



SPI

**Student
Performance
Indicators**



REGION XIII
EDUCATION SERVICE CENTER

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STUDENT PERFORMANCE INDICATORS

Developed by Region XIII Education Service Center
In Collaboration with Teachers of Students with Visual Impairments in the Austin Independent School District

GETTING STARTED

Who This Record is For

This record is to be used with FULL INDEPENDENT or SEMI-INDEPENDENT academic students who are blind or visually impaired, ages **kindergarten through 12th grade**. As a refresher, here are the definitions of these two groups, as taken from the Texas Regional Student Performance Indicators RSPI:

FULL INDEPENDENCE

These students are expected to achieve full independence in adult living roles. They will probably be assessed using the TAKS (Texas Assessment of Knowledges and Skills) at their appropriate grade level. They may have additional impairments so long as they function within 2 grade levels of their chronological peers. Post high school education for these students is likely to be college, trade school, or vocational programs.

SEMI-INDEPENDENCE

These students are expected to be able to live independently without direct or constant assistance. They are likely to be assessed using either the TAKS or the release TAKS. These students have reading, math, and writing skills at least 2 grade levels below their chronological peers. They can complete tasks which require a moderate degree of abstraction, but they must first have a very concrete learning foundation. Post high school education for these students is likely to be a trade school or vocational program. It is expected that these students will be able to participate in competitive employment in the general job market with only minimal assistance or support.

Purpose

The SPI is intended to supply the VI program with information about student performance across areas outlined on the IEP Addendum for Students with Visual Impairments. This information should be used to write IEP goals and objectives, as well as to provide support to the state required testing for VI students (Regional Student Performance Indicators, or RSPI). Once you have initial assessment information on your student, you should update information annually, just prior to the annual ARD date.

Many of the Performance Indicators are observable, with input from you, the student's O & M instructor, and other professionals familiar with the student. There is one exception to this—the section on Daily Living Skills will require input from home. You can either make a copy of this section and send it home to be filled in by the parent (be sure to include a self-addressed, stamped envelope), or you can call the parent and discuss this over the phone. If you send it home, you should highlight the grade level of the child and instruct the parent to respond to only those indicators.

Some of the lists of Performance Indicators do not give the detail you need to write an IEP (e.g. Performance Indicators for the Abacus). You can supplement these with checklists from other sources, for example, The KIT by Debra Sewell of TSBVI.

Please note that these lists are divided by compensatory skill areas, some of which will not apply to every student. For example, not all students will be using braille, an abacus, or a low vision device.

How to Complete the SPI

Begin by completing the sheet titled “Student Information”

Skip the sheet that says “Assessment Log” for now. You will come back to that once you have completed assessment.

If you will skip an assessment (because the whole list of skills do not apply) just note that somewhere at the top of the page.

For Students in the Full Independence Category

Note that each skill is divided by grade level. These were purposely made to be broad, due to the fact that individual children will respond within a range. Start at the grade level grouping of your student. In other words, begin a 5th grader at the 5-7 grade level, not lower. If your student is exiting a particular grade notation (e.g. is at the end of the 4th grade), you would expect him to have acquired the skill listed for the “2-4” grade level. However, if your student is just entering the 2nd grade, or is in the 3rd grade, you might not expect him to have acquired the skill noted in the “2-4” grade level. **DO NOT go beyond the functioning grade level of the child when filling in these sheets.** In other words, do not continue to mark skills past the 4th grade for a 4th grader.

For Students in the Semi-Independence Category

Because these students are functioning at least 2 grade levels below their actual grade placement, it is OK to mark the Performance Indicators which are 2 or more grade levels below. However, these students may have splinter skills in some areas which are more in line with their actual grade level. For example, a 7th grader who is actually reading on a 4th grade level may be assessed on the Writing section for 4th grade, but may have skills on the 7th grade level in Listening, Self Advocacy, Daily Living, etc.

Some of the Performance Indicators ask you to list curricula used with this student. This is important information for the next teacher.

In the Status column, “T” stands for “True” (the child has this skill), “F” stand for “False” (the child does not have this skill), and “N” stands for “Not applicable” (this skill does not apply to this particular child). Note that the skills that go beyond your student’s grade level will be left unmarked, rather than with an “N”.

“Date” is for the date you marked your status.

The “Comment” column is for any other comments you might add. For example, if you marked “N” on a skill, you would want to put a reason there.

Once you have completed assessing all the skills, go back to the Assessment Log at the front of the list and put a date of assessment in the boxes next to each compensatory skill area. This list will be updated each time you assess. To avoid making additional copies of the Compensatory Skill Areas when you reassess, you might consider using different color ink. Just be sure to note which color goes with which year.

Using the Assessment Results

As with any assessment results, you may need to prioritize the deficit areas to write IEP goals and objectives. The parents, other academic service providers, and at times the student can assist in this process. You may also notice that the needs of the student may affect the amount of service delivery outlined at the next ARD meeting. The following factors need to be considered when prioritizing goals and objectives:

1. Parents'/student's desires
2. Safety of the student
3. The skill will enable the student to maintain or achieve academic progress
4. The skill will enable the student to perform at a higher/more independent level
5. The skill will provide the framework for a host of other skills to follow.
6. No one else will address this skill
7. The skill will enable the child to behave in a more acceptable way
8. Members of the educational team see this skill as crucial
9. The skill is needed for employment

Remember to forward the SPI onto the next teacher or district if this student moves.

STUDENT INFORMATION

Student _____ Student I.D. # _____
Parents' Names _____ Address _____
Phone Numbers _____ (W) _____ (H)

Dates of Latest Assessments:

FVE/LMA's _____
Low Vision _____
O & M _____
Eye Reports _____
Hearing Tested within Last Year? Y/N Passed/Failed
State Mandated Testing: Reading-Pass/Fail
 Math-Pass/Fail
 Writing-Pass/Fail

Uses Following AT Devices:

Personnel Working with this Student:

VI _____ O&M _____
OT _____ Speech _____
PT _____

Registered with Agencies:

___ Commission f/t Blind Y/N Children's Caseworker _____
___ State Library Y/N
___ Recordings f/t Blind Y/N

SPI Assessment Log

Subject	Date	Date	Date	Date	Date	Date	Date	Date
Abacus								
Adaptive Devices								
Auditory/Listening								
Braille								
Career Readiness								
Daily Living/ Self Help								
Enlarged Print								
Low Vision Efficiency								
Optical Devices								
Recreation/Leisure								
Self Advocacy								
Social Skills								
Study/Organization								
Typing/Keyboard								
Writing								

Abacus

Grade Level	Performance Indicators	Status	Date	Comment
All	Uses abacus to perform math computations commensurate with grade level math class: K-1 st grade levels 2 nd -3 rd 4 th -5 th 6 th -7 th 8 th -9 th 10 th -12 th	T F N T F N T F N T F N T F N T F N		
K-1	Counts actual objects (fingers, blocks, household objects) 1 to 10	T F N		
K-1	Demonstrates an understanding of 1:1 correspondence	T F N		
K-1	Has mastered math concepts necessary for beginning use of the abacus (e.g. place value, simple computation in addition, subtraction)	T F N		
2-4	Counts numbers/objects from 1 up to 100	T F N		
2-4	Keeps personal math aids available for use in any setting	T F N		
2-4	The following curricula have been used with this student: _____ _____ _____ _____ _____	T F N		
5-7	Uses abacus to accurately perform the 4 basic math functions required to complete assignments	T F N		

Adaptive Devices

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Identifies basic functions of the Braillewriter and other technological devices	T F N		
K-1	Uses a tape recorder to access print materials	T F N		
2-4	Uses an adapted or non-adapted ruler and yardstick	T F N		
2-4	Uses assistive devices for adapting the environment (e.g., reading stand, high intensity lamp)	T F N		
2-4	Accesses assistive devices in the school library	T F N		
2-4	Listens to selected tapes for leisure reading	T F N		
2-4	Uses adaptive clock face/watch	T F N		
2-4	Accesses tactile graphics	T F N		
2-4	Stores and retrieves assistive devices when needed	T F N		
2-4	Uses appropriate input and output devices (e.g., Kurzweil, CCTV, tape player): _____ _____ _____ _____	T F N		
5-7	Uses adapted/non-adapted calculating device (computer, calculator, etc.) at grade level	T F N		
5-7	Uses adapted and/or non-adapted compass and protractor	T F N		
5-7	Gives all personal adapted devices appropriate care	T F N		
8-10	Regularly uses a computer (standard or adapted) or note taking equipment to produce written assignments	T F N		
8-10	Uses a graphing calculator (print or adapted) on a level commensurate with peers	T F N		
11-12	Reports on how to acquire, repair and maintain assistive academic device	T F N		

Auditory/Listening Skills

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Turns toward a voice or noise	T F N		
K-1	Reaches for or moves toward a noise stimulus	T F N		
K-1	Attends to environmental sounds	T F N		
K-1	Responds to auditory directions regarding safety (e.g., stop!)	T F N		
K-1	Locates a stationary sound	T F N		
K-1	Tracks a moving sound	T F N		
K-1	Identifies and labels environmental sounds	T F N		
K-1	Uses sounds to orient to the environment	T F N		
K-1	Responds to oral instructions in a variety of settings: home environments classrooms P.E. (e.g., gym, playing fields) outdoors (e.g. playground, yard, concourse) stores (e.g., grocery, mall, department)	T F N		
K-1	Follows along during oral reading activities	T F N		
2-4	Transforms auditory information into a read-back medium (e.g., takes a spelling test, writes down information as it is read aloud)	T F N		
5-7	Organizes auditory information into an abbreviated note taking medium which can be read later	T F N		
5-7	Organizes brief oral directions (e.g., homework assignments, telephone numbers, important dates) into a retrievable medium	T F N		
5-7	Accesses auditory formats on taped texts	T F N		
8-10	Practices active listening techniques on taped materials (e.g., takes written notes while listening to tapes)	T F N		

Braille

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Makes left to right exploration of lines on page	T F N		
K-1	Identifies basic shapes or objects (e.g., circle, square, box, ball)	T F N		
K-1	Explores pages of books tactually	T F N		
K-1	Understands that Braille and print in books tell a story	T F N		
K-1	Reads books in braille	T F N		
2-4	Reads and produces Nemeth Code for math assignments	T F N		
2-4	Demonstrates basic knowledge of spatial concepts on map/globes (e.g., top, bottom, right, left)	T F N		
2-4	Describes simple maps and interprets meaning (e.g., map of classroom)	T F N		
2-4	Reads and produces Braille code for assignments	T F N		
2-4	Reads back personal writing and edits personal writing	T F N		
2-4	Demonstrates knowledge of textbook formats (e.g. table of contents, pagination, index, glossaries)	T F N		
2-4	Accesses variety of formats which may be used on tests, worksheets, quizzes, TAAS, etc. (e.g., true/false, multiple choice, columns)	T F N		
2-4	Demonstrates basic chart and graph reading skills	T F N		
2-4	Reads and produces Nemeth code for math and science skills	T F N		
2-4	Uses reference materials (e.g., dictionaries) within the context of classroom assignments as needed.	T F N		
2 nd	Reads braille orally at _____wpm Reads braille silently at _____wpm			

Braille

Grade Level	Performance Indicators	Status	Date	Comment
3 rd	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			
4 th	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			
5-7	Accesses braille information in the school library on par with peers	T F N		
5-7	Expresses personal preferences for reading media and devices for specific subjects	T F N		
5-7	Scans braille text to determine organization, main topics, format, and quickly locate key points	T F N		
5 th	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			
6 th	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			
7 th	Reads braille orally at _____ wpm Reads braille silently at _____ wpm			

Career Readiness

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Names 5 occupations of community workers	T F N		
2-4	Identifies jobs held by persons with visual impairments	T F N		
2-4	Explains job (title and responsibilities) of 5 familiar adults (including parents)	T F N		
5-7	Participates in field trips to various agencies/businesses for introduction and exposure to services each provide	T F N		
8-10	Lists at least 5 possibilities for future employment	T F N		
8-10	Lists job requirements for personal service people (e.g., beautician, doctor)	T F N		
8-10	Explores specific job interests using aptitude or interest inventories	T F N		
8-10	Role plays personal interviews (e.g., for jobs, plays, services, etc.)	T F N		
8-10	Demonstrates beginning skills as an interviewee	T F N		
8-10	Gives at least 2 job responsibilities of various job classifications (e.g. secretary, custodian, teacher, postal worker)	T F N		
8-10	Tells what various community services and businesses do (e.g., lawyers, social workers, child care workers)	T F N		
8-10	Communicates personal interests within the framework of possible job exploration	T F N		
8-10	Lists vocational skills and education needed for at least 5 jobs/professions	T F N		
11-12	Completes forms/applications correctly	T F N		

Career Readiness

Grade Level	Performance Indicators	Status	Date	Comment
11-12	Writes at least one report on a job/worker in the community	T F N		
11-12	Reports personal vocational and life-style options	T F N		
11-12	Task analyzes at least 4 jobs and identifies potential personal job accommodation needs for each	T F N		
11-12	Explores training needs and work experience needed to achieve career goal	T F N		
11-12	Produces a sample resumé	T F N		
11-12	Solicits information on types of jobs and how to apply for them from appropriate personnel (e.g., store clerk)	T F N		
11-12	Reports pay scale range of 10-20 job types or careers	T F N		
11-12	Identifies resources for assistive technology to facilitate personal employment	T F N		
11-12	Lists various combinations of worker benefits (including health/life insurance, vacation time/pay, social security, workers compensation, etc.)	T F N		
11-12	Evaluates personal situations/skills for productive vocational decision	T F N		
11-12	Reports on available vocational services (i.e., counseling and placement)	T F N		
11-12	Secure references and recommendations	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	<u>Eating/Food</u>			
All	Eats using skills commensurate with peers, including use of knife or roll to push food onto fork	T F N		
K-1	Is able to unwrap packaged foods, (e.g., candy) before eating	T F N		
K-1	Identifies where specific foods are on plate	T F N		
K-1	Uses a fork, spoon, and knife correctly	T F N		
K-1	Uses appropriate table etiquette (e.g., uses a napkin, swallows before speaking)	T F N		
K-1	Turns face to speaker and maintains social interaction during mealtimes	T F N		
2-4	Shops at stores for groceries with caregivers	T F N		
2-4	Lists foods preferred from each food group	T F N		
2-4	Begins to eat difficult foods with some skill (e.g., hot dogs in buns, tacos in shells, ice cream cone, spaghetti, etc.)	T F N		
2-4	Serves own food at table	T F N		
2-4	Applies condiments to food independently	T F N		
2-4	Pours from a variety of containers without spillage	T F N		
2-4	Politely asks for explanation of food locations on plate that is presented without identification	T F N		
2-4	Measures both dry and liquid ingredients	T F N		
5-7	Safely operates a stove, microwave oven, and toaster	T F N		
5-7	Independently prepares a simple meal for self, such as a sandwich, soup and Beverage	T F N		
5-7	Asks for Braille menu and orders at restaurant (fast food and from waiter)	T F N		
5-7	Safely conducts tasks in kitchen (including	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	paring vegetables, cutting meat, using a can opener, transferring hot liquids)			
5-7	Uses the following actions to prepare foods: spoons, mixes, spreads, measures, pours, cuts	T F N		
8-10	Reads/follows recipes	T F N		
11-12	Handles food safely (i.e., defrosts foods, fully cooks, wraps/properly contains leftovers) and determines if food is safe to eat	T F N		
11-12	Plans a week of meals in advance	T F N		
	<u>Personal Health</u>			
2-4	Cooperates in eye care activities (e.g., keeps eye patch on, properly stores glasses or other optical devices	T F N		
2-4	Recognizes own personal care items from those of others	T F N		
2-4	Adheres to safety precautions in all eye care practices	T F N		
2-4	Reports own visual functioning and eye-care needs	T F N		
2-4	Knows symptoms and preventative practices regarding vision	T F N		
2-4	Uses labels on personal care items	T F N		
5-7	Knows the name of personal eye care specialist	T F N		
5-7	Generally explains how eyes work	T F N		
5-7	Skillfully inserts eye prosthesis, if applicable	T F N		
5-7	Attends to own eye care needs without reminders (e.g., optical devices, prosthesis, eye drops, medication)	T F N		
5-7	Asks questions of eye specialist for clarification of eye health care directions (e.g., medication, low vision devices)	T F N		
5-7	Recognizes and uses cosmetic techniques for improving appearance	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Recognizes a medical emergency (e.g., heart attack, choking)	T F N		
5-7	Describes dietary/nutritional principles	T F N		
5-7	Describes the physical changes in male and female bodies as they mature	T F N		
5-7	Can describe process of menstrual cycle and related personal care (female)	T F N		
8-10	Explains human reproductive process using models and graphics	T F N		
8-10	Differentiates among types of vision specialist (i.e., optometrist, optician, ophthalmologist)	T F N		
8-10	Contacts eye care specialist for specific vision problem	T F N		
8-10	Independently performs personal care activities (e.g., shaving, grooming, nail care, shoe care, clothing care)	T F N		
8-10	Gives the name of doctor and knows names and purpose of medications	T F N		
8-10	Participates in basic first aid class	T F N		
	<u>Home Management</u>			
K-1	Empties waste basket into larger trash container	T F N		
K-1	Replaces used items to proper places at home and school when prompted (e.g., educational materials, toys, clothes, trash)	T F N		
2-4	Demonstrates the ability to participate in the following household chores:			
	•laundry	T F N		
	•food preparation	T F N		
	•maintaining an organized living environment	T F N		
	•dishes	T F N		
2-4	Wipes up spills independently	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Recognizes household cleaning supplies and personal items by labels/markings	T F N		
2-4	Maintains regular organization of room and all personal belongings	T F N		
5-7	Labels, organizes, and stores household cleaning items	T F N		
5-7	Demonstrates safety in using electric and gas appliances	T F N		
5-7	Safely operates household appliances (including vacuum, dishwasher, washer/dryer)	T F N		
5-7	Demonstrates system for organizing storage areas and personal work space	T F N		
5-7	Maintains personal address/phone directory	T F N		
8-10	Assists in household repairs	T F N		
8-10	Demonstrates safe use of household tools and supplies (e.g. shovel, rake, hammer, screw driver)	T F N		
8-10	Cleans floors independently	T F N		
8-10	Helps mow lawn and other yard work	T F N		
8-10	Performs basic household chores on a weekly basis (i.e., vacuums, dusts, mops, washing laundry)	T F N		
8-10	Operates various special appliances (i.e., can opener, sewing machine, coffee/tea brewer, popcorn maker, food processor)	T F N		
8-10	Labels, organizes and maintains an organization for household utensils, tools and supplies	T F N		
11-12	Assists in cleaning stove/refrigerator on regular basis (i.e., every 6 months)	T F N		
11-12	Assists in minor home repairs (e.g., replacing fuses and washers, using a screwdriver and	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	hammer)			
11-12	Determines when to call for assistance for various home repairs	T F N		
11-12	Operates household climate control devices (i.e., fireplace, portable room heater/air conditioner, thermostat)	T F N		
11-12	Uses and cares for fire alarms, smoke detectors, fire extinguisher, etc.	T F N		
	<u>Dressing/Clothing</u>			
K-1	Dresses self, including Velcro ®, zippers, shoe laces	T F N		
K-1	Knows what clothing is appropriate for different weather conditions	T F N		
K-1	Places soiled clothes in appropriate place	T F N		
K-1	Helps to select clothing	T F N		
K-1	Identifies clothing colors by labels or markings	T F N		
2-4	Color coordinates own clothes	T F N		
5-7	Participates in purchasing own clothing	T F N		
8-10	Sews on buttons and makes simple repairs to own clothing	T F N		
8-10	Manages own clothing:			
	•sorts for laundry	T F N		
	•washes, dries and folds	T F N		
	•stores in drawers/closet	T F N		
	•irons	T F N		
	<u>Hygiene/Appearance</u>			
All	Takes care of personal hygiene needs with assistance	T F N		
K-1	Combs own hair	T F N		
K-1	Brushes own teeth	T F N		
K-1	Bathes self	T F N		
5-7	Labels, organizes and maintains own order for	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	personal items			
5-7	Combs and styles own hair (with assistance in styling)	T F N		
5-7	Discusses effect of personal dress or demeanor on others (e.g., hygiene, body language)	T F N		
8-10	Applies own makeup and nail polish (female)	T F N		
11-12	Makes appointments with personal service persons (e.g., hair stylist/barber)	T F N		
	<u>Service Agencies</u>			
5-7	Registers with the State Library to borrow books	T F N		
8-10	Can list names of agencies that are personally helpful	T F N		
8-10	Orders book titles independently from State Library/Recordings for the Blind	T F N		
8-10	Knows more than 1 agency that supplies adapted materials, and explains procedures for acquiring them	T F N		
8-10	Keeps a file on vendors for purchasing/repairing materials and equipment	T F N		
8-10	Communicates on a scheduled basis with TCB transition caseworker	T F N		
	<u>Consumerism</u>			
K-1	Sorts and matches coins	T F N		
K-1	Identifies coins by value	T F N		
K-1	Visits stores to become familiar with variety of brand names and costs of everyday items	T F N		
2-4	Pays for purchases (e.g., candy/toy)	T F N		
2-4	Uses coin operated machines correctly (phones, vending, etc.)	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Manages an allowance	T F N		
5-7	Correctly rounds off money amounts	T F N		
5-7	Plans spending/saving strategy for allowance and/or salary	T F N		
5-7	Handles own money in making purchases	T F N		
5-7	Checks on value of bills received from strangers (asking verbally is OK)	T F N		
5-7	Estimates total cost of purchase	T F N		
5-7	Orders meal at fast food restaurants or cafeterias	T F N		
8-10	Shops with supervision for personal and family items in familiar stores	T F N		
8-10	Tells how to obtain clothing/house hold items in local community (e.g., names and locations of stores, types of services and merchandise offered)	T F N		
8-10	Demonstrates money management skills in paying bill and tip at a restaurant	T F N		
8-10	Shops in unfamiliar store, seeking assistance to locate basic items (with supervision)	T F N		
8-10	Organizes money in own wallet for retrieval (single dollar bills, five's, ten's, etc.)	T F N		
8-10	Compares prices/quality of merchandise	T F N		
8-10	Makes change up to \$20	T F N		
11-12	Plans and follows a budget	T F N		
11-12	Uses banking services (e.g., checking, savings, etc.)	T F N		
11-12	Makes change for large purchases (under \$100)	T F N		
11-12	Lists pros and cons of credit and debit cards	T F N		
11-12	Operates an ATM machine commensurate with	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	peers			
11-12	Can purchase items: •over the phone •on internet •from catalog	T F N		
11-12	Correctly uses a calculator and/or abacus in daily living situations	T F N		
11-12	Reports relative costs of daily living (e.g., housing/food)	T F N		
11-12	Sends equipment to appropriate service centers for repairs	T F N		
11-12	Keeps and organizes a shopping list in a read-back format	T F N		
	<u>Safety</u>			
K-1	Cites dangers of fires, hot stoves, playing with matches, etc.	T F N		
K-1	Tells correct purpose for and response to a fire alarm/smoke detector	T F N		
K-1	Demonstrates the safety procedures associated with: •sharp objects •heat producing appliances •breakable items •slippery surfaces •medication •poisonous substances •food handling •noxious odors •other (List)	T F N		
K-1	States home address and phone number	T F N		
K-1	Gives names of parents/caregivers	T F N		
K-1	Safely plugs in/unplugs appliances appropriate for age	T F N		
2-4	Adheres to safety precautions in all eye care practices	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Knows emergency terminology (i.e., can correctly describe emergency situations for 911 calls)	T F N		
2-4	Give directions to own home	T F N		
2-4	Knows safety precautions in the event of emergency (e.g., fire, storm, tornado, burglary, or car accident)	T F N		
5-7	Demonstrates function, appropriate use, and dangers of common house hold appliances (e.g., stove, microwave, toaster oven, fans)	T F N		
5-7	Negotiates door latches and locks	T F N		
5-7	Safely operates household appliances (including vacuum, dishwasher, washer/dryer)	T F N		
5-7	Reports on where and how to obtain emergency assistance (e.g., police, fire department, ambulances service)	T F N		
5-7	Demonstrates safety in using electric and gas appliances	T F N		
5-7	Demonstrates basic first aid	T F N		
5-7	Recognizes a medical emergency (e.g., heart attack, choking)	T F N		
8-10	Safely retrieves, uses, and stores potentially harmful materials (cleaners, pesticides)	T F N		
	<u>Telephone</u>			
K-1	Answers telephone appropriately	T F N		
K-1	Knows how to touch/dial 911 or emergency number	T F N		
2-4	Accesses telephone number of friends using personal directory	T F N		
5-7	Uses telephone for information/assistance (e.g., directory information, time, emergencies)	T F N		
5-7	Takes and records messages in read-back medium	T F N		

Daily Living /Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Places directory assisted and non-assisted long distance calls	T F N		
8-10	Uses phone to access information (travel, library, etc.)	T F N		
8-10	Knows how a telephone credit card and calling card work	T F N		

Enlarged Print

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Explores properties of a magnifier in relation to print	T F N		
K-1	Accesses a variety of print formats	T F N		
K-1	Has system to write math problems and/or record answers	T F N		
K-1	Reads back personal writing	T F N		
2-4	Accesses print information in the school library	T F N		
2-4	Demonstrates basic map, chart, and graph reading skills	T F N		
5-7	Uses variety of reading devices (e.g., magnifier, CCTV, etc.) to develop reading flexibility with regular print	T F N		
5-7	Develops a method for identifying mathematic notations (including fractions, decimals, percentages, etc.)	T F N		
5-7	Reports print size needed for optimal personal efficiency	T F N		
5-7	Accesses variety of formats which may be used on tests, worksheets, TAAS, etc. (e.g. true/false, multiple choice, columns)	T F N		

Low Vision Efficiency Training

Grade Level	Performance Indicators	Status	Date	Comment
	Identifies basic shapes of objects (e.g., circle, square, box, ball)	T F N		
	Explores pages of books visually	T F N		
	Shows evidence of beginning to use environmental cues (to make efficient use of vision)	T F N		
	Identifies common environmental objects in: Home (windows, vents, furniture, etc.) Yard (driveway, garbage can, swings, etc.) School (bookshelves, water fountain, etc.) School yard (playground equipment, fence)	T F N		
	Visually locates various targets	T F N		
	Visually follows a variety of moving objects	T F N		
	Identifies both primary and secondary colors of common environmental objects at various distances	T F N		
	Visually traces a variety of stationary lines in the environment	T F N		
	States conditions in which he/she can see best	T F N		
	Explains what can be seen/not seen indoors and outdoors; up close and at a distance	T F N		
	Demonstrates the ability to use low vision techniques that are personally effective	T F N		
	Expresses situations in which glasses and low vision devices are useful	T F N		
	Uses skills for modifying environment (e.g., increasing or modifying illumination for specific task)	T F N		
	Visually identifies critical features and shapes of common environmental objects at different distances	T F N		
	Demonstrates the ability to employ techniques learned for maximizing personal near and distance vision	T F N		

Optical Devices

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Expresses preferences for types of learning materials/learning formats presented by parent/teacher	T F N		
K-1	Explores properties of personal low vision devices within the context of non-academic activities (e.g., hobbies, games)	T F N		
K-1	Begins to recognize situations in which an optical device is helpful	T F N		
K-1	Takes proper care of optical devices including safe storage	T F N		
2-4	Demonstrates basic knowledge of spatial concepts on maps (e.g., top, bottom, right, left)	T F N		
2-4	Initiates use of personal optical devices	T F N		
2-4	Incorporates telescopic device in identifying various signs within environment	T F N		
2-4	Independently accesses materials presented the classroom: <ul style="list-style-type: none"> •textbooks •chalkboard •over head projector •maps 	T F N		
2-4	Copies materials presented at a distance	T F N		
2-4	Copies materials presented up close	T F N		
2-4	Demonstrates map, chart, and graph reading skills as presented in educational environments	T F N		
2-4	Demonstrates the ability to use low vision devices and techniques in activities of daily living	T F N		
2-4	Reads back personal writing	T F N		
5-7	Explains why particular visual device or technique is ineffective for given purpose	T F N		
5-7	Uses reference materials (e.g., glossaries, dictionaries) as needed in all reading mediums	T F N		

Recreation/Leisure

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Uses adaptive techniques (e.g., having a buddy when playing tag, asking a peer or adult to clap hands at finish line or relay game, etc.) in order to participate with sighted peers	T F N		
K-1	Utilizes adapted games/materials during classroom freetime	T F N		
2-4	Understands game strategies/patterns of popular ball games (e.g., softball, football)	T F N		
2-4	Uses variety of adapted and non-adapted materials and equipment for play	T F N		
5-7	Lists social activities available in neighborhood (dancing lessons, scouts, or clubs)	T F N		
5-7	Asks for assistance in a socially acceptable manner during leisure time activities	T F N		
5-7	Lists community activities for visually impaired persons (e.g., goal ball, beep baseball)	T F N		
8-10	Lists resources to obtain recreational reading materials	T F N		
8-10	Lists an array of hobbies and leisure activities in which she/he can participate	T F N		

Self Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Describes self as blind, visually impaired, or with other words to illustrate sensory abilities/disabilities	T F N		
K-1	Politely rejects unneeded assistance	T F N		
K-1	Practices answering questions that would be asked by an eye care specialist (role play w/ VI teacher)	T F N		
K-1	Tells teacher when he/she does not understand what has been presented	T F N		
K-1	Asks caregivers, teachers, peers, etc. for assistance when needed	T F N		
K-1	Politely requests assistance in new settings	T F N		
2-4	Indicates personal needs for adaptations (i.e., asking teacher to verbalize chalkboard writing, preferences for learning materials and formats)	T F N		
2-4	Answers questions about being visually impaired in a polite manner	T F N		
2-4	Asks for academic materials/equipment to appropriately match personal needs	T F N		
2-4	Communicates eye fatigue and/or time limits during reading activities	T F N		
5-7	Explains personal visual restrictions and side effects (e.g., personal time limits for sustained reading)	T F N		
5-7	Participates in selecting braille to be made available in the school library	T F N		
5-7	Uses problem solving methods when equipment malfunctions	T F N		
5-7	Tells unique needs to unfamiliar adults/peers	T F N		

Self Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Communicates visual diagnosis in lay terms	T F N		
5-7	Communicates limitations in specific sports (e.g., contact sports) due to etiology/doctor's recommendations	T F N		
5-7	Orders book titles independently from State Library/Recordings for the Blind	T F N		
5-7	Communicates need for creating/seeking an environment which has fewer auditory distractions	T F N		
5-7	Express preferences for learning materials and formats presented in a variety of environments (e.g., braille menu, adapted software)	T F N		
8-10	Independently selects from available adaptive materials relevant for learning situations	T F N		
8-10	Knows more than 1 agency that supplies adapted materials, and explains procedures for acquiring them	T F N		
8-10	Knows names of community agencies likely to address health and social needs (e.g. TCB caseworker, RFB, Tx State Library, eye doctor, technology provider)	T F N		
8-10	Locates own adapted textbooks	T F N		
8-10	Maintains list of sources and procedures for obtaining adapted books, magazines, newspapers	T F N		
8-10	Asks for clarification when seeking information	T F N		
8-10	Solicits information/assistance from appropriate persons in various settings	T F N		
8-10	Objectively evaluates self (e.g., strengths,	T F N		

Self Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
	weaknesses, interests) in relation to job opportunities			
8-10	Demonstrates, through role play the difference between being assertive and being aggressive	T F N		
8-10	Demonstrates an understanding of the registration process for the Library for the Blind and Physically Handicapped	T F N		
8-10	Gives the name of own regional rehabilitation counselor from Commission for the Blind	T F N		
11-12	Personalizes own reading needs by securing a personal reader, including advertising, hiring, instructing, and guiding	T F N		
11-12	Reports on the public and private services available for the visually impaired (including Commission for the Blind, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, Medicaid and all Social Services programs)	T F N		
11-12	Articulates personal goals	T F N		
11-12	Plans for self-improvement activities to master independent living and social skills	T F N		
11-12	Schedules appointments and uses services of personal service people (e.g., doctors, dentists)	T F N		
11-12	Defines community services and businesses (e.g., lawyers, social workers, childcare workers)	T F N		
11-12	Reports relationship between personal eye pathology and actual vision functioning	T F N		
11-12	Is aware of personal progressive symptoms	T F N		

Self Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
11-12	Reports on steps to be taken if visual problems arise	T F N		
11-12	Discusses applicable genetic tendencies	T F N		

Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Plays age-appropriate games enjoyed by peers	T F N		
All	Tells what types of behaviors are socially acceptable in private versus public settings (e.g. no scratching, combing hair, picking at face, nose picking in public)	T F N		
All	Demonstrates age-appropriate behavior at social gatherings	T F N		
All	Respects personal space of others	T F N		
All	Uses appropriate manners (e.g., please, thank you)	T F N		
K-1	Initiates a conversation and/or activities with peers/adults	T F N		
K-1	Takes turns when playing with other children	T F N		
K-1	Shares a toy with others	T F N		
K-1	Uses cues from peers/adults/environment in order to interact with others	T F N		
K-1	Is alert to strangers and inappropriate requests	T F N		
K-1	Demonstrates a full range of emotions and response behaviors (e.g., giving a hug, shaking hands, smiling, frowning, and anger, etc.)	T F N		
K-1	Initiates contact with peers	T F N		
2-4	Listens without interrupting	T F N		
2-4	Realizes other children may see differently	T F N		
2-4	Asks for assistance from others if needed	T F N		
2-4	Uses advice or assistance of others	T F N		

Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Demonstrates resourceful problem solving	T F N		
2-4	Works/plays cooperatively with peers	T F N		
2-4	Uses adaptations and modifications in toys and games to accommodate participation	T F N		
2-4	Offers to contribute and help within small groups	T F N		
2-4	Accesses telephone numbers of friends using personal directory	T F N		
2-4	Uses telephone for social purposes	T F N		
2-4	Plays simple games (e.g., board games, cards, dominoes)	T F N		
2-4	Participates in group and individual games that require movement in open space	T F N		
2-4	Knows physical similarities and differences of boys and girls	T F N		
2-4	Makes eye contact according to cultural norms	T F N		
2-4	Answers questions about being visually impaired	T F N		
2-4	Initiates conversation/activities with peers	T F N		
2-4	Initiates conversation/activities with adults	T F N		
2-4	Tries to reduce or eliminate stereotypic behaviors	T F N		
2-4	Faces person speaking	T F N		
2-4	Tells unique needs to unfamiliar adults in school setting with confidence (e.g. substitute teacher)	T F N		
5-7	Is cooperative in assisting others	T F N		

Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Demonstrates age-appropriate conversational skills	T F N		
5-7	Seeks out social contacts with sighted peers during and after school	T F N		
5-7	Arranges for transportation to social functions	T F N		
5-7	Participates in after-school neighborhood or social activities (e.g., plays with others, group skating, dancing lessons, scouts or clubs)	T F N		
5-7	Uses correct telephone etiquette	T F N		
5-7	Politely request assistance in new settings	T F N		
5-7	Shakes hands when greeting an adult	T F N		
5-7	Uses learned body and hand movements, such as head nods and minimal hand gestures	T F N		
5-7	Knows when to seek assistance	T F N		
5-7	Initiates conversation with new acquaintances	T F N		
5-7	Cooperates in team activities (sports and educational)	T F N		
5-7	Establishes appropriate eye contact, posture, head position and control	T F N		
5-7	Participates in school activities (e.g., dances, clubs)	T F N		
8-10	Participates in extracurricular and community activities	T F N		
8-10	Appropriately solicits others' cooperation/assistance	T F N		

Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Puts others at ease concerning visual impairment	T F N		
8-10	Demonstrates appropriate skills required in a variety of social situations (e.g., dinner party, school activities, large gatherings)	T F N		
8-10	Demonstrates ability to be confident/assertive without being aggressive in communication	T F N		

Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Demonstrates basic grade level map, chart, and graph reading skills	T F N		
All	Is prepared as activities begin	T F N		
All	Demonstrates methods and techniques for effectively organizing personal spaces	T F N		
All	Uses appropriate scanning techniques in primary reading medium	T F N		
K-1	Demonstrates ability to use the library on a level commensurate with peers	T F N		
K-1	Takes responsibility for independently storing and retrieving personal items when prompted (e.g., books, lunch, gym shoes, coat, etc.)	T F N		
K-1	Identifies a calendar and describes what it tells	T F N		
K-1	Keeps desk/personal areas organized	T F N		
K-1	Utilizes backpack	T F N		
K-1	Accesses recreational materials during unstructured time	T F N		
2-4	Develops methods needed to complete classroom assignments (e.g., assignment sheets)	T F N		
2-4	Gives care to academic materials, equipment, and assistive devices in personal possession	T F N		
2-4	Labels or marks personal care items	T F N		
2-4	Demonstrates ability to use a watch/clock	T F N		
2-4	Utilizes tools to organize papers (e.g., stapler, paper clips)	T F N		

Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Accesses table of contents, index, glossary, page numbers, encyclopedia, dictionary	T F N		
5-7	Takes notes and accesses them	T F N		
5-7	Identifies resources for adapted materials	T F N		
5-7	Keeps a schedule of activities for the day, week, and month	T F N		
5-7	Identifies key words, dates, definitions in text books, and in lectures	T F N		
5-7	Plans work schedule for studies and class projects	T F N		
5-7	Labels, organizes and maintains an organization for supplies and personal items	T F N		
5-7	Utilizes an organizational system for papers, such as notebook binder and pocket folders with indexing tabs	T F N		
5-7	Maintains personal address/phone directory	T F N		
5-7	Writes consistent signature	T F N		
5-7	Demonstrates the ability to give a speech using personally prepared notes (written in read-back medium)	T F N		
8-10	Orders adapted resources	T F N		
8-10	Orders book titles independently from State Library/Recordings for the Blind	T F N		
8-10	Specifies materials needed within reasonable time (i.e., plans ahead)	T F N		
8-10	Receives and returns books, tapes, and disks independently through the mail	T F N		
8-10	Obtains readers in the public school	T F N		

Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Completes long-term projects by analyzing tasks, organizing them, acquiring materials, and managing time	T F N		
8-10	Makes read-back lists for organization and planning	T F N		

Keyboard

Grade Level	Performance Indicators	Status	Date	Comment
All	Utilizes keyboard for computer functions commensurate with educational setting	T F N		
5-7	Uses touch typing technique at ___ wpm	T F N		
5-7	Produces assignments in a variety of formats utilizing computer	T F N		

Writing

Grade Level	Performance Indicators	Status	Date	Comment
All	Written output method(s) used: _____ (grades K-1) _____ (grades 2-4) _____ (grades 5-7) _____ (grades 8-10) _____ (grades 11-12)			
K-1	write his/her own name and other important words	T F N		
K-1	write each letter of the alphabet, both capital and lowercase	T F N		
K-1	write messages that move left-to-right and top-to-bottom on the page	T F N		
K-1	dictate messages such as news and stories for others to write	T F N		
K-1	use available technology to compose text	T F N		
K-1	write to record ideas and reflections	T F N		
K-1	use resources to find correct spellings, synonyms, and replacement words	T F N		
2-4	write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain	T F N		
2-4	gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing	T F N		
2-4	use resources to find correct spellings, synonyms, and replacement words	T F N		
2-4	develop drafts	T F N		
2-4	edit for appropriate grammar, spelling, punctuation, and features of polished writings	T F N		

Writing

Grade Level	Performance Indicators	Status	Date	Comment
2-4	use available technology for aspects of writing, including word processing, spell checking, and printing	T F N		
2-4	take simple notes from relevant sources such as classroom guests, information books, and media sources	T F N		
2-4	compile notes into outlines, reports, summaries, or other written efforts using available technology	T F N		
2-4	use resources to find correct spellings and spell accurately in final drafts	T F N		
2-4	proofread his/her own writing	T F N		
4 th	write to influence such as to persuade, argue, and request	T F N		
4 th	write to inform such as to explain, describe, report, and narrate	T F N		
4 th	write to entertain such as to compose humorous poems or short stories	T F N		
4 th	capitalize and punctuate correctly	T F N		
4 th	write in complete sentences, varying the types such as compound and complex	T F N		
4 th	develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	T F N		
4 th	use available technology to support aspects of creating, revising, editing, and publishing texts	T F N		
4 th	select and use reference materials and resources as needed for writing, revising, and editing final drafts	T F N		
5-7	write to influence such as to persuade,	T F N		

Writing

Grade Level	Performance Indicators	Status	Date	Comment
	argue, and request			
5-7	write to inform such as to explain, describe, report, and narrate	T F N		
5-7	write to entertain such as to compose humorous poems or short stories	T F N		
5-7	capitalize and punctuate correctly use resources to find correct spellings and spell accurately in final drafts	T F N		
5-7	write in complete sentences, varying the types such as compound and complex	T F N		
5-7	develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	T F N		
5-7	use available technology to support aspects of creating, revising, editing, and publishing texts	T F N		
5-7	proofread his/her own writing	T F N		
5-7	select and use reference materials and resources as needed for writing, revising, and editing final drafts	T F N		
5-7	correspond with peers or others via e-mail or conventional mail	T F N		
5-7	take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches	T F N		
8-10	write in complete sentences, varying the types such as compound and complex sentences	T F N		
8-10	follow accepted formats for writing research, including documenting sources	T F N		
8-10	organize and record new information in systematic ways such as notes, charts, and graphic organizers	T F N		

Writing

Grade Level	Performance Indicators	Status	Date	Comment
8-10	produce research reports and projects in various formats and audiences	T F N		
8-10	write in a variety of forms using effective word choice, structure, and sentence forms	T F N		
8-10	use technology for aspects of creating, revising, editing, and publishing	T F N		
8-10	produce error-free writing in the final draft	T F N		
8-10	compile information from primary and secondary sources in systematic ways using available technology;	T F N		
10 th	write persuasively; write to report and describe; and write poems, plays, and stories	T F N		
11-12	write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories	T F N		
11-12	proofread writing for appropriateness of organization, content, style, and conventions	T F N		
11-12	use technology for aspects of creating, revising, editing, and publishing texts	T F N		
11-12	produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	T F N		
11-12	compile information from primary and secondary sources in systematic ways using available technology	T F N		
11-12	use writing as a study tool to clarify and remember information	T F N		

Writing

Grade Level	Performance Indicators	Status	Date	Comment
11-12	<p>compile written ideas and representations into reports, summaries, or other formats and draw conclusions</p> <p>Note about Writing</p> <p>Whereas Writing is not considered a compensatory skill for students with visual impairments, it is an area that often requires modifications and different strategies for learning. These Performance Indicators were gleaned from the Writing TEKS for the state of Texas, and are not all encompassing. The indicators selected for the SPI in writing may involve collaboration between the VI teacher and Language Arts teacher, as vision may be a factor in the acquisition of these skills. In other words, we are suggesting you have check-points through the year to make sure the student is learning these skills. If (s)he is not, you and the Language Arts teacher will need to plan a way to make that happen (e.g. Content Mastery; Modifications and/or Strategies for Vision; Resource Classroom)</p>	T F N		