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Intermediate Unit 1

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LEARNING MEDIA ASSESSMENT

A learning media assessment is a process of systematically selecting learning and literacy media for students with visual impairments. This assessment guides the educational team in making informed decisions on the total range of instructional media needed to facilitate learning for students with visual impairment. General learning media include both instructional materials (such as pictures, books, worksheets, etc.) and instructional strategies (demonstrations, modeling, prompting). Literacy media include the range of tools for reading and writing in print and in Braille.

I. VISION RELATED FACTORS

A. Sensory Channel: (Most frequent behavior with picture, book, object, or toy)

Visual: _____
Tactual: _____
Auditory: _____

B. Focal Distance (eyes to text):

2 inches or less: _____
3-4 inches: _____
6 inches: _____
More than 6 inches: _____

C. Print Size Required (Enables relative ease and speed)

	Working Distance
Regular 12 point: _____	_____
14-16 point: _____	_____
18-20 point: _____	_____
22-24 point: _____	_____
24-28 point: _____	_____
36 point: _____	_____

Regular Print with magnification aid: _____

Large print with magnification aid: _____

Consider for assistive technology evaluation: _____

Comments:

II. READING ASSESSMENT:

A. Word Identification Level: _____

Reading Assessment Used: _____

B. Oral Reading Rate

	Gr. Level	No. of Words	No. of Seconds	Working Distance	Print Size	Compre. %	WPM
Large Print	_____	_____	_____	_____	_____	_____	_____
Regular Print	_____	_____	_____	_____	_____	_____	_____

C. Silent Reading Rate

	Gr. Level	No. of Words	No. of Seconds	Working Distance	Print Size	Compre. %	WPM
Large Print	_____	_____	_____	_____	_____	_____	_____
Regular Print	_____	_____	_____	_____	_____	_____	_____

(Calculations: Calculate WPM by dividing the number of words read (A) by the number of seconds the student took to read the passage (B) and multiply the answer by 60. $A/B \times 60 = \text{WPM}$)

D. Additional observations during reading:

_____ head movements

_____ uses finger for marker

_____ skips lines

_____ loses place seldom / some / frequently

_____ tilts head

_____ other

Reading Position: _____

Other: _____

Print Sizes

Points (Font: Helvetica)

- 8 One day Mom showed me pictures hanging in the window.
- 9 Grandma says I can buy some candy today at the store.
- 10 When Dad came home from work, he was happy.
- 11 On Sunday my friend is taking me to the movies.
- 12 After school we had a treat of chips and soda.
- 13 Socks feel warm on my feet.
- 14 Mary watched the children swim in the water.
- 16 The robin was sitting on the branch of the big tree.
- 18 Every day Bob was busy playing and reading books.
- 20 My Grandmother baked a yellow cake yesterday.
- 22 The big white cat ran up to our house.
- 24 I looked all over the house for my keys.
- 26 Jane loved her new baby doll.
- 28 The bears live in the woods.
- 36 Larry found a brown dog.
- 48 Have fun painting.

III. AUDITORY COMPREHENSION ASSESSMENT

_____ Formal _____ Informal

Materials utilized: _____

Grade level utilized: _____

Comprehension score: _____

IV. SUMMARY:

Preferred Sensory Channel: (Typically orients to or sustains attention to)

Visual: _____ Tactual: _____ Auditory: _____ Combined (name): _____

Primary Reading Medium Recommended (To be used exclusively or most frequently)

Print: _____ Braille: _____ Auditory: _____

Print Size Preferred: _____

Secondary Reading Medium Recommended (Appropriate on occasion)

Print: _____ Braille: _____ Auditory: _____

Print Size Preferred: _____

**BASED ON PROGRAM GUIDELINES FOR STUDENTS WHO ARE VISUALLY IMPAIRED
(California Department of Education 1997 Revised)**

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