



Vision Severity Characteristics Worksheet

Student: _____

Date of Birth: _____

Grade: _____

CATEGORY		RATING	MILD NEEDS 0-2	MILD TO MODERATE NEEDS 3 - 4	MODERATE NEEDS 5 – 6	MODERATE TO SEVERE NEEDS 7 –8	SEVERE NEEDS 9 – 10	PROFOUND NEEDS 11 - 12	SEVERITY SCORE		
									Date	Date	Date
FUNCTIONAL VISION STATUS			Visual skills adequate for core curriculum	Visual skills being maintained in a variety of settings	Visual skills being reinforced in a variety of settings	New visual skills being introduced or developed	Visual skills fluctuate de- Pending on ac- tivity or setting	Totally blind or no visual input			
LEVEL OF VISION (MEDICAL)	Distance Acuity	20/20 – 20/50	20/40 – 20/100	20/70 – 20/200	20/150 – 20/400	20/300 – 20/800	20/400 – L.P. NIL				
	Field Loss	0 – 10 degrees	5 - 20 degrees	15 – 30 degrees	24 – 40 degrees	35 – 60 degrees	>50 degrees				
NEAR VISION ACUITY (FUNCTIONAL) See Appendix A & B			20/20 – 20/50	20/40 – 20/100	20/70 – 20/200	20/150 – 20/400	20/300 – 20/800	20/400 L.P. NIL			
READING MEDIUM			Reading regular print texts	Regular test primary type (primary grades)	Regular print with some print modification	Print demands vary with subject/ Print modifi- cations needed	Print modifi- cation, braille, audiotape or combinarion	Learing to use a new reading method, i.e., braille audiotape			
TANGIBLE AIDS/ LOW VISION DEVICES TECHNOLOGY			No devices	Mastery of aid/ No instruction	Competency/ May review or refine skills using existing aid	Refine or into. new skills using existing low vision devices, tangible aids or technology	Maintain use if hi-tech equip. or tech use if new tangible aid or low vision device	Intro of hi-tech equip./skills, i.e., optical scanner or note-taking device			
MATERIALS PREPARATION			No devices	Minimal amount	Occasional need to adapt material to learner's needs	Frequent need to adapt materials to learner's needs	Intensive modification of materials needed	Daily prepaaration and modifications needed			
COMMUNICATION WITH PERTINENT INDIVIDUALS			Primary student responsibility	Minimal communication with pertinent individuals (2-4 times/year	Monthly communication with pertinent individuals	Weekly communication with pertinent individuals	Intense com- Munication with pertinent individuals	Daily communication with pertinent individuals			
COMPENSATORY SKILLS			Not necessary at this time	Minimal modification or intervention	Occasional modification or intervention	Frequent intervention or introducation of skills	Intense modification and instruction	Daily modification and insstruction			
TOTAL											