

Reading Media Preference – Visual Efficiency

Information gathered in this section will help determine which media may afford the student the best opportunity to learn through reading. The Functional Vision Assessment should be used to assist in completing this form. Please circle only one of the following in each box.

The student:

1	Uses vision efficiently to complete tasks at near distances.
2	Primarily uses tactual skills to complete tasks at near distances.
1	Has a stable eye condition.
2	Has an unstable eye condition or poor prognosis for retaining current level of vision in the near future.
1	Has intact central visual field.
2	Has a reduced or nonfunctional central field.
N/A	Not Applicable
1	Print size is 24-point font or below.
2	Print size is above 24-point font.
N/A	Not Applicable

Continue to next page...

Reading Media Preference – Curriculum Based Assessment

This form is designed to gain insight into a student’s reading abilities.

Instructions:

Teachers are to choose a well researched, published, reading inventory that provides information regarding word recognition, comprehension, and reading speed.

The assessment should be administered adhering to its instructional guidelines. The results should then be transferred below. Additional analysis can be found on the following page.

Word Recognition Score

What was the highest grade level, in print, that the student earned a score at the ‘Instructional’ level? _____

What was the highest grade level, in Braille, that the student earned a score at the ‘Instructional’ level? _____

Reading Comprehension Score and Words Per Minute (WPM)

What was the highest grade level, in print, that the student earned a score at the ‘Instructional’ level? _____

At this grade level, what was the average reading speed (Words Per Minute)? _____

What was the highest grade level, in Braille, that the student earned a score at the ‘Instructional’ level? _____

At this grade level, what was the average reading speed (Words Per Minute)? _____

Listening Comprehension Score

What was the highest grade level, that the student earned a score at the ‘Instructional’ level? _____

Form D

Teacher Name: _____

Student Name: _____

Signs of fatigue noted:

Other observations:

Summary Page for Reading Media Preference

Section 1 Analysis – Visual Efficiency

How many 1’s were circled? _____

How many 2’s were circled? _____

This suggests:

Section 2 Analysis – Curriculum Based Assessment

Reading Inventory Used: _____

Media in which assessment was administered:

- ___ Braille
 - ___ contracted
 - ___ uncontracted
- ___ Print (Size ___)
- ___ Auditory

Review the information gathered in the Reading Media Preference – Visual Efficiency and the Curriculum Based Assessment. The following questions should be considered when analyzing the findings:

- At what grade level did the student’s score indicate they were instructional, as indicated by the reading assessment?
- Is there a difference in the Word Recognition and Reading Comprehension grade levels?
- Is there a difference in the Listening Comprehension and Reading Comprehension grade levels?
- Is there a difference between the scores in Braille and Print media?
- Are there any concerns regarding reading speed (Words Per Minute)?
- Are there any concerns regarding signs of fatigue?

Summary of findings:

Next evaluation: ___ / ___ / ___