

Effective Assessment to Instruction Continuum Checklist (Ages 3-21)

Student Name: _____ TVI: _____

School District: _____ Referral Date: _____ (60 day requirement)

Eligibility

I. Does the student have a visual impairment based on current (w/in 12 months) eye report (review medical/health records)?

- A. Yes, meets the established criteria for visual impairment (proceed to II).
- B. No, does not meet the established criteria for visual impairment (process stops here), attach *Notice of Non-Eligibility* to RTI/Problem Solving Process Team packet).
- C. Other, additional information is needed (complete initial screening) proceed to II.

II. How does visual impairment impact general education?

- A. Complete initial screening form and additional assessments are needed.
 - Parent permission for assessments was obtained
 - Completed FVA
 - Completed LMA

B. Complete initial screening form and no additional assessments are needed, the process stops here (attach *Notice of Non-Eligibility* to RTI/Problem Solving Team).

III. *Does the student need special education?*

A. Conduct other educational assessments as needed (review records for academic levels).

- i. Below grade level in reading, math or science (compared to sighted peers) due to visual impairment.
- ii. Below literacy grade level, words read per minute, or comprehension due to visual impairment.

B. Share how the visual impairment impacts the educational programming of student (FVA/LMA).

- i. IEP team determined that student requires special education and develops statement for IEP.
 - 1. Student does not have needed visual skills to successfully access general education (near and/or far). Document acuity, condition, and impact.
- ii. IEP team determined that student did not require special education, process stopped here.

Program Planning for Eligible/Entitled Student

- A. Complete the *ECC Needs Screening Tool* with family, student, and other educational personnel. IEP team determines priorities for the instructional year (*should be completed at least yearly*).
- B. Complete ECC assessments (i.e., EVALS, Oregon, Brigance) in identified priority areas documented on the *ECC Needs Screening Tool* (*should be completed at least yearly*).
- C. Document assessment tools and results on the *ECC Assessment Protocol*.
- D. Share assessment results with IEP Team.
 - i. Review NASDSE *Educational Service Guidelines*¹ and Delphi Studies^{2,3} and document service delivery and time on service page of IEP.
 - ii. Review and complete the *ECC Action Plan* (*ECC Resource Guides, 2007*).
 - iii. Develop measurable IEP goals (see *Measureable Goal Matrix*) based on the assessment results as documented on the *ECC Assessment Protocol* (*ECC Resource Guides, 2007*).

Instructional Needs for Eligible/Entitled Student

- A. Identify skill set needed to address IEP goal. Document on *Lesson Plan(s)*.
- B. Identify or develop needed curriculum for instruction.
- C. Implement instruction using research or evidence based instructional strategies.
- D. Complete on-going probes for instruction. Curriculum based measurements or other data collection methods should be used.
- E. Complete progress monitoring to evaluate IEP goals (*ECC Resource Guides, 2007*).

1. Pugh, G.S., & Erin, J. (Eds.). (1999). *Blind and Visually Impaired Students: Educational Service Guidelines*. Watertown, MA: Perkins School for the Blind.
2. *Ensuring High-Quality Instruction for Students in Braille Literacy Program*, JVIB (2000).vol. 94 (11))
3. *Ensuring High-Quality Instruction for Students in Print Literacy Program*, JVIB, 2002
4. *Expanded core curriculum resource guides: Procedures Manual, Resource Guide and Progress Monitoring*. (2007). Des Moines: Iowa Department of Education. Retrieved May 15, 2010, from <http://www.iowa.gov>.