

Functional Vision Assessment Template

(Make a copy, then edit information)

Name: Age: Date of Birth: Gender: Grade: School:	Parent Information: Assessment Completion Date: Assessment Completed By:
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Medical Information

Etiology and Pathology: Visual Field Loss Information: Refractive Correction:	Visual Acuity Measures With Correction: OD (Right Eye): OS (Left Eye): OU (Both Eyes): Visual Acuity Measures Without Correction: OD (Right Eye): OS (Left Eye): OU (Both Eyes):
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Medical History

Insert information here...

Visual Behaviors and Skills

Skills and Typical Visual Behaviors	Student's Visual Behavior and Comments
Pupillary response: Decrease in the size of the pupil when bright light is presented	
Blink response: Closing the eyelids in a protective response to the movement of a hand or object toward the eyes	
Pupillary reflection: Light is reflected off the pupil when a penlight is directed toward the bridge of the nose; location of reflections will indicate eye alignment. (Hirschberg Test may indicate a muscle imbalance in the eyes if light reflects non-centrally in one or both eyes)	
Fixate: The ability of the eyes to directly gaze on an object and hold the gaze so the object remains in view	
Convergence: The ability of the two eyes to maintain visual focus from	

distant to near	
Ocular pursuit (fixates and follows; crosses midline): The ability of the eyes to fixate on an object and follow it as it moves; midline is the vertical plane that extends from the top of the center of the forehead to the navel.	
Shift of gaze: The ability of the eyes to fixate on an object then shift fixation to another object, especially across midline	
Scan: The ability of the eyes to move from left-to-right and back again, to visually observe	
Acuity: Measure of the ability to distinguish objects, shapes, pictures, numbers, or letters at a standard distance	
Visual field: Total area in which objects can be seen while the eyes are focused on a central point; usually measured in degrees	
Eye dominance: Preferred eye used to perform a variety of visual tasks	
Depth perception: The visual ability to perceive relative distance of objects	
Light sensitivity and preference: Visual efficiency under various lighting conditions	
Visual closure: The ability to fill in the whole when only parts of the whole are provided	
Visual discrimination: The ability of the eyes and brain to perceive similarities and differences in objects, shapes, sizes, colors, patterns and pictures. Visual discrimination can be demonstrated through activities such as matching, sorting, identifying	
Matching: The ability of the brain to perceive through vision that two items (objects, shapes, pictures, and others) have the same characteristics	
Sorting: The ability of the brain to discriminate between like and unlike items (objects, shapes, pictures and others) perceived visually and to categorize according to their similarities	
Identifying: The ability of the brain to recognize items (objects, shapes, pictures and others) visually and to label them appropriately	

Figure-ground discrimination: The ability of the eyes and brain to perceive one aspect of a picture/scene in relation to the entire picture/scene	
Visual attention: The ability of the brain to pay attention to visual stimuli	
Visual memory: The ability of the eyes and brain to perceive an object visually and to recognize it at a later time; the ability to perceive an object visually and recognize it when it is only partly visible, or recognize that it is missing from the original scene; includes object permanence which is the ability of the brain to perceive something visually, then know that the object is still there when covered-up or blocked from view	
Eye-hand coordination: The ability of the eyes and hands to work together to see objects and manipulate them	
Visual association: The ability to group objects and pictures according to categories, functions and other features	
Visual sequencing: The ability to recognize objects in a series or to categorize objects perceived visually, into a series or pattern	
Reproduction of designs: First, the ability of the brain to perceive a design of objects, pictures, or parts of objects; second the ability to reproduce those designs by manipulating objects, pictures or their parts.	
Imitation: The ability to imitate an action, sound, expression or motion of a person, animal or object	
Activation: The ability to initiate action using physical movement such as the pressing of a switch	
Social attentional gaze: The ability to orient and pay attention to faces and facial expression	
Peripheral Visual Fields: The ability to perceive objects or movement in the side portions of vision	
Contrast Sensitivity: The ability to access information at varying levels of contrast (black on white, black on gray, blue on black, etc)	

Expanded Core Curriculum

The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs. Students with visual impairments need the

This FVA Template pulls inspiration, definitions and assessment requirements from the [Wisconsin DPI Eligibility Criteria for Visual Impairment Evaluation Guide](#) and [ToAD: Tools for Assessment and Development of Visual Skills](#) and breaks the information down into several clearly labeled sections. Compiled by Cortney Bell, M.S.Ed, TVI, COMS.

expanded core curriculum in addition to the core academic curriculum of general education. The ECC should be used as a framework for assessing students, planning individual goals and providing instruction.

Expanded Core Curriculum Skills	Student's Current Skills and Comments
Compensatory/Functional/Communication	
Social Interaction	
Independent Living	
Recreation and Leisure	
Career Education	
Assistive Technology	
Self-Determination	
Orientation and Mobility	<p>An orientation and mobility specialist must conduct an orientation and mobility assessment as part of an initial special education evaluation to determine if a student meets the disability category criteria of Blind and Visually Impaired.</p> <p><i>(Insert O&M report here, or refer team to separate assessment)</i></p>

Observations & Interviews

Insert information here...

Learning Media Assessment Results

Insert information here...

Summary of Assessment Results & Classroom Implications

Insert information here...

Recommendations

Insert information here...