

FROM VISUAL PERCEPTION TO VISUAL-MANUAL COORDINATION.
THE VMI AS AN EDUCATIONAL EVALUATION SYSTEM

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Introduction

The Developmental Test of Visual Motor Integration (VMI) is a "paper and pencil" test, in which the child is required to copy a developmental sequence of geometric figures.

The test, starting from the assumption of a significant correlation between the ability of children to reproduce geometric shapes and their scholastic performance (Hammill, et al., 1993), is based on the theory that the development of intelligence and learning have a sensory-motor basis. It consists of two main tests and two additional tests, one on *visual perception* a visual perception, and the other on *motor coordination*.

Aim

The research, based on a sample of 117 children in primary schools of Salerno area, is to implement a cognitive survey in order to identify any children at risk as well as analyze if two main tests are organic and consistent with the other additional tests.

Method

The research, after a first theoretical-argumentative phase, has provided a second experimental phase for the administration of the tests of 10-15 minutes; the test was carried out individually.

Results

The research results showing in graphical form, clearly affirm that:

- the average percentile test of visual perception is much more than 50%;
- the average percentile test of motor coordination is just under 50%;
- the average percentile of the VMI test is very low, less than 20%.

Discussion

The results showed that the VMI test, which measures the accuracy of transcription (Motor Coordination) of geometric figures seen in developmental sequence (Visual Perception), shows great difficulties, although the two skills, motor coordination and visual perception measured individually with specific tests, clearly show a great capacity in the children of the sample.

References

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