribed optical aid. _____ inches <b>with</b> a prescribed optical aid. <input type="checkbox"/> 36 point print at approximately... _____ inches <b>without</b> using a prescribed optical aid. _____ inches <b>with</b> a prescribed optical aid. <input type="checkbox"/> _____ point print at approximately... _____ inches <b>without</b> using a prescribed optical aid. _____ inches <b>with</b> a prescribed optical aid. The prescribed optical aid used by the student was... <input type="checkbox"/> none <input type="checkbox"/> glasses/contacts <input type="checkbox"/> magnifier (describe) _____
The student's preferred font family was... <input type="checkbox"/> APFont <input type="checkbox"/> Arial <input type="checkbox"/> Tahoma <input type="checkbox"/> Times New Roman <input type="checkbox"/> Verdana
The student's preferred point size when <b>not</b> using a prescribed optical aid was... <input type="checkbox"/> 12 <input type="checkbox"/> 14 <input type="checkbox"/> 18 <input type="checkbox"/> 18 <input type="checkbox"/> 24 <input type="checkbox"/> 30 <input type="checkbox"/> 36 <input type="checkbox"/> _____

## Video Magnifier

When viewing a video magnifier at a normal distance of 13 – 16 inches, the student was able to accurately identify...

- line drawings as small as \_\_\_\_\_ inch(es) and
  - text as small as \_\_\_\_\_ inch(es)
- on a \_\_\_\_\_ inch monitor.

When viewing text using a CCTV, the student preferred...

- black text on a white background.  white text on a black background.
- a custom color combination of \_\_\_\_\_ text \_\_\_\_\_ background.

When using a CCTV, the student was able to...

- adjust the size of the image.
- focus image.
- smoothly navigate using the XY table with adjustments made by the examiner.
- independently adjust the XY table brake and stops.
- write name and a short sentence using regular line paper.
- write name and a short sentence using bold line paper.
- move from line to line while reading at \_\_\_\_\_ words per minute.

When reading using a CCTV, the student preferred an...

- In-line monitor.  Off-line monitor.

When writing using a CCTV, the student preferred an...

- In-line monitor.  Off-line monitor.

Notes:

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## Non-optical devices

When accessing printed materials, the student... preferred...

- incandescent  fluorescent  window lighting.
- less lighting  more lighting than is currently available.
- materials on a copy stand  materials on the desk.
- using \_\_\_\_\_ colored overlays.

expressed having problems with glare from the...

- incandescent  fluorescent  window lighting.

Notes:

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## Braille and Tactile

When accessing materials tactually, the student was able to...

- identify simple tactile graphics.
- read braille at a rate of \_\_\_\_\_ words per minute.
- read braille on a refreshable braille display at a rate of \_\_\_\_\_ words per minute.

Notes:

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## Auditory

When accessing printed information from a recording, the student was able to...

- answer simple questions and relate details from a recording.
- paraphrase information presented from a recording.
- write/type/braille a sentence presented from a recording with no more than two repetitions.
- insert and remove tape/disc from a cassette/digital playback device.
- activate play/pause/stop/fast forward/rewind/chapter navigation/ page navigation/bookmark functions.

understand fast speech.

Notes:

## Reading Rates

*This is an optional section to be completed when there is a need to determine the positive or negative effects of using certain adaptations or assistive technology for reading. If testing silent reading, please check the student's comprehension.*

When reading printed information, the student was able to read...

\_\_\_\_\_ wpm orally/silently materials provided in a 12 point font size.

\_\_\_\_\_ wpm orally/silently \_\_\_\_\_ point font size which is the optimal size for this student to read materials at a distance of 10-13 inches.

\_\_\_\_\_ wpm orally/silently when using a CCTV.

\_\_\_\_\_ wpm orally/silently when using a portable electronic magnifier.

\_\_\_\_\_ wpm orally/silently when using a prescribed magnifier.

\_\_\_\_\_ wpm orally/silently when provided with materials in braille.

\_\_\_\_\_ wpm when provided with recorded materials.

Notes:

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## Distance

When accessing materials from the board or overhead, the ...

student able to read information **without** the use of an optical aid at a distance of \_\_\_\_\_ feet.

student able to read information **with** the use of a(n) \_\_\_\_\_ optical aid at a distance of \_\_\_\_\_ feet.

materials were provided to the student from a teacher copy/peer copy/peer reader.

Notes:

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## Other

The student was able to...

- use a **regular** calculator and
  - accurately manipulate keys.
  - perform basic functions without instruction.
- use a **large print** calculator and
  - see \_\_\_\_\_ inch numerals on the display.
  - accurately manipulate keys.
  - perform basic functions without instruction.
- use a **talking** calculator and
  - understand synthesized speech.

<input type="checkbox"/> accurately manipulate keys.
<input type="checkbox"/> perform basic functions without instruction.
<input type="checkbox"/> use a <b>talking</b> dictionary and
<input type="checkbox"/> understand synthesized speech.
<input type="checkbox"/> accurately manipulate keys.
<input type="checkbox"/> perform basic functions without instruction.
<input type="checkbox"/> other:
<hr/>
<input type="checkbox"/> other:
<hr/>
Notes:
<hr/>
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## Writing

### Handwriting

When using standard writing tools, the student was able to...

- write cursive legibly with/without difficulty and with/without normal spacing at a rate of \_\_\_\_\_ wpm dictation/ \_\_\_\_\_ copying sample.
- write cursive legibly with/without difficulty and with/without normal spacing at a rate of \_\_\_\_\_ wpm dictation/ \_\_\_\_\_ copying sample.
- read own handwriting.
- sign own name.

Notes:

The student needed the following adaptations when writing...

- signature guide.
- screen board.
- raised line paper.
- bold line paper.
- felt tip pen.
- white board with erasable markers.

Notes;

### Braille Writing

When using a braille writing device, the student was able to...

- use a manual braille writer to emboss characters/words/sentences.
- use a slate and stylus to emboss characters/words/sentences.
- use a(n) \_\_\_\_\_ electronic device to enter characters/words/sentences.
- other:

Notes:

## Computer Access – Output

### Visual

When accessing information on a standard computer, the student was able to...

- read menu items and system text on a \_\_\_\_\_ inch monitor at a distance of \_\_\_\_\_ inches.
- read \_\_\_\_\_ pt. Times New Roman, \_\_\_\_\_ pt. Arial, \_\_\_\_\_ Verdana, \_\_\_\_\_ APFont, on a \_\_\_\_\_ inch LCD/CRT monitor at a distance of 13-16 inches.
- read the standard word processor font at a distance of 13-16 inches using a \_\_\_\_\_ inch LCD/CRT monitor.
- read menu items/icons using standard Window's display enhancements...
  - inverted/black on white/white on black color scheme.
  - standard/large/extra large icons and system fonts.

Notes:

When accessing the computer using \_\_\_\_\_ screen enlargement software, the student...

was able to read the standard word processor font using \_\_\_\_\_ X magnification at a distance of 13-16 inches.  
 expressed a polarity preference of inverted/black on white/white on black.  
 was able to locate and activate menu items/icons using a mouse **without** enhancements.  
 was able to locate and activate menu items/icons using \_\_\_\_\_ mouse enhancements.  
 was able to maintain orientation when navigating around magnified screen.  
**Computer Access – Output (Visual – screen enlargement) cont.**  
 was able to navigate the screen using shortcut keys with instruction.  
 was able to change basic screen magnification settings using shortcut keys with instruction.  
 expressed a preference for \_\_\_\_\_ window viewing mode.  
 other: \_\_\_\_\_  
 Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Auditory

When accessing the computer using \_\_\_\_\_ screen reading program the student was able to...  
 understand synthesized speech.  
 navigate the screen using shortcut keys with instruction.  
 change basic screen reading settings using shortcut keys with instruction.  
 other: \_\_\_\_\_  
 Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Tactile

When accessing the computer using \_\_\_\_\_ refreshable braille display, the student was able to...  
 read braille text on the refreshable display.  
 navigate the text using the keys on the braille display with instruction.  
 Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Computer Access – Input

### Keyboard

When using a **standard** computer keyboard, the student was able to...  
 locate and identify alphanumeric keys using vision/touch.  
 locate and identify function keys using vision/touch.  
 locate and identify navigation keys using vision/touch.  
 activate two keys simultaneously.  
 activate keys without excessive miss-hits/key repeats.  
 use good posture/wrist position.

touch type at a rate of \_\_\_\_\_ wpm using \_\_\_\_\_ fingers of \_\_\_\_\_ hand(s).

Notes:

The student needed the following utilities when accessing the computer keyboard...

- sticky keys
- toggle keys
- repeat keys
- slow keys
- mouse keys
- other:

Notes:

The student needed the following adaptations when accessing the computer keyboard...

- zoom caps
  - key latch
  - moisture guard
  - key guard
  - wrist/arm support
- The assistance of an Occupational or Physical Therapist may be necessary when completing this section. If the student has no functional keyboard access to the computer then a full computer access evaluation may be required.*

**Computer Access – Input (keyboard) cont.**

- pointer
- head pointer
- mouth stick
- other:

other:

Notes:

## Pointing Device

When using a standard computer mouse, the student was able to...

- quickly navigate the desktop.
- maintain mouse position when clicking/double-clicking.
- maintain eye contact with the screen while navigating the desktop.
- access pull-down menus.

Notes:

The student was able to perform the following using **keyboard shortcuts** instead of a mouse...

- navigate desktop using a standard/laptop keyboard.
- navigate a word processor document using a standard/laptop keyboard.
- perform basic file operations using a standard/laptop keyboard.
- explore basic menu items using a standard/laptop keyboard.
- navigate basic web pages using a standard/laptop keyboard.
- edit a word processor document using a standard/laptop keyboard.
- use spell check using a standard/laptop keyboard.
- fill in forms using a standard/laptop keyboard.
- locate files for saving and opening using a standard/laptop keyboard.
- format documents using a standard/laptop keyboard.

Notes:





## Recommendations for Assistive Technology

### Accessing Printed Materials

*Students with visual impairments will typically use a variety of strategies to access printed information depending on the task and the environment. Please list these in the space provided.*

The student will benefit from using...

regular print materials for

\_\_\_\_\_

regular print materials with glasses/contacts/magnifier/stand magnifier for

\_\_\_\_\_

materials enlarged on the copier for

\_\_\_\_\_

materials printed in \_\_\_\_\_ pt. \_\_\_\_\_ font for

\_\_\_\_\_

large print books for

\_\_\_\_\_

a CCTV for

\_\_\_\_\_

braille materials for

\_\_\_\_\_

auditory playback device for

\_\_\_\_\_

computer based auditory reading for

\_\_\_\_\_

large print dictionary for

\_\_\_\_\_

computer based dictionary for

\_\_\_\_\_

talking dictionary for

\_\_\_\_\_

tactile graphics other than those in textbooks for

\_\_\_\_\_

other:

\_\_\_\_\_

other:

## Producing Written Materials

*Students with visual impairments will typically use a variety of strategies to produce written materials depending on the task and the environment. Please list these in the space provided.*

The student will benefit from using...

regular paper and pencil for

\_\_\_\_\_

felt tip pen/bold line/raised line paper for

\_\_\_\_\_

white board with erasable markers for

\_\_\_\_\_

regular paper and pencil for

\_\_\_\_\_

a computer with word processing software for

\_\_\_\_\_

a manual braille writer for

\_\_\_\_\_

a slate and stylus for

\_\_\_\_\_

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### **Recommendations – Written Materials cont.**

a recording device for

\_\_\_\_\_

other

\_\_\_\_\_

other \_\_\_\_\_

\_\_\_\_\_

—

## Math Aids

The student will benefit from using...

an abacus for

\_\_\_\_\_

\_\_\_\_\_

a basic/scientific/graphing large display calculator for

\_\_\_\_\_

\_\_\_\_\_

a basic/scientific/graphing talking calculator for

\_\_\_\_\_

\_\_\_\_\_

a basic/scientific/graphing computer based calculator for

\_\_\_\_\_

\_\_\_\_\_

other:

\_\_\_\_\_

\_\_\_\_\_

other:

\_\_\_\_\_

\_\_\_\_\_

## Computer Access Input

The student will benefit from...

using a standard keyboard.

developing/improving keyboard skills

developing/improving the use of keyboard shortcuts

using a standard keyboard with modifications.

using an alternative keyboard.

using a standard pointing device.

using an alternative pointing device.

using a copy holder.

other:

\_\_\_\_\_

\_\_\_\_\_

other:

\_\_\_\_\_

\_\_\_\_\_

## Computer Access Output

The student will benefit from...

using a standard computer monitor.

using a 17"/19"/21" LCD/CRT computer monitor.

monitor display settings of

screen magnification software with the following set as the default  
\_\_\_\_\_

screen reading software with the following set as the default  
\_\_\_\_\_

an electronic braille display

other:  
\_\_\_\_\_  
\_\_\_\_\_

other:  
\_\_\_\_\_  
\_\_\_\_\_

### Additional Computer Requirements

The student will require a computer with the following **minimum** hardware specifications....

Hardware on the currently available computer system meets the student's needs.

Standard full-size keyboard.

Monitor as specified in Computer Output section above.

\_\_\_\_\_ MB RAM

\_\_\_\_\_ GB Hard drive

floppy disk drive

cd/cd recorder/dvd/dvd recorder

modem/network/wireless network card

\_\_\_\_\_ MB video card

sound card/speakers/headphone

scanner

printer

other:  
\_\_\_\_\_  
\_\_\_\_\_

The student will require the following **minimum** software (other than assistive technology)...

Software on the currently available computer system meets the student's needs.

Windows 98/NT/2000/XP home/XP professional operating system.

MSWord/WordPad/FS Edit/HJ Pad word processor  
\_\_\_\_\_  
\_\_\_\_\_

Internet Explore

Outlook/Outlook Express

Excel/Access/PowerPoint/Front Page  
\_\_\_\_\_  
\_\_\_\_\_

other:  
\_\_\_\_\_  
\_\_\_\_\_

<b>Materials Production</b>
<p>The student will require enlarged/braille/tactile materials produced using...</p> <p><input type="checkbox"/> Currently available materials production capabilities meet the student's needs.</p> <p><input type="checkbox"/> Computer system dedicated to materials production</p> <hr/> <p><input type="checkbox"/> a scanner</p> <hr/> <p><input type="checkbox"/> OCR software</p> <hr/> <p><input type="checkbox"/> braille translation software</p> <hr/> <p><input type="checkbox"/> braille embosser</p> <hr/> <p><input type="checkbox"/> printer</p> <hr/> <p><input type="checkbox"/> tactile graphics production equipment</p> <hr/> <p><input type="checkbox"/> tactile graphics production software</p> <hr/> <p><input type="checkbox"/> other:</p> <hr/> <hr/>
<b>Recommendation Notes</b>
<p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**Specific Assistive Technology Services**

<b>What Device or Service is needed?</b> <small>For devices - list required features and/or names of representative products</small>	<b>For Use in What Environments?</b>	<b>When will this be needed?</b> <small>"now" or a grade</small>	<b>Is Training Required?</b> <small>List names</small>

