



Reading, Relationships, & Resources

A Road Map for Remediation

Part 14 Monitoring Progress.

In my [last blog](#) I dealt with the benefits of creating a report which details a road map for remediation for a particular child you are working with and I also discussed how you might use such a report. Today, I will be dealing with the importance of monitoring progress as your child or student follows their “Road Map for Remediation.”

As a tutor I constantly refer back to the original report to demonstrate a child’s progress, but in order to do that I must reassess them along the way. Every lesson or session with a child involves monitoring their progress and being reflective about what they found easy, what they have now grasped, what still needs practice and where they are struggling. This process means cycling back to what has been covered and reviewing, but also moving them forward.

Sometimes this monitoring needs to get a little formal to demonstrate progress. I have included the [initial report](#) of a student I have been working with since November 2018, so you might compare this with a [brief reassessment](#) of his reading accuracy and fluency in May 2019 and more recently a [full reassessment](#). This particular student, whose name has been replaced, is probably one of the most severe dyslexic students I have ever encountered in

my almost thirty five years of teaching and tutoring. I worked with Maverick twice a week, from November 2018 to the end of October 2019, but due to some life changes and events I wasn't able to start working again with him until April of this year. During the preceding months he had forgotten a lot of what we had covered together and the month of April was spent reviewing previously covered content and bringing him back to where we had left off in October 2019. Since June of this year we have been working intensely together for three and a half sessions a week, but now totally online. This student has made big improvements in his phonological and phonemic awareness skills, but the impact of this on his reading accuracy and fluency when it comes to reading passages has yet to be fully realized. I plan to do another brief reassessment of his passage reading fluency at the start of the new school year, and then reassess him on a more regular basis, so I can more closely monitor his reading, spelling, and writing progress over shorter periods of time.

I will include these progress monitoring reassessments as handouts with my upcoming webinar, "A Road Map for Remediation." Full assessments of a child and the reports based on those assessments are necessary, but very time consuming, so shouldn't be used for regular progress monitoring over shorter periods of time. I will create a progress monitoring resource handout, which will detail informal assessments and tests that can be used quickly and easily. This will also be included with my upcoming webinar.

My webinars on informal assessment of reading, writing, and spelling deficits are available from the Orton Gillingham Online Academy at the links below. These were written for teachers, tutors, and parents who wish to explore informal assessment of these skills in depth.

- [Informal Assessment of Reading Deficits](#)
- [Informal Assessment of Writing and Spelling Deficits](#)

All previous blogs written in this series entitled a Road Map for Remediation can be found [here](#).

Lorna Wooldridge is a dyslexia specialist tutor with over twenty-five years of experience and qualifications in the field of learning differences, from both the UK and USA. Lorna has a unique perspective on this condition as she has dyslexia, and her passion is to serve this community in any way she can. She can be contacted through her website [Wise Owl Services](#) or her [Facebook page](#). Here she provides numerous resources for parents, tutors and teachers working with children and adults with dyslexia.