What's in Your Assessment Toolbox?

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The Latest and Greatest Assessment Tools for FVA/LMA, ECC, Psychoeducational, and Speech and Language Evaluations

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Whether you are conducting remote, in-person, or hybrid evaluations, there are many assessment tools to consider. This document includes some of the newest assessments now available, along with the tried and true. We will discuss specific tools and strategies for FVA/LMA, ECC, psychoeducational, and speech and language evaluations. These assessments target the variety of students we serve, including students with visual impairments, multiple disabilities, autism, CVI, and deafblindness.

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Assessment Topics

- Functional Vision /Learning Media
- Expanded Core Curriculum
- Psychoeducational
- Speech and Language

Functional Vision/Learning Media Assessments

Tips to Remember

- Collaborative Evaluations: TVI and Evaluation Staff Working Together (Marnee Loftin)
- How does my student use his/her vision in the classroom, community, and at home?
- How does my student's visual impairment affect his/her learning, behavior, independence, and social skills
- To be done **after** ophthalmologist and/or optometrist and **before** other assessments to ensure appropriate accommodations are implemented
- Assess in a variety of environments- school, community, outside, home, recess, cafeteria, etc.

FVLMA (APH)

- Interviews & Observations Forms
- *FVLMA* templates including protocol, testing ideas, typical & atypical responses, examples of problems, & implications
- *FVLMA* Decision-making Guide Summary
- Idea: use materials from other APH Kit items

Essential Tools of the Trade: A "How To" Guide for Completing Functional Vision, Learning Media and ECC Evaluations First Edition and Essential Tools of the Trade for Teachers of Students who are Deafblind (TSBVI)

- Templates for FVLMA and report writing
- Interview forms
- Kit ideas and organization
- Eye Conditions with educational considerations
- *Essential Tools* Decision-making Guides (pp. 229-237)

FVA Templates (CA State Guidelines)

- FVA Children and Adults.doc

- FVA Young Children & Additional Disabilities.doc

Reading Inventory

- Jerry Johns Basic Reading Inventory (12th edition)
  - Informal reading inventory
  - 12th edition is available from APH in braille and large print.
  - Johns BRI Data Template

  Note: TSVIs assess reading rates & comprehension for the LMA. Most TSVIs are not trained to test using standardized assessments. Psychologists and RSP/SDC teachers assess reading for present levels of functioning in comparison to others of the same age or grade and possible learning disabilities. TSVIs may need to explain to other IEP team members this difference and may choose to work with other specialists for reading assessments.

- GORT-5 Gray Oral Reading Test 5th Edition (example of test that can be administered jointly with Psychologist & TSVI)
  - Requires formal standardized test training
  - Contains two equivalent forms that can be used to compare two different reading media (large print, braille, auditory)

Barraga Visual Efficiency Program (APH)

- Ages 3+
- Guidebook, evaluation book, instruction book & materials
- Website
- From Evaluation to Instruction Using the Barraga Visual Efficiency Program - APH Hive Course
- PowerPoints from Barraga Presentation
  - Barraga Part 1 Guiding Principles of Using BVEP.pdf
  - Barraga Part 2 Using the BVEP 110420 (1).pptx

CVI

- Screening Tool (TeachCVI)
  - Used to help determine if a student should be referred due to suspicion of CVI
  - 3 different questionnaires: students with motor disabilities who are non-ambulatory, ages 2-6, and ages 6-12

- CVI Parent/Caregiver Interview (Christine Roman-Lantzy)
- CVI Range Templates (Christine Roman-Lantzy)
- CVI Progress Chart (Christine Roman-Lantzy)
- Sensory Balance Approach (Christine Roman-Lantzy & Matt Tiejen)
    - Used with LMA to identify primary and secondary learning media in students with CVI
    - CVI for the TVI Webinar Presentation
- CViConnect Pro
    - iPad app that provides accessible activities created to align with the characteristics of CVI
    - Uses the camera inside of the iPad to detect whether or not the child is looking at or away from the activity
    - Tracks data that can be used to create IEP goals and help IEP team members understand what is providing the best visual stimulation for the student
    - Cost per student per year
- Template for Functional Vision Assessment (FVA) for Students with CVI (Chris Russell)
- CVI Self-Paced Online Course - A self-paced course using Google Classroom to help begin or refresh your CVI knowledge. Topics include What is CVI, Causes of CVI, Characteristics, Screening Tools, Assessment Overview, Interviews, CVI Range, Assessment Kit, Reports, and Suggestions for Further Learning.
  Class code: 265c263
- CVI Protocol (Perkins) A comprehensive, holistic assessment tool that looks at 16 visual behaviors.
- Subjective Clutter Observations Questionnaire (Perkins) - Based on Matt Tietjen's Complexity Framework and current research), this quick tool is designed to capture the amount and type of clutter in a child's real-world environment — especially clutter that could contribute to visual fatigue.

Expanded Core Curriculum Assessments

Comprehensive ECC Assessments

- ECC High School Readiness Checklist (Robbin Clark, Utah School for the Blind)
    - Divided into three grade bands: preschool & kindergarten (also section for multiple disabilities), 1-4 grades, and 5-8 grades
    - Must request an individual copy
    - Report Template provides an at-a-glance look at checklist skill proficiencies

    - ECC High School Readiness Checklist Bundle

- ECC Annual Needs Assessment / Spanish version (teachingvisuallyimpaired.com)
    - 10 page checklist revised in 2016
    - TSVI indicates whether direct instruction or consultation/collaboration is recommended based on student's needs

- High School Checklist for College Readiness (Perkins)
    - 1 page checklist for each of the following areas: self-advocacy/self-determination, technology, O&M, academics, executive functioning, independent living, residential living, vocational, and social/emotional skills
    - Must sign-up to download an individual copy
    - Available in English and Spanish

- Iowa ECC Needs Assessment
    - 5 page checklist with space for justification
    - ECC Assessment Protocol summary sheet
    - ECC Action Plan sheet for developing IEP goals and instruction

- *ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments* (Carol B Allman & Sandra Lewis, editors)
    - Each chapter authored by subject matter experts in the VI field
    - For each ECC area:
        - Details the assessment process
        - Lists and/or provides assessment tools

- Resources for the Expanded Core Curriculum (TSBVI)
    - Compilation of ECC assessment resources

Early Learners

- Inventory of Purposeful Movement Behaviors (Tanni Anthony) - For students 0-6 years old

- INSITE Developmental Checklist: Assessment of Developmental Skills for Children with Sensory Impairments and Additional Disabilities (HOPE)
    - Assesses gross motor, fine motor, self-help, cognition, social, emotional, communication, vision, auditory, and tactile development
    - Updated in 2024, 3rd Edition
    - Print or download
    - Free Excel Score Sheet for INSITE Checklist

- Oregon Project (Southern Oregon Education Service District)
    - Digital 7th edition now available

- Functional Scheme (Dr. Lilli Nielsen) - Designed meet the needs of children and adults with multiple special needs who are functioning at a developmental level under 48 months

Compensatory - Braille

Inventories & Checklists

- Queensland Braille Learning Progression and Assessment Tool (QDLP) (Queensland Department of Education) A data driven developmental guide utilizing a checklist of observable indicators with increasing sophistication in the use of braille to access literacy and enable self-reliance. The QDLP is divided into the following domains: Decoding & fluency, Reading mechanics, Layout & navigation, Writing, Writing mechanics & technology, Maths, Music, Tactile graphics, and Self-Reliance
- Braille Readiness Grid (Center for the Visually Impaired) Literacy readiness grid that uses observation and informal assessment to identify accomplished skills and target other skills for helping to determine braille readiness.
- Assessment of Braille Literacy Skills (Region 4 Educated Solutions) An ongoing assessment tool of braille literacy skills. The fourth edition is online and includes a digital literacy component and braille dots on checklists.
- Early Tactile Learning Profile (Texas School for the Blind and Visually Impaired) Observational checklist for students with visual impairment between the chronological and/or developmental ages of birth to 5 years old.
- Checklist of Literary Braille Skills (teachingvisuallyimpaired.com)
- Nemeth at a Glance: A Math Resource, Grade-Level Chart, and Evaluation Tool (Texas School for the Blind and Visually Impaired). A practical resource and quick reference book. Contains a sequence for the introduction of Nemeth symbols arranged by approximate grade level and a matching evaluation of Nemeth reading and writing skills are included.
- Nemeth Code Algebra and Geometry Checklist (teachingvisuallyimpaired.com)

Informal Reading Passages

- UEB Story - All Contractions (Erin Jepsen)
- UEB Sentences dxb file (Stephanie Herlich)
- UEB Sentences.doc (Stephanie Herlich)

Curriculum Based Assessments

- Mangold Basic Braille Unit 3: UEB Contractions (Exceptional Teaching)
- Building on Patterns (APH)
- Braille Too (BRL2 Publishing)

Orientation and Mobility

Tips to Remember

- Coordinate with TSVI to administer materials in the student's primary learning medium and incorporate the use of assistive technology
- Consider how a student's functional vision may vary in different lighting settings, weather, times of day, and day-to-day
- Focus assessment on making the student as independent as possible while maintaining safety
- Scaffold assessment tasks to determine what parts a student can do independently

Comprehensive O&M Assessments

- Teaching Age-Appropriate Purposeful Skills (TAPS), 3rd Ed. Assessment and Ongoing Evaluation (TSBVI)
  - For students ages 3 to 21 who may also have additional impairments
  - Features: instructions to the examiner, student information form, interview questions for the student, caretaker, and educator, score-sheets for functional mobility tasks, and evaluation pages
  - TAPS, 3rd Edition, Supplemental Digital Download

- NMSBVI Orientation & Mobility Inventory
  - Uses a Microsoft Excel spreadsheet to track student progress over time
  - Structured to require a minimal amount of paperwork and Excel knowledge
  - Inventory Assessment Checklist
  - Inventory Evaluation Shell (report template)

- O&M Goal Bank and Assessment (MDE-LIO)
  - Provides appropriate O&M goals for use in a student's IEP
  - Tables for tracking progress on each goal over time

Ancillary skills

CSB Skills Checklists - informal assessments for ancillary and community skills.

- Time

- Telephone
- Money
- Community Basics / Community Basics - Multiple Choice
- Shopping

Early Learners

- Texas 2 STEPS Curriculum and Evaluation Set (TSBVI)
    - For students 0-5 years old, including students with additional disabilities
    - Assessment environments include home, daycare, school, and community
    - Has a corresponding curriculum
- O&M Assessment: Early Years of Birth through Three (Tanni Anthony)
- Mobility and Independence Assessment and Evaluation Scheme: Early Skills (Mobility and Independence Specialists in Education)

Other

- Hill Performance Test of Selected Positional Concepts
    - For students 6-10 years old
    - Basic spatial concepts such as front, back, left, right, etc. through different performance tasks
    - May be used as a criterion-referenced instrument or as a norm-referenced test
- Guide Dog Readiness Checklist (Guide Dogs for the Blind)
    - 9 readiness areas to determine if a client is prepared for the guide dog lifestyle

Assistive Technology Assessments

Templates and Checklists

- Assistive Technology Assessment (teachingvisuallyimpaired.com)
- Sample AT Report (teachingvisuallyimpaired.com)
- Needs Assessment Template (*Access Technology for Blind and Low Vision Accessibility*)
  Good reference to make sure you are asking the right questions
- Access Technology Evaluation (*Access Technology for Blind and Low Vision Accessibility)*
- Technology Competencies (Perkins)

Decision Guides (teachingvisuallyimpaired.com)

- IPad Decision Guide.pdf
- Computer access decision guide.pdf
- Computer software decision guide.pdf
- Electronic Braille Device decision guide.pdf
- Video magnifier decision guide.pdf

Scope and Sequence

- Instructional Technology Scope and Sequence Update (Maryland School for the Blind)
    - Suggested grade for skill acquisition
    - Includes PC with Windows, Microsoft Office, keyboarding, iPad, Excel, Powerpoint, Google Suite, internet, email
- Assistive Technology Guidelines (MDE-LIO)

Keyboarding Assessments

- Typio: the accessible typing tutor! - Words-per-minute, accuracy and detailed reports available
- Typer Online: Home (APH) updated
- TypeAbility
    - Built-in assessment
    - Good introduction to JAWS
- Typing Club
    - Use across multiple platforms
    - Virtual and in-person
    - Student progress reports available in paid version
- Doorway Text Type - one-handed mode available

Publications

Access Technology for Blind and Low Vision Accessibility (Yue-Ting Siu & Ike Presley)

Other

- CSB Technology Curricula and How-to Guides

- What's Available in Assistive Technology for Students with Visual Impairments (CSB)
- Helen Keller National Center Technology Assessment Video Series
  - Five-part instructional video series
  - AT assessment and training for individuals who are deaf-blind
  - Includes assessment kit checklist, assessment template, and a sample report

Independent Living Skills

- MDE-LIO Independent Living Skills Resources
  - Checklist
    - 17 assessment areas
    - Measure progress over time
    - 6 levels of support
  - Guides by grade
- Functional Skills Assessment (APH)
  - Grade breakdown: K-4, 5-8, 9-12, and transition
  - Four modules available in print and braille: Clothing Management, Food Management, Home Management, and Self Management
  - Corresponding teacher's guide and set of scoring forms for each module
  - Can be customized for use with students who have multiple disabilities
- CSB ILS/Home Skills Questionnaire
  CSB Questionnaire - In Spanish
  7 skill areas (e.g., eating, food preparation, self-care, dressing, car, O&M, and recreation & leisure)

Career Education

- Project Aspiro
  - Career Education Competencies Checklist
  - Transition Competencies Checklist for Students
  - Transition Competencies Checklist for Parents
  - Transition Competencies Checklist for TVIs
- Total Life Learning: Preparing for Transition
  - Designed for students ages 3-22 with sensory impairments and multiple disabilities
  - Focuses on Career Education, but touches on all areas of the ECC.

    - The focus of the Total Life Learning curriculum and assessment is on the development of life and career goals that enable students to maximize independence, self-determination, employability, and participation in the community. An essential component of a meaningful educational experience is a continuous focus on the future.

- Transition Assessment and Goal Generator (University of Oklahoma)
    - Online transition assessment for secondary-aged youth with disabilities, their families, and professionals
    - Provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals
    - Available online (option for audio), print in English and Spanish, and braille download

- O*NET Career Exploration Tools
    - Based on a "whole person" concept
    - Interest Profiler: print and online versions
        - 60 questions about level of interest in a variety of work activities
        - Six work interest areas: realistic, investigative, artistic, social, enterprising, conventional
        - Groups career examples by needed level of experience, education, and training
        - Web-based version also available in Spanish
    - Work Importance Locator: print version
        - Cards with statements about different aspects of work
        - Student sorts cards based on how important the statement is in an ideal job
        - Six work values: achievement, independence, recognition, relationships, support, working conditions

- Reading-Free Vocational Interest Inventory
    - For students 5th grade - adult (only appropriate for students with low vision)
    - No reading or writing required
    - Nonverbal measure of vocational interests
    - Uses illustrations of individuals engaged in different occupations to measure vocational likes and dislikes

Social Interaction

Teaching Social Skills to Students with Visual Impairments: From Theory to Practice (APH) - Sharon Sacks and Karen Wolffe, editors

Chapter 9: Social Skills Assessment includes best practices, development by school-age, and checklists

- Social Skills Assessment Tool for Children with Visual Impairments Revised (SSAT-VI:R) (Wolffe & Sacks 2006)
- Social Competence Assessment (TSBVI *Independent Living* curriculum)
- Interview, role play, and observation suggestions across environments

Self-Determination

- ChoiceMaker
    - For middle and high school students with additional disabilities
    - Three areas: (a) choosing educational, vocational, and personal goals, (b) student's involvement in their IEP meetings, and (c) student's attainment of IEP goals, including developing a plan, implementing the plan, self-evaluation of plan progress, and adjusting any of the plan parts

- American Institutes for Research (AIR)
    - Measures two broad self-determination components: capacity (student's knowledge, abilities, and perceptions that enable them to be self-determined) and opportunity (student's chances to use their knowledge and abilities)
    - Produces a profile of the student's level of self-determination, identifies areas of strength and areas needing improvement, and identifies specific educational goals that can be incorporated into the student's IEP.

- ARC Self-Determination Scale - Yields a total self-determination and four sub-domain scores: autonomy, self-regulation, psychological empowerment, and self-realization.

- Field Hoffman Self-Determination Assessment Battery
    - Student, parent, and teacher perspective scales and observation checklist
    - Measures cognitive, behavioral, and affective traits to determine levels of self-determination

Sensory Efficiency

- Individual Sensory Learning Profile (Tanni Anthony)
    - For early learners
    - 4 sensory areas
        - Vision
        - Hearing
        - Touch / Kinesthetic / Vestibular
        - Olfactory / Taste
    - Summary of Sensory Preference / Recommendations for Motivating Objects
- Early Tactile Learning Profile (TSBVI)
    - For early learners and students who are struggling with tactile skills
    - Observational checklist with evaluation and instructional resources corresponding to identified student needs.
- HomeTalk is an assessment tool designed for parents and care providers of children who are deafblind and who have other disabilities. Teachers can also use it as part of the parent interview. HomeTalk looks at four different skill areas including people skills (social interaction), solving everyday problems, exploring the environment, and discovery and learning.

Comprehensive Assessment Report Templates

- Comprehensive Vision Report template and Companion Document
    - CSB Sample Report
- LEA Toddler Sample Report
- Charter/Home Study Middle School Sample Report
- CVI Elementary School Sample Report

Other

- California Deafblind Services
    - Provide ongoing consultation, training, and resources to families and educational teams.
    - Responsible for CA deafblind count
    - Birth through 21
    - Individuals with combined vision and hearing loss with or without additional disabilities

- Essential Assessments Rubric – A resource for teachers of children with visual impairments
    - Tool for TSVIs and O&Ms when preparing and conducting assessments
    - Covers FVA, LMA, & ECC
    - Divided by age: birth to 3, 3-5, 5-22, multiple disabilities/deafblind
    - Content Rubrics include key assessment components, tips, and resource links
    - Quality Rubrics are used as an assessor self-measurement tool
- Determining service delivery
    - Michigan Vision Services Severity Rating Scales (MDE-LIO):
        - Vision Services Severity Rating Scale (VSSRS) 2.0 (March 2024)- See the Using the New Severity Rating Scale YouTube Video for more information.
        - Orientation & Mobility Severity Rating Scale (O&MSRS) - Revised (May 2025)
    - VISSPA and VISSIT
        - VISSIT - Visual Impairment Scale of Service Intensity of Texas
        - O&M VISSIT - Orientation and Mobility Visual Impairment Scale of Service Intensity of Texas
        - VISSPA - Visual Impairment Scale of Staffing Pattern Analysis
    - Guidelines for Determining the Frequency of Services to Support Learners with CVI - DRAFT (CViConnect)
- Tactile Graphics Image Library (APH)
    - Downloadable maps, graphs, diagrams, and images
    - May be used to assess tactile map skills and concept development
- California Codes Relevant to VI

Psychoeducational Assessments

- APH — Intelligence Testing is an excellent resource for guidance on testing students who are blind or visually impaired. In particular, Issue 9 - Qualitative Interpretation and Issue 10 - Reporting Results will answer many common questions school psychologists tend to have about evaluations.
- General Guidelines for Assessing Students with VI (CSB) is another helpful resource for the school psychologist to review before beginning the evaluation.
- CSB Assessment Center Webinar: Psychoeducational Evaluations of Students with Visual Impairments
    - Webinar handout

- Cognitive and Processing Subtests to Consider for Assessing Students with Visual Impairments: This FAQ document provides information about some auditorily administered subtests to consider when testing using a cross-battery, Cattell–Horn–Carroll (CHC) method. This is a live document, and more subtests will be added.

Speech and Language Assessments

Speech & Language Assessment Considerations for Children with Visual Impairment (CSB)