

**Figure 4.13**

**IDENTIFYING VISUAL STRENGTHS**

- 11-14 = Excellent
- 8-10 = Good
- 5-7 = Moderate
- 0-4 = Poor to Fair

***The student can:***

- \_\_\_ 1. follow simple instructions that are written and/or drawn
- \_\_\_ 2. place four to six pictures in proper story sequence
- \_\_\_ 3. recall a phone number after seeing it a few times
- \_\_\_ 4. concentrate on a visual activity for fifteen to 30 minutes
- \_\_\_ 5. concentrate on a visual task when a visual distraction is presented
- \_\_\_ 6. work on a visual task without looking away or rubbing his/her eyes
- \_\_\_ 7. recall words after seeing them a few times
- \_\_\_ 8. remember and understand words accompanied by a pictorial representation
- \_\_\_ 9. read words without confusing the order of the letters (e.g., reading “spot” for “stop”)
- \_\_\_ 10. discriminate between/among letters that look alike (e.g., “m” and “n” or “c,” “e,” and “o”)
- \_\_\_ 11. discriminate between/among words that look alike (e.g., “fill” and “full” or “that” and “what”)
- \_\_\_ 12. discriminate between/among letters and/or words that are mirror images (e.g., “b” and “d” or “saw” and “was”)
- \_\_\_ 13. spell words easily that do not have a direct sound-symbol correspondence and must be recalled visually (e.g., “straight,” “glue,” “knuckle”)
- \_\_\_ 14. read small print and understand drawings with intersecting lines, such as graphs, maps, or musical notes on a staff