

# Assistive Technology Assessment Checklist For Students with Visual Impairments

Student Name \_\_\_\_\_ Date of assessment \_\_\_\_\_  
Person Completing Checklist \_\_\_\_\_ Position \_\_\_\_\_

During this assessment, informal measures were utilized to evaluate the student's ability to access print, produce written communication, access the computer, and use various assistive technologies. Some of the information requested may be obtained from the Learning Media Assessment, the Clinical Low Vision Evaluation, or the Functional Low Vision Evaluation.

## Accessing Print

### Regular Print

When accessing printed information visually the student is able to read regular print materials

\_\_\_\_\_ at \_\_\_\_\_ inches **without** adaptations.

\_\_\_\_\_ at \_\_\_\_\_ inches **with** adaptations.

\_\_\_\_\_ using prescribed eyeglasses or contact lens.

\_\_\_\_\_ enlarged on photocopying machine - Specify (i.e. 130%, 3 times) \_\_\_\_\_

\_\_\_\_\_ 8 1/2" x 11" paper.

\_\_\_\_\_ 8 1/2" x 14" paper.

\_\_\_\_\_ 11" x 17" paper.

**with** or **without** adaptations for \_\_\_\_\_ min before experiencing either visual or physical fatigue.

### Large Print

The student is able to identify black & white line drawings of common objects

\_\_\_\_\_ 3 inches high at approximately \_\_\_\_\_ inches.

\_\_\_\_\_ 2 inches high at approximately \_\_\_\_\_ inches.

\_\_\_\_\_ 1 inch high at approximately \_\_\_\_\_ inches.

When accessing large print **with** prescribed eyeglasses or contact lens (if appropriate) the student is able to read

72 point print at approximately \_\_\_\_\_ inches.

60 point print at approximately \_\_\_\_\_ inches.

48 point print at approximately \_\_\_\_\_ inches.

36 point print at approximately \_\_\_\_\_ inches.

30 point print at approximately \_\_\_\_\_ inches.

24 point print at approximately \_\_\_\_\_ inches.

18 point print at approximately \_\_\_\_\_ inches.

14 point print at approximately \_\_\_\_\_ inches.

12 point print at approximately \_\_\_\_\_ inches.

The student's preferred font is \_\_\_\_\_ Arial, \_\_\_\_\_ APFont, \_\_\_\_\_ Tahoma, \_\_\_\_\_ **Verdana**

Other (specify) \_\_\_\_\_

The student's preferred point size with prescribed eyeglasses or contact lens is

\_\_\_\_\_ 14 \_\_\_\_\_ 18 \_\_\_\_\_ 24 \_\_\_\_\_ 30 \_\_\_\_\_ 36 \_\_\_\_\_ 48 \_\_\_\_\_ 60 \_\_\_\_\_ 72.

### Optical Devices

When accessing printed materials with the use of a prescribed optical device, the student uses

\_\_\_\_\_ eyeglasses \_\_\_\_\_ contact lens  
\_\_\_\_\_ hand held or \_\_\_\_\_ stand magnifier, power \_\_\_\_\_  
\_\_\_\_\_ telescope, power \_\_\_\_\_  
\_\_\_\_\_ video magnifier

When accessing printed materials with the use of a video magnifier/Closed Circuit TeleVision (CCTV), the student is able to view a

\_\_\_\_\_ inch high graphic, and a  
\_\_\_\_\_ inch high text on a  
\_\_\_\_\_ inch monitor at approximately 13-16 inches.

The student's polarity preference is \_\_\_\_\_ dark on light, or \_\_\_\_\_ light on dark.

The student's color combination preference is \_\_\_\_\_.

When using the controls of the video magnifier, the student is able to:

\_\_\_\_\_ adjust size of image.  
\_\_\_\_\_ focus image.  
\_\_\_\_\_ independently use X/Y table for viewing materials with friction brake and margin stops are adjusted by examiner. Examiner comments

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When asked, the student is able to

\_\_\_\_\_ write a short sentence legibly on regular writing paper while  
\_\_\_\_\_ looking at the screen/monitor, or  
\_\_\_\_\_ looking at the paper.

\_\_\_\_\_ write a short sentence legibly on bold line paper while  
\_\_\_\_\_ looking at the screen/monitor, or  
\_\_\_\_\_ looking at the paper.

The student is able to read approximately

\_\_\_\_\_ wpm orally when the friction brake and margin stops are adjusted properly by the examiner.

The student is able to

\_\_\_\_\_ read a sample sentence of his/her hand writing on regular writing paper.  
\_\_\_\_\_ read a sample sentence of his/her hand writing on bold line writing paper.

When viewing printed materials scanned into the computer with a specialized scanning system (Kurzweil, OpenBook, WYNN), the student is able to

\_\_\_\_\_ adjust the magnification to the desired size using  
\_\_\_\_\_ the keyboard, or the \_\_\_\_\_ mouse.  
\_\_\_\_\_ navigate the image horizontally and vertically using  
\_\_\_\_\_ the keyboard, or the \_\_\_\_\_ mouse.  
\_\_\_\_\_ select items from the menus and tools from the toolbar with the  
\_\_\_\_\_ keyboard, or the \_\_\_\_\_ mouse.

### **Non-Optical Devices**

When accessing information through the use of non-optical devices, the student

\_\_\_\_\_ reads text written with a pen on regular blue line paper.  
\_\_\_\_\_ prefers reading materials produced with felt tip pen on bold line paper.  
\_\_\_\_\_ prefers incandescent lighting, \_\_\_\_\_ fluorescent lighting, \_\_\_\_\_ halogen lighting.  
\_\_\_\_\_ prefers overhead lighting using a dimmer switch.  
\_\_\_\_\_ prefers window lighting adjusted with  
\_\_\_\_\_ blinds, \_\_\_\_\_ shades, or \_\_\_\_\_ other - Specify \_\_\_\_\_  
\_\_\_\_\_ experiences glare problems from  
\_\_\_\_\_ overhead lighting, \_\_\_\_\_ window lighting.  
\_\_\_\_\_ prefers less lighting than currently available.  
\_\_\_\_\_ prefers additional lighting with

\_\_\_ desk lamp, \_\_\_ floor lamp, \_\_\_ additional overhead lighting.  
\_\_\_ prefers to have materials \_\_\_ placed on a reading stand, \_\_\_ placed on the table/desk,  
\_\_\_ held in hand.

### **Braille and Tactile**

When accessing graphical information tactually the student is able to identify

- \_\_\_ solid lines of various heights.
- \_\_\_ solid lines of various widths.
- \_\_\_ dashed lines.
- \_\_\_ dotted lines.
- \_\_\_ the boundary between two clearly defined textured fill patterns.
- \_\_\_ the boundary between three clearly defined textured fill patterns.
- \_\_\_ the boundary between four clearly defined textured fill patterns.

The student is able to identify tactile information most accurately when it is presented as a simple tactile graphic

- \_\_\_ tooled onto braille paper.
- \_\_\_ produced as a collage.
- \_\_\_ thermoformed onto plastic.
- \_\_\_ embossed as dots and lines onto braille paper by a computer controlled braille embosser.
- \_\_\_ produced as raised lines and patterns on encapsulated paper.

\_\_\_ Student is able to read materials in braille.

\_\_\_ Results of formal/informal braille assessments conducted by TVI are attached.

Student's oral braille reading rate is \_\_\_ wpm

Student's silent braille reading rate is \_\_\_ wpm

When accessing printed information with an electronic/refreshable braille display, the student is able to

- \_\_\_ read letters, words, and sentences.
- \_\_\_ press correct key combination to issue forward and reverse navigation commands with verbal prompt.
- \_\_\_ press correct key combination to issue forward and reverse navigation commands **with out** verbal prompt.
- \_\_\_ read \_\_\_ wpm aurally and \_\_\_ wpm silently.

### **Auditory**

When accessing printed information auditorally, the student is able to

- \_\_\_ demonstrate comprehension by answering simple questions & relating details about a passage when it is read to him/her.
- \_\_\_ paraphrase information presented orally (sentence or story.)
- \_\_\_ write, type, or braille dictated words and phrases without having it repeated more than twice.

When using an analog or digital player/recorder the student is able to

- \_\_\_ insert and remove tape/CD from player/recorder.
- \_\_\_ activate play, pause, stop, fast forward and rewind functions (please underline those demonstrated.)
- \_\_\_ understand and comprehend compressed or "fast" speech.
- \_\_\_ manipulate variable speed and pitch controls.
- \_\_\_ identify index tones.

**Reading Rates** (This is an optional section used when needed to demonstrate to the student, parents, teachers, or administrators the benefits of using adaptations when reading.)

When reading printed information, the student is able to read

- \_\_\_\_\_ wpm orally when provided with 12 point materials.
- \_\_\_\_\_ wpm orally when provided with materials in the optimum size for viewing at 10 - 13 inches (\_\_\_\_\_ point print.)
- \_\_\_\_\_ wpm orally when using a video magnifier/CCTV.
- \_\_\_\_\_ wpm orally when provided with materials in braille.
- \_\_\_\_\_ wpm when using audio assisted reading.

### **Electronic Calculators and Dictionaries**

When using a calculator with an enlarged display, the student is able to

- \_\_\_\_\_ see \_\_\_\_\_ inch numerals.
- \_\_\_\_\_ accurately locate and press the keys on the calculator keypad.
- \_\_\_\_\_ perform basic operations
  - \_\_\_ with prompting,
  - \_\_\_ without prompting.

When using a talking calculator, the student is able to

- \_\_\_\_\_ understand the synthesized speech produced by a talking calculator.
- \_\_\_\_\_ accurately manipulate keys on a talking calculator.
- \_\_\_\_\_ perform basic functions
  - \_\_\_ with prompting,
  - \_\_\_ without prompting.

When using a talking dictionary, the student is able to

- \_\_\_\_\_ understand distinctive sounding letters (a, f, h, o, s, w, etc.).
- \_\_\_\_\_ understand similar sounding letters (b, c, d, e, p, t, z).
- \_\_\_\_\_ understand definitions spoken as individual words.
- \_\_\_\_\_ understand definitions spoken as continuous speech.
- \_\_\_\_\_ accurately locate and press the keys on the dictionary's keyboard.
- \_\_\_\_\_ perform basic functions
  - \_\_\_ with prompting,
  - \_\_\_ without prompting.

### **Accessing Information on Chalk/White Board, Overhead/Computer Projector, Videos, etc.**

When accessing information presented on a chalk board/white board or overhead projector, the student reported that he/she

- \_\_\_\_\_ sits close enough to read board.
- \_\_\_\_\_ uses a hand held or spectacle mounted telescope
- \_\_\_\_\_ gets an accessible copy from the teacher
- \_\_\_\_\_ gets an accessible copy from another student.
- \_\_\_\_\_ has information read aloud by a peer or para-educator and
  - \_\_\_\_\_ brailles on braille writer or accessible PDA.
  - \_\_\_\_\_ writes information on paper.
  - \_\_\_\_\_ types information into computer or accessible PDA.
  - \_\_\_\_\_ records on tape recorder or digital recorder.
  - \_\_\_\_\_ Other, please specify \_\_\_\_\_

Are these options working adequately? \_\_\_ yes \_\_\_ no Explain briefly:

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## Accessing Electronic Information – Computer Access

### Visual

When accessing electronic information on a desktop computer or in the computer lab the student is able to view

\_\_\_\_\_ menus, icon titles, dialog boxes and other system text items on a  
\_\_\_\_\_ 17 inch monitor at approximately \_\_\_\_\_ inches.  
\_\_\_\_\_ 19 inch monitor at approximately \_\_\_\_\_ inches.  
\_\_\_\_\_ 21 inch monitor at approximately \_\_\_\_\_ inches.

\_\_\_\_\_ regular, \_\_\_\_\_ bold  
\_\_\_\_\_ point print in an  
\_\_\_\_\_ Arial,  
\_\_\_\_\_ APHont,  
\_\_\_\_\_ Tahoma,  
\_\_\_\_\_ Verdana font

displayed on a \_\_\_\_\_ inch monitor at approximately 13 inches.

information on \_\_\_\_\_ inch computer monitor with the use of  
\_\_\_\_\_ screen magnification hardware (CompuLenz) at approximately  
\_\_\_\_\_ inches.

\_\_\_\_\_ flexible arm monitor stand at approximately \_\_\_\_\_ inches.

screen enhancements provided with computer operating system

\_\_\_\_\_ preferred Windows Display Appearance Scheme \_\_\_\_\_

\_\_\_\_\_ preferred Windows Display Appearance settings (Check the Items adjusted and  
note the settings for each Item on the checklist in Sidebar 7-4.)

\_\_\_\_\_ Microsoft Magnifier

\_\_\_\_\_ Magnification Level

\_\_\_\_\_ Other setting: Specify \_\_\_\_\_

When using Microsoft Magnifier the student is able to

\_\_\_\_\_ identify screen elements.

\_\_\_\_\_ read text in menus, dialog boxes, and text documents.

\_\_\_\_\_ navigate around the screen.

\_\_\_\_\_ locate the Title Bar of the Open file dialog box.

\_\_\_\_\_ locate the file names listed in the Open file dialog box.

\_\_\_\_\_ select a requested file to open.

When accessing the computer through the use of screen magnification software, the student  
\_\_\_\_\_ is able to read 12 point print enlarged to \_\_\_\_\_x magnification at a viewing distance of  
\_\_\_\_\_ approximately 13 inches.

expressed a polarity preference for;

\_\_\_\_\_ dark text on a light background,

\_\_\_\_\_ light text on a dark background.

\_\_\_\_\_ is able to locate and select menu items, buttons, and other screen elements with the  
mouse/pointing device.

\_\_\_\_\_ is able to locate and select menu items, buttons, and other screen elements using  
keyboard commands.

is able to navigate around the magnified image using

\_\_\_\_\_ the mouse/pointing device.

\_\_\_\_\_ keyboard commands.

\_\_\_\_\_ is able to maintain orientation when navigating around the screen.

\_\_\_\_\_ is not able to maintain orientation when navigating around the screen.

expressed a viewing mode preference. Specify \_\_\_\_\_

\_\_\_\_\_ is **unable** to access the computer visually.

### **Tactile**

When accessing electronic or computer based information tactually, the student is able to  
\_\_\_\_\_ read braille text displayed on an electronic refreshable braille display.  
\_\_\_\_\_ execute navigation commands with instruction.  
\_\_\_\_\_ enter text through the braille keyboard.

### **Auditory**

When accessing electronic information auditorally, the student is able to understand synthesized speech produced by

software synthesizers

\_\_\_ Kids Time Deluxe

\_\_\_ Write Outloud

\_\_\_ Dectalk Access 32

\_\_\_ OpenBook

\_\_\_ Dr. Pete's

\_\_\_ FlexTalk

\_\_\_ Eloquence

\_\_\_ Other \_\_\_\_\_

\_\_\_ Intellitalk

\_\_\_ TrueVoice

\_\_\_ WindowEyes

hardware synthesizers

\_\_\_ Braille/Type 'n Speak/Braille Lite

\_\_\_ Double Talk

\_\_\_ Other \_\_\_\_\_

\_\_\_ Dectalk

\_\_\_\_\_ When accessing electronic information auditorally, the student is **not** able to understand synthesized speech produced by software or hardware synthesizers.

When accessing electronic information auditorally, the student is able to execute navigation commands with instruction to read by

\_\_\_ sentence/lines,

\_\_\_ words,

\_\_\_ characters,

\_\_\_ forward (next) and \_\_\_ backwards (prior).

\_\_\_\_\_ When accessing electronic information auditorally, the student is **not** able to grasp the concept of navigation.

### **Input Devices - Keyboard Use**

\_\_\_\_\_ The student is able to use a standard keyboard **without** adaptation.

The student

\_\_\_ demonstrates keyboard awareness (has a general knowledge of the key locations).

\_\_\_ is able to search for keys and type individual letters

\_\_\_ is able to touch type while looking at his/her hands.

\_\_\_ is able to touch type without looking at his/her hands.

\_\_\_ is able to locate and identify alphanumeric keys.

\_\_\_ is able to locate and identify function keys.

\_\_\_ is able to activate two keys simultaneously.

\_\_\_ does not demonstrate excessive miss-hits or key repeats.

\_\_\_ uses good mechanics when typing. (Posture, wrist elevation, etc.)

\_\_\_ types with \_\_\_ fingers of right hand and \_\_\_ fingers of left hand.

\_\_\_\_\_ The student is able to utilize a standard computer keyboard **with** adaptations. (Seek assistance from occupational and physical therapist as needed.)

\_\_\_ zoom caps

\_\_\_ keyguard

\_\_\_ tactile locator dots

\_\_\_ other Specify \_\_\_\_\_

The student is able to utilize a standard computer keyboard with the following keyboard utilities. (Seek assistance from general technology specialist, OT or PT to complete this section.)

\_\_\_ sticky keys

\_\_\_ repeat keys

\_\_\_ slow keys

\_\_\_ toggle keys

\_\_\_ mouse keys

\_\_\_\_\_ The student is **not** able to utilize a standard keyboard with or without adaptations. (If checked, refer student to other members of evaluation team for a Computer Access Evaluation.)

### **Use of a Pointing Device**

The student is able to visually locate the Windows

\_\_\_ standard, \_\_\_ standard large, \_\_\_ standard extra large pointer on the screen at approximately \_\_\_ inches on a \_\_\_ inch monitor.

\_\_\_ black, \_\_\_ black large, \_\_\_ black extra large pointer on the screen at approximately \_\_\_ inches on a \_\_\_ inch monitor.

\_\_\_ inverted, \_\_\_ inverted large, \_\_\_ inverted extra large pointer on the screen at approximately \_\_\_ inches on a \_\_\_ inch monitor.

\_\_\_ Other enlarged pointer Specify \_\_\_\_\_  
at approximately \_\_\_ inches on a \_\_\_ inch monitor

\_\_\_\_\_ navigate the desktop with the standard mouse/trackball.

\_\_\_\_\_ The student is able to maintain the mouse position while clicking/double-clicking.

\_\_\_\_\_ The student is able to maintain eye contact with the screen while navigating the desktop.

\_\_\_\_\_ The student is able to access pull-down menus with the standard mouse.

\_\_\_\_\_ The student is **not** able to use a standard mouse. (If checked for a student with low vision please request a Computer Access Evaluation.)

### **Communication Through Writing**

When using standard writing tools, the student is able to

\_\_\_\_\_ produce legible manuscript writing.

\_\_\_\_\_ produce legible cursive writing

\_\_\_\_\_ space appropriately between letters and words.

write \_\_\_\_\_ wpm from \_\_\_ dictation.

write \_\_\_\_\_ wpm from \_\_\_ copy.

\_\_\_\_\_ read his/her handwriting.

\_\_\_\_\_ read a sample of his/her handwriting from 3-5 days earlier.

\_\_\_\_\_ sign his/her name legibly in cursive using

\_\_\_ a signature guide.

\_\_\_ the edge of a card, ruler or some other similar device.

\_\_\_\_\_ produces legible writing laboriously and with great difficulty.

The student is able to produce legible

\_\_\_\_\_ manuscript writing using the following adaptations

\_\_\_ bold line paper

\_\_\_ raised line paper

\_\_\_ a felt tip pen

\_\_\_ a white board and erasable marker

\_\_\_ Other \_\_\_\_\_

The student is able to produce legible

\_\_\_\_\_ cursive writing using the following adaptations

\_\_\_ bold line paper

\_\_\_ raised line paper

\_\_\_ a felt tip pen

\_\_\_ a white board and erasable marker

\_\_\_ Other \_\_\_\_\_

When using a braille writing device, the student is able to use





