

A Procedure for Determining a Student's Performance and Stamina with Different Size Print

Adapted from the Print Media Assessment Profile in: Koenig, A.J. and Holbrook, M.C., *Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers* (2nd edition), available from TSBVI Publications.

Note: this procedure is recommended for students who have learned to read fluidly, typically around mid-3rd grade.

Procedure

1. Use narrative stories in a basal **or** a chapter book that the student can read independently (as determined by an informal reading inventory)
2. Prepare one passage in the student's preferred print size using the same enlarging method you usually use, or enlarge print on computer if you are using a Word document (student will read from a print copy, not the computer monitor)
3. Tell the student you will be testing reading (visual) stamina by having him read silently for 20 minutes while you time him, then you will ask him to recap what he read
4. Tell him you cannot talk to him or help him with any words as he reads
5. Tell him you will tap him on the shoulder after 10 minutes, and want him to quickly point to the word he is on, but to continue reading
6. Practice this briefly with the student reading orally (on one sentence)
7. Ask him to tell you when he is comfortable with beginning
8. Begin timing, tap on shoulder after 10 minutes. On your print copy, mark the word he pointed to, and mark the stopping point after the next 10 minutes (20 minutes total reading time)
9. Note reading distance throughout
10. Ask student to recap, or, ask prepared comprehension question for key points
11. Record time for first 10 minutes, and time for 2nd 10 minutes. Compare
12. Take a longish break (15 minute walk to relax eye muscles is best) and repeat with smaller print size, continuing to read where he left off on the previous trial. **DO NOT HAVE HIM REREAD PREVIOUS MATERIAL!!!!**
13. On another day, do a 3rd silent reading sample using 12 point print with the magnifier the student has been taught to use efficiently
14. Look at your data to decide whether or not differences between reading behaviors are educationally significant
15. Look at the reading rates on the chart on p. 128 in *Learning Media Assessment of Students with Visual Impairments* to compare to students without visual impairments

Things to Consider

- If reading performance on 2 different print sizes are similar, consider the smaller print size as the desirable choice
- If reading regular print is less efficient, consider the need for a low vision evaluation to explore optical devices for near viewing. Do not decide that the use of large type will be the most efficient medium indefinitely
- If reading regular print with an optical device is less efficient, consider the need for additional instruction and practice in the use of the device