

VTAAP FORM 2: ENTRY POINT DECLARATION

Hard copy form (do not send to VTDOE)

Please check one box for each of the following sections regarding the student's current skills and abilities in the areas of hearing, vision, communication, reading and writing. This information will be used to help determine the student's level of symbolic development, establish expectations for student products, and to connect SETs with resources relevant to their student's needs. The SET may also choose to use the information in this section as part of the statement of present levels of academic and functional performance in the student's IEP.

Hearing

Information about the child's hearing is based on ...

- Formal hearing evaluation within last 18 months
- Formal hearing evaluation more than 18 months ago
- Hearing screening results
- Informal observations of school and family

Please check the statement that best describes the student's hearing:

- Test results indicate hearing within normal limits
- Test results indicate mild or moderate hearing loss
- Test results indicate severe to profound hearing loss
- Test results indicate auditory processing disorder
- No formal testing has been conducted, but suspect student does not have hearing differences or impairment
- No formal testing has been conducted, but suspect student has mild hearing differences or impairment
- No formal testing has been conducted, but suspect student has significant hearing differences or impairment

The student:

- Does not require any hearing amplification/aids
- Does not have required/recommended amplification/aids
- Has hearing aids
- Has amplification (e.g., FM) system

Vision

Information about the child's vision is based on ...

- Formal visual acuity evaluation within last 18 months
- Formal visual acuity evaluation more than 18 months ago
- Cortical Visual Impairment (CVI) assessment
- Vision screening results
- Informal observations of school and family

Please check the statement(s) that best describe the student's visual abilities:

- Test results indicate visual acuity within normal limits
- Test results indicate impairment in visual acuity
- Test results indicate cortical visual impairment (CVI)
- No formal testing has been conducted, but suspect student does not have vision differences or visual

impairment

- No formal testing has been conducted, but suspect student does have vision differences or visual

The student:

- Does not require any corrective lenses (e.g., glasses, contact lenses)
 Does not have required/recommended corrective lenses (e.g., glasses, contact lenses)
 Has corrective lenses (e.g., glasses, contact lenses)
 Requires visual accommodations related to CVI

Expressive Communication Modes

- | | |
|--|--|
| <input type="checkbox"/> spoken words | <input type="checkbox"/> gestures |
| <input type="checkbox"/> written text/words* | <input type="checkbox"/> eye pointing |
| <input type="checkbox"/> line drawings* | <input type="checkbox"/> actions |
| <input type="checkbox"/> sign | <input type="checkbox"/> vocalizations |
| <input type="checkbox"/> photos | <input type="checkbox"/> facial expression |
| <input type="checkbox"/> objects | <input type="checkbox"/> body posture |

* *may be used as part of a speech device*

Reading Skills and Tools

- reads conventional reading material*
 reads transitional reading material*
 reads simple 2-3 word sentences*
 reads or recognizes single words
 reads or recognizes CVC words
 knows some letter names or sounds
 knows familiar logos
 knows letters are different from pictures
 knows letters are different from objects

* *Student may use his/her existing communication modes to answer comprehension questions as a demonstration of their reading skills if they are not able to speak.*

Writing Skills and Tools

Student uses:

- writing tools - pencil, pen, marker
 keyboard (electronic, adapted, or paper-based)
 on-screen keyboard (with mouse, touch-screen)
 letter manipulatives (letter tiles, cards, on eye-gaze frame)
 Writes many words, combines words into sentences, may combine 2+ sentences
 Writes many words, may combine 2+ words into sentences
 Writes words using conventional and developmental spelling
 Writes some recognizable words using developmental spelling
 Writes some recognizable letters (using pencil/pen)
 Writing beginning to look different from drawing (using pencil/pen)
 Independent exploration of writing tools/process; specific letters not yet identifiable (using pencil/pen)

SECTION B: ENTRY POINT LEVELS

Entry Points: Based on the information in Section A, the appropriate GE entry point level for all content strands has been identified below.

- Students who qualify at Level A typically communicate by using some sort of symbolic communication system: speech, signs, text, line drawings, photos etc. In addition, students at Level A have at least some basic reading abilities and may also be able to write
- Students who qualify at Level B typically communicate by using symbols of any kind: speech, signs, line drawings, photos etc. Students at Level B may know some letters or differentiate text from illustrations.
- Students who qualify at Level C typically communicate by using vocalizations, actions, gestures, eye point, facial expressions, change in muscle tone, etc. Students at Level C may have a beginning awareness of text as meaningful.

**Please note that student products that demonstrate clear evidence of the student's capacity to read and/or write may be scored at the higher appropriate level OR disqualified as a product.*