Writing Checklist

Student ID/Name: ________________________  Grade: ___  Date: _______  Person completing form: ______________________

**Step 1:** Gather two to three authentic writing samples for review. Note date and subject area where work was completed.

**Step 2:** Rate student’s performance relative to same-age peers by placing a check in the appropriate boxes below.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Impaired</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwriting</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Written Expression</td>
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<tr>
<td>Oral Language</td>
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<tr>
<td>Self-Management Skills</td>
<td></td>
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</tr>
</tbody>
</table>

**Step 3:** Check concerns (relative to same age peers) below. If not observed, write N/O.

___ Demonstrates poor stamina and/or frustration when writing (circle appropriate observations)

___ Demonstrates an awkward or unusual pencil grip and/or wrist position when writing

___ Complains about hand discomfort when writing

___ Makes a significant number of spelling errors on grade level words

___ Erases excessively

___ Writes unfinished letters

___ Produces generally illegible writing

___ Makes irregular/inconsistent letter sizes/formations/slant (circle appropriate observations)

___ Demonstrates difficulty tracing or staying in the lines

___ Writes letters/words with irregular spacing

___ Writes with a mixture of upper and lower-case letters (inappropriately)

___ Writes with inconsistent pressure (i.e. - too light/dark, pencil tears in paper from heavy pressure)

___ Misuses lines and margins

___ Writes too small or too large for reading (circle one)

___ Makes letter and/or number reversals (*reversals are common for students in Kinder-end of first grade)

___ Writes unusually slowly or appears to be rushing or racing

___ Has difficulty taking notes and/or copying from the board or worksheets

___ Has difficulty getting thoughts on to paper

___ Writing lacks punctuation, capitalization, paragraph indentation (consider grade level expectations)

___ Other/anecdotal notes:
Writing Screener

Student ID/Name: ______________________ Grade: ____ Date: _______ Person completing form: ______________________

Key:
E = evaluator or person completing screener/ Words in italics are to be provided (read) to student
LPM = letters per minute; WPM = words per minute

Table for Determining Writing Speed

To determine the number of words written per minute, time student for one minute and add up all letters composed (letter reversals can be counted but note writing difficulties anecdotally). Divide the number of letters written per minute by five to obtain the number of words written per minute. Note that fluency for written production may be slightly slower than rate for sentence copy or dictation tasks.

FORMULA: _____LPM ÷ 5 = _____WPM

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words Per Minute</td>
<td>4-5</td>
<td>6-7</td>
<td>7-10</td>
<td>8-13</td>
<td>10-15</td>
<td>12-17</td>
<td>14-20</td>
<td>16-23</td>
</tr>
</tbody>
</table>

References:

Task 1: Name and Date (K-12th)
E: Please write your first and last name on the line. (Indicate/point where to write name; prompt student to write last name if he/she only writes first.)

Task 2: Alphabet Sequence (K-12th) _____LPM ÷ 5 = _____WPM
E: Please write the letters of the alphabet in order when I say go. If you finish before I tell you to stop, start over. Please write in lowercase. If you do not know how to form the letter in lowercase, write it in uppercase. Write in print. If you don’t know a letter, you can skip it and go on the next. You will have one minute. (Say go & start timer; if student pauses for more than five seconds on a letter, ask him to go to the next letter he/she knows.)

• Take notes below on alphabet sequence performance:

Task 3: Best Sentence Copy (K-12th) _____LPM ÷ 5 = _____WPM
E: Please look at this sentence. (Point to sentence on student page.) Copy the sentence in your best handwriting when I say go. If you finish before I tell you to stop, start over and write the sentence again. (Say go & start timer.)

• Take notes below on sentence copy performance:
Task 4: Sentence Dictation (1st-12th)

E: Listen to the following sentence. I will say it two times. Now repeat the sentence. (If student is unable to repeat sentence, repeat sentence or dictate sentence in two phrases.) Write the sentence using your best handwriting. You may write in print or cursive, whatever you prefer.

1st-2nd
- Little dogs sniff the wet grass. (6 words)
- The cats drink milk in the morning. (7 words)
- My best friend likes to eat pancakes. (7 words)
- We swing and slide at the park. (7 words)

3rd-6th:
- The hikers found a sparkling pond and decided to take a quick swim. (13 words)
- The pioneer family loaded the wagon with supplies and prepared to head west. (13 words)
- Giant pandas are native to China and feast on bamboo to survive. (12 words)
- People depend on the earth’s natural resources that are in danger of being destroyed. (14 words)

7th-12th:
- The paramedic persisted as he scaled the extremely steep incline in treacherous weather to locate the missing hiker. (18 words)
- The inexperienced mechanic attempted to repair the massive engine at the automotive shop without success. (15 words)
- My drama teacher insists on additional practices before Saturday’s matinee performance in the high school auditorium. (16 words)
- The catastrophic hurricane approached the Florida coastline, ravaged the delicate ecosystems, and flooded thousands of structures. (16 words)

- Take notes below on sentence dictation performance:

Task 5: Writing Prompt: _____LPM ÷ 5 = _____WPM

Student provides information orally and then writes down narrative. If student has difficulty verbalizing information, orally scaffold the prompt to help students expand (what, who, why, where, when). Provide five minutes for student to write. Note where student is at exactly one minute into timed writing, but do not interrupt the writing process. DO NOT provide spelling for any words.

E: Tell me about ______. Now write what you just shared down. You may write in print or cursive. You will have five minutes. (Say go & start timer.)

- A time you baked or cooked something with your mom or dad
- A time something funny happened in your classroom
- A sport you play
- A hobby or talent you have
- A time something unexpected happened
- A recent vacation or family outing
- Your favorite video, movie, or board game
- What you did for your last birthday
- Your dog/cat/hamster
As student writes, consider handwriting proficiency, legibility, stamina, sequence of ideas, syntax, mechanics, and verbal abilities compared to writing abilities.

Take notes below on writing performance:

**Task 6: Spelling**

Consider using the DeCoste Writing Protocol or TPRI Spelling Inventory to collect spelling data or use the encodable lists below:


TPRI or Tejas-Lee: [https://www.tpri.org/index.html](https://www.tpri.org/index.html)

1st-2nd:
1. Tub
2. Blast
3. Ramp
4. Sting
5. Looking
6. Flipped
7. Born
8. Shapes
9. Chick
10. Bottle

3rd-6th:
1. Rainy
2. Points
3. Happening
4. Carefully
5. Judged
6. Lightening
7. Shaking
8. Persisted
9. Weekday
10. Vision

7th-12th:
1. Domesticated
2. Contagious
3. Recommended
4. Psychology
5. Solidified
6. Clarification
7. Justified
8. Dangerously
9. Suspension
10. Effectiveness

**Task 7: Number Sequence (optional):**

Ask students to write numbers from 1-20 on the line.
Graphomotor Observational Notes:

- Handedness:
- Grip:
- Legibility:
- Letter size/formation/slant:
- Line Anchoring:
- Reversals/Directionality:

Additional DATA

- Parent Input/Family History:
- Outside Reports:
- Teacher Checklist:
- Writing Samples:
- Benchmark/CBM Scores:
- STAAR Scores:
- RTI/MTSS documentation:
- TELPAS:
- Attendance:
- Student Perceptions of Writing:
### Writing Rubric: Writing Screener

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<tr>
<th>Areas</th>
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<th>Average</th>
<th>Above Average</th>
<th>Superior</th>
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<td>Alphabet Sequence</td>
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<td>Sentence Copy</td>
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<tr>
<td>Sentence Dictation</td>
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<tr>
<td>Written Expression</td>
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<tr>
<td>Other</td>
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### Writing Rubric 1 - holistic

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<th>Above Average</th>
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<td>Self-Management</td>
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### Writing Rubric 2 - holistic

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<tr>
<td>Spacing b/t words &amp; w/in words</td>
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<tr>
<td>Pencil Grip</td>
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<td>Alphabet Fluency</td>
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<td>Sentence Copy</td>
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<td>Punctuation/Capitalization</td>
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<td>Reading Comprehension</td>
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<td>Self-Perception of Writing Skills</td>
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</tbody>
</table>
The quick brown fox jumps over the lazy dog.
Spelling List

1. ________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________
5. __________________________________________________________________
6. ________________________________________________________________
7. __________________________________________________________________
8. __________________________________________________________________
9. __________________________________________________________________
10. __________________________________________________________________

Number Sequence

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Dysgraphia: Screening and Assessment

CHERRY C. LEE, M.ED.
CALT, LDT, DIAGNOSTICIAN
PROGRAM SPECIALIST FOR DYSLEXIA

Presentation Agenda

Outline
Written Language
Dysgraphia Overview
Characteristics & Writing Samples
Screening
Formal Evaluation
Interpretation & Identification
Written Language

Nation’s Report Card

Data from the National Assessment of Educational Progress, Nation’s Report Card (2011): 8th & 12th Grade Writing Assessments

- 27-28% students scored AT OR ABOVE Proficient
- Translated - Over 70% students scored BELOW Proficient on Writing Assessments

https://www.nationsreportcard.gov/
Writing: A Complex Cognitive Task

Writing is complex language task dependent upon multiple language skills, working memory, graphomotor skills, and processing speed (Graham, Harris, & McKeown, 2013).

https://www.understood.org/en/tools/through-your-childs-eyes/personalize

Dysgraphia Overview
Dysgraphia Defined

Dysgraphia is a word of Greek origin:

dys: difficulty
graph: to write/writing
ia: a condition, a state of

Dysgraphia Defined in the Dyslexia Handbook

• Dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation.
• This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015).
• Secondary consequences may include problems with spelling and written expression.
Dysgraphia: Primary Academic Challenges & Underlying Difficulties

Written Expression

Handwriting

Spelling

Transcription Skills

- Processing Speed
- Executive Function
- Orthographic Processing
- Oral Language
- Phonological Processing
- Fine Motor & Graphomotor Production

Characteristics & Writing Samples
Characteristics

- Incomplete letter formation
- Illegibility; poor handwriting
- Unusual writing speed (slow, fast, variable)
- Hand/wrist fatigue
- Unusual writing pressure (heavy or light)
- Multiple spelling errors
- Mixture of capital & lower-case letters within words
- Lack of letter anchoring on lines (swimming/floating letters)
- Misuse of space between words & letters
- Frequent erasures/crossing out
- Frustration/writing avoidance
- Simple word choice that does not reflect vocabulary abilities
- Lack of punctuation, capitalization, and paragraph indentation
- Written output does not match oral language skills

Initial Sample

Second Grade Samples

MOY Second Grade sample (left)
EOY Second Grade Sample (below)

Intermediate Grade Samples

MOY Third Grade Sample (left)
EOY Fifth Grade Sample (below)
From the Texas Dyslexia Handbook:
"At the time of the update to this handbook it was determined there are no grade-level appropriate screening instruments for dysgraphia (p. 10).

A certified teacher, including a dyslexia specialist, could provide screening
- Dyslexia Handbook recommends child’s classroom teacher complete dyslexia screening

Collect/Review
- Handwriting
- Spelling
- Writing fluency (speed and accuracy)
- Written expression (authentic examples)

One way to organize screening data is to utilize rubrics
A multidisciplinary team should review screening data, considering multiple data points, and recommend referral if appropriate
At any time, a parent can request evaluation through Section 504 or Special Education
Handwriting

Age/grade level expectations

Format (copy from model/independent composition)

Considerations

- Posture/body position/seat
- Handedness
- Grip
- Paper position
- Pressure
- Legibility
- Letter formation
- Letter fluency (speed and accuracy)
- Slant
- Reversals/directionality

Posture, Pencil Grip, & Paper Position

![Handwriting Posture, Pencil Grip, & Paper Position](https://www.team4kids.com/graspgrip-patterns-and-when-do-we-correct-them/)

Picture retrieved from: https://www.team4kids.com/graspgrip-patterns-and-when-do-we-correct-them/
Spelling

Age/grade level expectations

Spelling within isolation and within context

Miscues

- Phonological Miscues (camp as cap; slip as sip)
- Orthographic Miscues (chick as chik; judge as juj)
- Semantic Miscues (eight as ate; which as witch)
- Morphological Miscues (camped as campt; vision as vishun)
- Mental Orthographic Representational Miscues (said as sed; there as thare)

Spelling Analysis

<table>
<thead>
<tr>
<th>Word</th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
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<tbody>
<tr>
<td>corn</td>
<td>corn</td>
<td>kn</td>
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<tr>
<td>shuttle</td>
<td>shuttel</td>
<td>shotl</td>
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<td>here</td>
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<td>giraffe</td>
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</table>

Score 1 1

*Beware of cut-points
Spelling Data

- TPRI Early Reading Inventory K-2: [https://www.tpri.org/index.html](https://www.tpri.org/index.html)
- Words Their Way Spelling Inventory: (primary, elementary, upper-level inventories) [https://mypearsontraining.com/assets/files/documents/TG_WTW_Assessment.pdf](https://mypearsontraining.com/assets/files/documents/TG_WTW_Assessment.pdf)
- Scholastic Red Core Phonics Survey – spelling section: [http://www.scholastic.com/dodea/module_2/resources/dodea_m2_tr_core.pdf](http://www.scholastic.com/dodea/module_2/resources/dodea_m2_tr_core.pdf)
- CORE Spanish Phonics Survey - spelling section: [https://www.corelearn.com/publications/](https://www.corelearn.com/publications/)
- ISIP: [https://www.istation.com/](https://www.istation.com/)

*List of materials is not comprehensive and is not endorsed by the Texas Education Agency; provided as suggestions of possible tools only*

Written Expression

Age/grade level expectations

Word, sentence, paragraph level

Components

- Handwriting
- Spelling
- Syntax
- Mechanics
- Word choice
- Generation of ideas
- Organization of ideas
- Writing fluency (accuracy & speed/rate)
- Voice
- Clarity
- Purpose
**Written Expression Analysis**

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Sample 1:</th>
<th>Sample 2:</th>
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<tbody>
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<td>Handwriting</td>
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<tr>
<td>Sentence Structure</td>
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</tbody>
</table>

*Use TEKS to help you determine grade level expectations*

**Screening & Progress Monitoring**

<table>
<thead>
<tr>
<th>COLLECT &amp; REVIEW</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Sentence Copy</td>
<td>Graphomotor production + visual motor processing + working memory</td>
</tr>
<tr>
<td>Sentence Dictation</td>
<td>Graphomotor production + spelling demands + orthographic processing + working memory</td>
</tr>
<tr>
<td>Alphabet Sequence</td>
<td>Graphomotor production + working memory</td>
</tr>
<tr>
<td>Spelling</td>
<td>Graphomotor production + spelling demands + orthographic processing + working memory</td>
</tr>
<tr>
<td>Written expression</td>
<td>Oral language + vocabulary + syntax + grammar + graphomotor production + spelling demands + orthographic processing + working memory</td>
</tr>
<tr>
<td>Teacher/Rate Info &amp; Checklists</td>
<td>Informal data, writing samples, anecdotal notes, professional judgement, classroom performance</td>
</tr>
</tbody>
</table>
Formal Evaluation

Step 1: Review Student Data

Gather & Review
- Parent Input
- Academic Assessments (STAAR/CBM/Benchmarks/TPRI/DRA/ISIP)
- Student Observation*
- LPAC/TELPAS
- Tiered Services History (RtI/MTSS)
- Screening Data
  - Writing Samples
    - Handwriting
    - Spelling
    - Writing fluency (accuracy & rate)
  - Teacher Checklist
Frequently occurring learning differences
- ADHD
- Dyslexia
- Autism
- Executive Functioning Deficits
- Speech Language Impairment

**Dysgraphia is not primarily the result of exclusionary factors**
- Sensory Motor Impairments
- Poor School Attendance
- Emotional Disturbance
- Lack of Socioeconomic Opportunity
- Limited English Proficiency
- Intellectual Disability

**Dysgraphia is not primarily the result of determinant factors**
- Lack of appropriate instruction
- Lack of access to qualified personnel

---

**Step 3a: Collect Additional Data as Determined by LEA Evaluation Procedures**

- Oral Language
- Fine Motor & Graphomotor Production
- Cognitive Abilities
- Phonological Processing
- Academic Achievement
Step 3b: Collect Data per Handbook

Academic Skills
- Letter formation
- Handwriting
- Word/sentence dictation (timed & untimed)
- Copying of text
- Written expression
- Writing fluency (both accuracy & fluency)

Cognitive Processes
- Memory for letter or symbol sequences (orthographic processing)

Possible Additional Areas
- Phonological awareness
- Phonological memory
- Letter retrieval
- Letter matching

Instruments to Assess Cognitive Abilities

- Differential Ability Scales-2 (DAS-2) 2:6-17:11
- DAS-2 Early Years Spanish Supplement for students ages 2:6-6:11
- Weschler Intelligence Scale for Children (WISC-V) 6:00-16:11; WISC-V Spanish age range 6:0-16:11
- Differential Ability Scales-2 (DAS-2) 2:6-17:11
- Woodcock Johnson-IV Tests of Cognitive Abilities (WJ-IV) 2:0-90
- WJ-IV Tests of Early Cognitive & Academic Development 2:6-7:11
- Weschler Abbreviated Scale of Intelligence (WASI-2) 6:0-90
- Kaufman Assessment Battery for Children, Second Edition (KABC-2) 3:0-18
- Comprehensive Test of Nonverbal Intelligence—Second Edition (CTONI–2) 6:0-89:11
- Wechsler Nonverbal Scale of Ability (WNV) 4:0-21:0
- Rapid Automatized Naming (RAN/RAS) 5:00-18:11

*List of materials is not comprehensive and is not endorsed by the Texas Education Agency; provided as suggestions of possible tools only*
**Instruments to Assess Achievement & Oral Language**

- Process Assessment of the Learner - Second Edition: Diagnostics for Reading and Writing (PAL-2) K-6th
- Weschler Individual Achievement Test - Third Edition (WIAT-3) 4:0-50:11
- Woodcock Johnson- IV Tests of Achievement & Tests of Oral Language (WJ-IV) 2:0-90
- Woodcock-Munoz-Spanish, Batteria III 2:0 +
- Kaufman Test of Educational Achievement (KTEA-3) 4:0-25.11
- Tests of Written Spelling (TWS-5) 6:0-18
- Test of Written Language (TOWL-4) 9:0-17:11
- Critchlow Verbal Scales - Spanish & English 5:0 +
- Test of Orthographic Competence (TOC) 6:0-17:11
- Comprehensive Test of Phonological Processing-2 (CTOPP-2): 4:0-24

+List of materials is not comprehensive and is not endorsed by the Texas Education Agency; provided as suggestions of possible tools only

**Instruments to Assess Fine Motor Skills (FMS), Graphomotor, and/or Handwriting Skills**

- Handwriting speed: Detailed Assessment of Speed of Handwriting (DASH) 9:0-16:11 & 17:0-25:0
- Letter & number reversals: (JORDAN-3) Jordan Left-Right Reversal Test, Third Edition 5:0-18:0
- Visual motor: (BEERY VMI) Developmental Test of Visual Motor Integration, Sixth Edition 2:0 and up
- Handwriting skills: Minnesota Handwriting Assessment Grades 1-2
- Handwriting legibility & speed: Evaluation Tool of Children's Handwriting Grades 1-6

+List of materials is not comprehensive and is not endorsed by the Texas Education Agency; provided as suggestions of possible tools only
Interpretation

Step 4: Review of Data

Integrate data to determine eligibility and plan for instruction:

- Organize and review all data (screening, parent input, formal, & informal)
- Input standard scores, formative scores, and informal data in appropriate table(s)
- Consider strengths & weaknesses
- Utilize a multidisciplinary team decision-making process
- Report findings in report per federal, state, and district guidelines
- Align report writing practices across district; train personnel accordingly
Use Rubrics & Tables

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<thead>
<tr>
<th>Writing Rubric</th>
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<tbody>
<tr>
<td>Considerations</td>
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<td>Legibility</td>
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<td>Pencil Grip</td>
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<td>Spelling</td>
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<td>Writing Speed</td>
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<td>Written Expression</td>
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<td>Other:</td>
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<th>Score Table</th>
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<td>Spelling of Sounds</td>
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<td>Writing Samples</td>
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<td>Sentence Writing Fluency</td>
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<td>Editing</td>
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<td>Other:</td>
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</tbody>
</table>


Step 5: Write Report

Consider the following:
- Report findings succinctly
- Avoid generalization (i.e., below average spelling, strange grip, sloppy handwriting)
- Be specific and descriptive (see next slides) when summarizing findings
- Findings and recommendations should support goal planning, instruction, and/or intervention
- Is AT, OT, or a speech referral warranted?
- Include recommendations for accommodations and interventions that may support student success
4th grader - MOY
Student wrote in print using his right hand. He demonstrated a functional tripod pencil grip with an open web space. He used his left hand to anchor the paper to the desk. Even so, his handwriting was mostly illegible. Many letters were floating above the line and he used a mixture of upper and lowercase letters within words (inappropriately). He wrote slowly and without automaticity. He reversed the lowercase letters g, b, d, and p and uppercase letters B and P which affected readability and spelling accuracy. Student made many spelling errors on common, one and two syllable words. Spelling errors included morphological miscues (campt for camped and flys for flies) and phonological miscues (sot for salt and sip for slip). Student also made articulation errors (/th/ pronounced /s/) in the final position of words which were reflected in his spelling (/bath/ spelled as /bas/ and /math/ spelled as /mas/).

Student was able to verbally describe a recent school fieldtrip with clarity but was unable to convey the information similarly when asked to write about the experience. Although he wrote without hesitation, three out of five of his sentences did not begin with capital letters and two of his sentences lacked subject-verb agreement.

6th grader - EOY
Student wrote in print using her left hand. She utilized an unusual quadropod pencil grip with a wrapped thumb grasp and closed web space. Student demonstrated a hooked wrist position when writing. Writing stamina appeared compromised due to impaired grip and flexed wrist position. She asked to take breaks during the writing portions of testing noting, “My hand is feeling tired and stressed out.” Student wrote letters in isolation and words slowly and without automaticity. Although her handwriting was legible, she made many erasures that also affected written output. On a timed alphabet task, student appeared overwhelmed and requested additional time to complete writing the letters in sequence. She sub-vocalized the alphabet song when writing the letters of the alphabet and sub-vocalized letter sounds when spelling.

Student made many spelling errors on both high frequency and decodable words. Spelling errors included orthographic miscues (tite for tight and sheep for sheepl) and semantic miscues (ate for eight and there for their).

When asked to write a paragraph about her dog, student said she preferred to use the computer because it was easier for her to spell words correctly. On a timed writing test, student produced more words per minute and spelled more words accurately when keyboarding as compared to writing by hand.

Teacher and parent reports corroborate assessment performance.
Step 6: Identify through 504 or Special Education

Dyslexia Handbook, 2018 Update (pgs. 64-65)
Committee members should have knowledge regarding
- the student being assessed
- evaluation instruments
- interpretation of data
- the handwriting process
- dysgraphia and related disorders
- dysgraphia instruction
- district or charter school, state, and federal guidelines for evaluation

Figure 5.3. Questions to Determine the Identification of Dysgraphia
Do the data show a pattern of low writing and spelling ability that is unexpected for the student in relation to the student’s other cognitive abilities and provision of effective classroom instruction?

Does the pattern indicate the student has dysgraphia?
Does the student meet eligibility as a student with a disability under Section 504 or IDEA?

SLD Identification through IDEA

IDEA Regulations
A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.8(c)(10). In addition, the criteria adopted by the State:

- Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);
- Must permit the use of a process based on the child's response to scientific, research-based intervention; and
- May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10).

Resources
Federal Guidance

Section 504

According to Section 504 of the Rehabilitation Act, to be eligible for services, accommodations, and protection against discrimination, a student must be determined, as a result of an evaluation, to have a physical or mental impairment which substantially limits one or more major life activities. A student need not demonstrate "educational need" to meet eligibility for Section 504 of the Rehabilitation Act. https://www2.ed.gov/about/offices/list/ocr/504faq.html

Special Education

Individuals with Disabilities Education Act (IDEA) defines a specific learning disability (SLD) as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations." https://sites.ed.gov/idea/regs/b/a/300.8

"OSERS reiterates that there is nothing in the IDEA or our implementing regulations that would prohibit IEP Teams from referencing or using dyslexia, dyscalculia, or dysgraphia in a child's IEP." Dear Colleague Letter: Dyslexia Guidance, October 23, 2015. UNITED STATES DEPARTMENT OF EDUCATION. OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS). https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance‐on‐dyslexia‐10‐2015.pdf

Reflection

[Image of handwritten text]
Resources


https://www.nationsreportcard.gov/
https://www.nichq.org
https://sites.ed.gov/idea/regs/300.8
https://www.hmhco.com/programs/woodcock-johnson-iv