

# Visual Functioning Magnifier Use

Student Name: \_\_\_\_\_ School Year: \_\_\_\_\_

## Directions:

1. This assessment should be used to determine present level of performance, to write IEP objectives and to determine yearly progress.
2. For the Pre-test, assess each objective to determine present level of performance. Add all marks in the Pre-test **C** columns and record the subtotal at the bottom of each page, then add all of the subtotals together and enter the total in the "Total of this Skill Area" **and** the total on the back of this page. (See "Suggested Scoring Guide" below.)
3. For the Post-test, review all areas of the assessment where programming has occurred or IEP goals have been addressed to determine what **new** skills are at the Competency (**C**) level. Add all marks in the **New Cs** column and record the subtotal at the bottom of each page, then add all of the subtotals together and enter the total in the "Total of this Skill Area" **and** the total on the back of this page. Determine progress by dividing the "Post-test" C's by the "Pre-test" C's. (See "Determination of Progress" below for an example of how progress can be calculated.)
4. For charting "Pre-test" and "Post-test" scores, a graph has been included.

## SUGGESTED Scoring Guide:

### C = Competency

Competency for an objective is determined by the student's ability to perform a skill using one of the following criteria:

- consistently (100% of the time) in at least one setting with minimal support (no more than 2 prompts)
- frequently (90%-100% of the time) in several settings with minimal support (no more than 2 prompts)

## TEKS and the Determination of Approximate Grade Level:

- *Visual Efficiency skills should be addressed at all grade levels. Therefore, the objectives on this assessment are not aligned to specific TEKS.*

## Determination of Progress:

The following scale can be used to determine progress on the "Post-test:"

- 1 = none to minimal progress: less than 10% increase in skills.
- 2 = moderate progress: 10% - 19% increase in skills.
- 3 = substantial progress: 20% or greater increase in skills.

**Add subtotals from each page and enter the totals here:**

<b>Skill Areas</b>	<b>Pre-test Date</b>	<b>Assessor</b>	<b>Cs</b>	<b>Post-test Date</b>	<b>Assessor</b>	<b>New Cs</b>
<i>Use of Magnifier</i> (12)						
<i>Maintenance of Magnifier</i> (4)						
<b>Total Pre-test</b>				<b>Total Post-test</b>		

**Grand total (Pre-test, Post-test)**

*Note: ( ) numbers in parentheses denote total possible marks student can achieve.*  
(Total 16 possible)

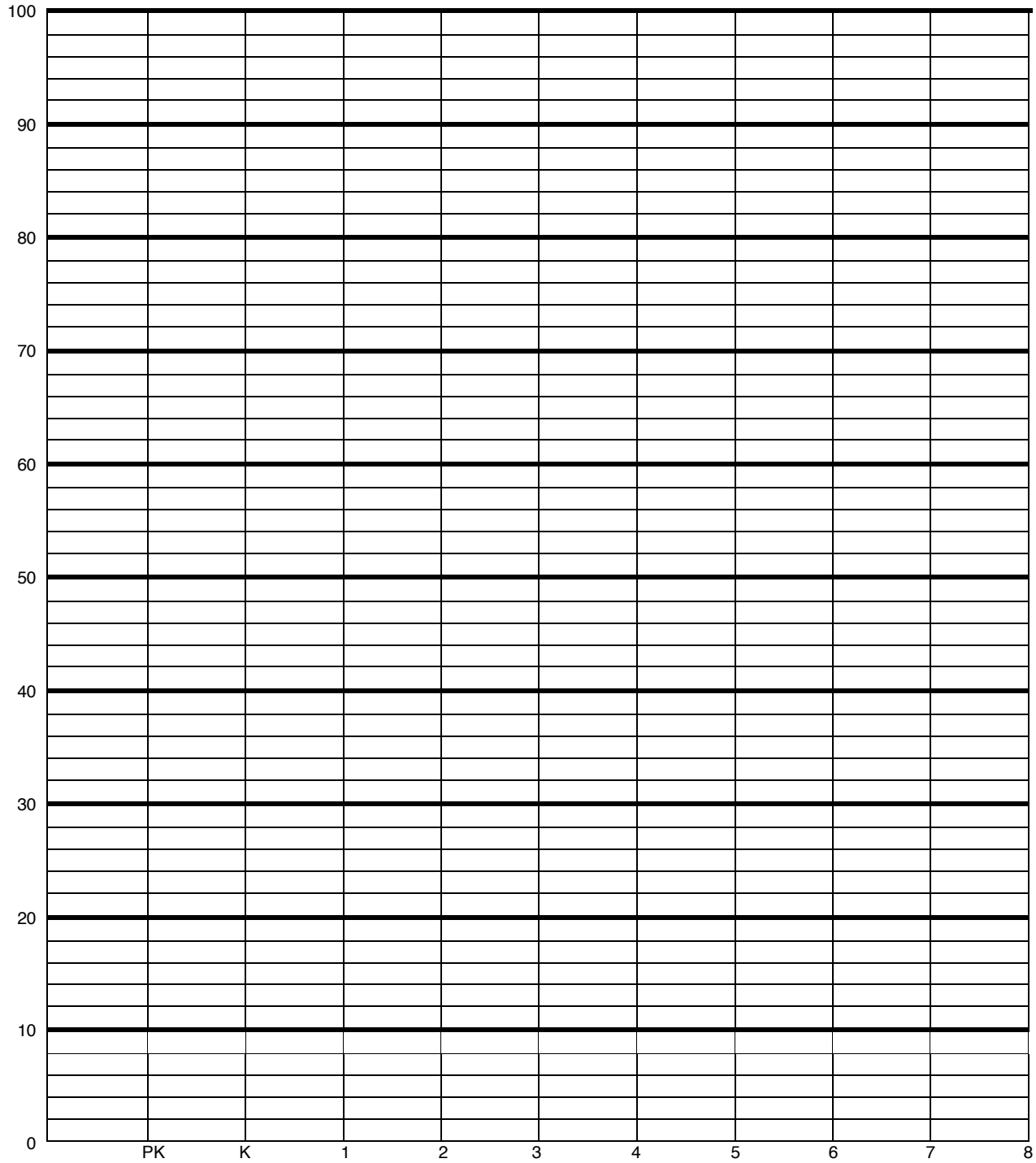
<b>USE OF MAGNIFIER</b>	<b>Pre-test Cs</b>	<b>Post-test New Cs</b>
A. Identifies a variety of magnifiers (e.g., hand-held, stand-mounted, bar).		
B. Selects the correct magnifier for current task.		
C. Identifies the purpose of the magnifier.		
D. Positions self and magnifier for optimal viewing.		
E. Stabilizes reading material.		
F. Stabilizes the hand using the magnifier.		
G. Adjusts eye-to-lens distance for comfort and best field of view.		
H. Coordinates hand, head and eye movements.		
I. Uses magnifier to read on a flat surface.		
J. Uses magnifier to read a variety of print materials.		
K. Uses magnifier for other tasks (e.g., reading a clothing tag for washing instructions, identifying playing cards, threading a needle, verifying denominations of currency, seeing dials and gauges).		
L. Spontaneously uses the magnifier.		

<b>Total of this Skill Area</b>	Pre-test	Post-test
	Cs	New Cs

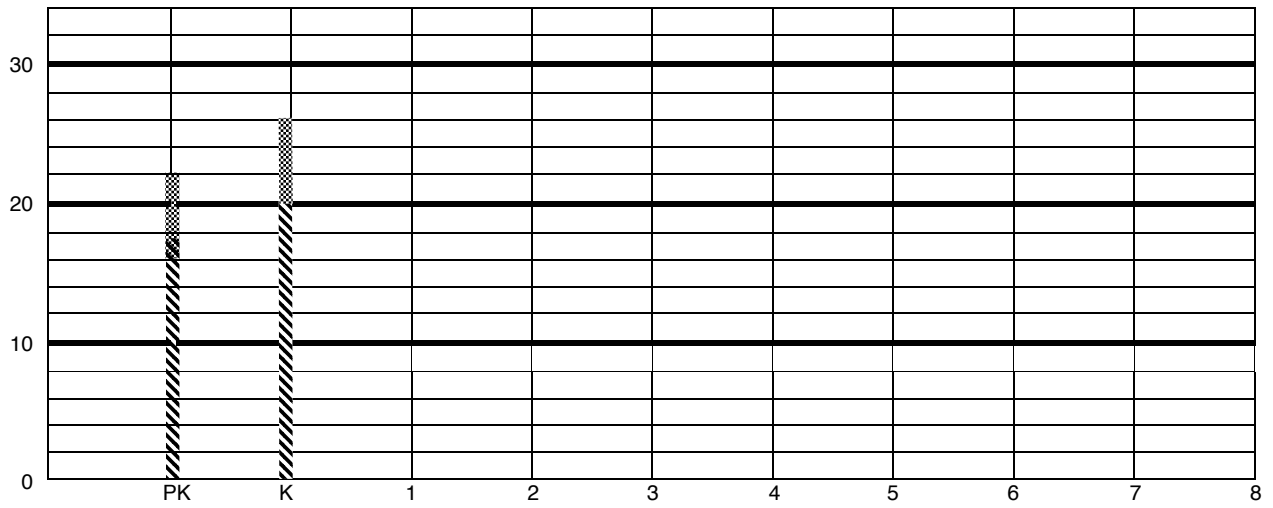
<b>MAINTENANCE OF MAGNIFIER</b>	<b>Pre-test Cs</b>	<b>Post-test New Cs</b>
A. Assumes responsibility for the magnifier.		
B. Cleans the magnifier correctly.		
C. Stores the magnifier in a safe and convenient place.		
D. Recognizes problems that may occur such as dirty lens, scratched lens, broken magnifier.		

<b>Total of this Skill Area</b>	Pre-test	Post-test
	Cs	New Cs

Student Name: \_\_\_\_\_



Directions: Using two different colored markers, graph the student's progress from Grade Level to Grade Level - Pre-test to Post-test. See example on the next page.



*Example*

Pre-Test:     16 **Cs** at Pre-Kindergarten Level  
                   20 **Cs** at Kindergarten Level

Post-Test:    6 **New Cs** at Pre-Kindergarten Level  
                   6 **New Cs** at Kindergarten Level

