

A screening results log, two functional vision capacity checklists (near vision and tracking, far vision and lighting), an equipment and supports inventory, a classroom accommodation quick-reference, and a referral and follow-up tracker. Fillable PDF.

EXAMPLE

A Filled Screening Log Row, Checklist and Referral

Maya is inverted, and so is every mark on this page. Every count in the summary can be re-counted from the rows above it.

Vision screening results (page 5) — Maya T., grade 4 (inverted)

DATE	SCRENER / NURSE	SCREENING METHOD	RESULT, AS RECORDED	REFERRED?	PARENT NOTIFIED?
9/17	K. Nguyen, school nurse (inverted)	Distance, proximal, distance and near screening	Nurse noted difficulty identifying smaller symbols on the distance chart with the right eye; near screening within routine range	Y	9/18

The result column is what the nurse recorded; this page does not turn it into a pass or fail mark of its own.

Functional vision capacity checklists (pages 6–7) — 5 of 7 items shown here were marked observed

ITEM (NEAR TRACKING)	OBSERVED?	WHAT WAS OBSERVED	ITEM (FAR TRACKING / LIGHTING)	OBSERVED?	WHAT WAS OBSERVED
Typical distance materials are held from the eyes during near tasks	Y	Holds the worksheet about four inches from her face	Reads material from the board or screen from the assigned seat	N	Asked to move to the front row during math
Holds flip or turns to one side during reading or writing	N	–			
Squints, blinks rapidly, or closes one eye during near tasks	Y	–	Squints or shields eyes in bright light, including overhead lighting	Y	Shields eyes with her hand near the classroom windows
Looks down or away from the face words most passages	Y	–			
Uses a finger, marker, or straightedge to track along a line	Y	Uses a finger on every reading task observed			

Near vision and tracking: 4 of 5 items were observed. Far vision and lighting: 1 of 2 shown were observed. $4 + 1 = 5$ of 7 total. Every mark describes a behavior, none of them a condition.

Every result on these pages is what a screener, a nurse, or an observer recorded or saw. No page on this file scores a screening, names a condition, or sets a threshold.

IF YOU NEED TO	USE	WHERE
A screening just happened and the result needs to be on file	Vision Screening Results Log	Page 5
You want to describe how a student uses near vision in class — reading, writing, worksheets — and whether their eyes track together	Functional Vision Capacity Checklist, Near Vision and Tracking	Page 6
You want to describe how a student uses far vision, the board, or how they respond to light and glare	Functional Vision Capacity Checklist, Far Vision, Lighting and Environment	Page 7
You need to record what glasses, devices, or seating are already reported in use	Vision Equipment and Supports Already in Use	Page 8
The team is discussing classroom accommodations and wants a starting list	Classroom Accommodation Quick-Reference	Page 9
A referral is going out, or one is already open and needs an update	Referral and Follow-up Tracking Log	Page 10
You need the whole caseload on one page, or the compliance picture for the year	Student Roster and Annual Screening Compliance Tracker	Pages 11–12
Something happened that does not fit a checklist box	Narrative Observation Notes	Page 13

The rule every page in this file follows

A screening result is what the screener or nurse recorded, printed in a column that says so. A functional vision row is what was observed — how materials were held, whether the eyes tracked together, whether the student squinted — never why, and never a name for a condition. No page in this file sets a passing score, names a condition, or states an eligibility rule.

What this file is not

Not a vision test and not a substitute for one. Not a source of eligibility criteria, acuity thresholds, or a clinical finding. Whether a result or a set of observations means a student needs a formal evaluation is a decision for the school nurse, the family, and an eye care professional — never this file.

How the paper moves through a screening cycle

WHEN	WHAT
Screening day	Results log (5) gets one row per student screened; the roster (11) is updated with the date
If a follow-up look is needed	Functional vision checklists (6, 7) and the equipment inventory (8) go with the observer into the classroom
If a referral goes out	Referral log (10) opens a row; the accommodation reference (9) supports the meeting; the compliance tracker (12) is updated at term's end

LOG KEPT BY

Vision Screening and Functional Vision Assessment Data Sheets

Functional Vision Capacity Checklist — Near Vision and Tracking

Observable classroom behavior only: how materials are held, whether the eyes track a moving target together. No row states why, and no row names a condition.

STUDENT

OBSERVER

DATE / SETTING

CATEGORY	WHAT THE OBSERVER IS WATCHING FOR	WHAT WAS OBSERVED (TYPE IT, IN OBSERVABLE WORDS)	OBSERVED? (Y / N / NOT OBSERVED)
Near vision	Typical distance materials are held from the eyes during near tasks		
Near vision	Head tilts or turns to one side during reading or writing		
Near vision	Squints, blinks rapidly, or closes one eye during near tasks		
Near vision	Loses place or skips words or lines while reading		
Near vision	Brings materials very close to the face		
Near vision	Rubs eyes, reports eye fatigue, or takes frequent breaks during near tasks		
Near vision	Uses a finger, marker, or straightedge to track along a line		
Tracking	Both eyes appear to move together when following a moving object		
Tracking	Appears to lose or search for a moving target		
Tracking	Head moves in place of the eyes when scanning across a page or the room		
Tracking	Scans a page left to right without losing place		
Tracking	Locates an item on a busy or visually cluttered background		
Tracking	Reports double vision or blurring during or after a visual task, in their own words		

Describe it; do not name it

“Holds the worksheet about three inches from his face” is a row; “has trouble with his eyes” is not. Write only what was actually seen, in words another adult could picture without having been in the room. This page never states why a behavior happened or what condition, if any, might explain it.

Functional Vision Capacity Checklist — Far Vision, Lighting and Environment

The same rule across the room and across light levels: describe what was observed, and leave the reason for the team to discuss elsewhere.

STUDENT

OBSERVER

DATE / SETTING

CATEGORY	WHAT THE OBSERVER IS WATCHING FOR	WHAT WAS OBSERVED (TYPE IT, IN OBSERVABLE WORDS)	OBSERVED? (Y / N / NOT OBSERVED)
Far vision	Locates a person or object across the classroom or hallway		
Far vision	Reads material from the board or screen from the assigned seat		
Far vision	Bumps into or trips over furniture, objects, or steps		
Far vision	Startles at people or objects approaching from the side		
Far vision	Moves closer to, or asks to move closer to, distant materials		
Lighting / environment	Squints or shields eyes in bright light, including overhead lighting		
Lighting / environment	Seeks out, or avoids, dim lighting		
Lighting / environment	Performance noted to change on shiny, glossy, or glare-prone surfaces		
Lighting / environment	Time needed to adjust when moving between light levels		
Lighting / environment	Prefers or avoids high-contrast materials (dark print, less background clutter)		
Lighting / environment	Eyes appear to water, redden, or tire more in a particular lighting condition		

Across the room, and across light levels

Watch the same student in at least two lighting conditions if the schedule allows it — a fluorescent-lit classroom and a hallway or gym read very differently. Write the condition on each row, not just the behavior, so the pattern (if there is one) is visible later.

STUDENT

CASE MANAGER

SCHOOL YEAR

Attribute every outcome

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BUILDING

SCHOOL YEAR

ROSTER KEPT BY

[illegible]

Referral status is a short word this page leaves blank for you — open, closed, pending — not a category this file defines.

EXAMPLE

A Filled Screening Log Row, Checklist and Referral

Maya is invented, and so is every mark on this page. Every count in the summary can be re-counted from the rows above it.

Vision screening results log (page 5) — Maya T., grade 4 (invented)

DATE	SCREENER / NURSE	SCREENING METHOD	RESULT, AS RECORDED	REFERRED?	PARENT NOTIFIED
9/17	K. Nguyen, school nurse (invented)	District-protocol distance and near screening	Nurse noted difficulty identifying smaller symbols on the distance chart with the right eye; near screening within routine range	Y	9/18

The result column is what the nurse recorded; this page does not turn it into a pass or fail mark of its own.

Functional vision capacity checklists (pages 6–7) — 5 of 7 items shown here were marked observed

ITEM (NEAR VISION / TRACKING)	OBSERVED?	WHAT WAS OBSERVED	ITEM (FAR VISION / LIGHTING)	OBSERVED?	WHAT WAS OBSERVED
Typical distance materials are held from the eyes during near tasks	Y	Holds the worksheet about four inches from her face	Reads material from the board or screen from the assigned seat	N	Asked to move to the front row during math
Head tilts or turns to one side during reading or writing	Y	Tilts head to the right when copying from a near page	Squints or shields eyes in bright light, including overhead lighting	Y	Shields eyes with her hand near the classroom windows
Squints, blinks rapidly, or closes one eye during near tasks	N	—			
Loses place or skips words or lines while reading	Y	Loses her place after a few words most passages			
Uses a finger, marker, or straightedge to track along a line	Y	Uses a finger on every reading task observed			

Near vision and tracking: 4 of 5 shown were observed. Far vision and lighting: 1 of 2 shown were observed. $4 + 1 = 5$ of 7 total. Every mark describes a behavior; none of them names a condition.

Referral and follow-up tracking log (page 10)

DATE REFERRED	REFERRED TO	REASON FOR REFERRAL	RESPONSE DATE	OUTCOME, AS REPORTED BY FAMILY	FOLLOW-UP ACTION
9/18	District vision screening follow-up, per protocol	Nurse's distance-chart note; four near/tracking items and one far/lighting item observed	9/25	Family reports a follow-up visit is scheduled with a community provider	Check in with teacher in 4 weeks

The reason cites the nurse's own note and the observed count above (4 near/tracking + 1 far/lighting = 5); the outcome is attributed to the family, not stated as this file's own finding.