



Road Map for Remediation

Part 9 Informal Report Writing: Tests Conducted

So you have come with me this far through learning about reading models, gathering information about a child, learning about the components of reading, writing and spelling that need to be assessed and the informal assessments that can help you do that. My last four blogs discussed the four reading profiles connected with the reading model known as the Simple View of Reading (SVR) and each contained an initial report of a student I have worked with that fell into one of those four profiles. Handouts were provided in my [third](#) and [fourth](#) blogs listing the informal reading, writing, and spelling assessments I use with my own students. The information I provided in those and my [second](#) blog on gathering information about a child, in addition to the student profile blogs, will all help you determine which of these assessments to use with your child or student. Today, my focus will be on the value of describing those assessments in a report about that child. To view all the previous blogs in this series, please take this [link](#) and click on the bar entitled a “Road Map for Remediation.”

In your report, it is essential to describe the assessments you have conducted and what they test. Then other people reading your report will fully understand that process. This will also help them make sense of the results that you obtain when informally testing this child. Dr Selznick wrote the following in a blog on

formal assessment of a student and report writing, but I feel this applies just as much to informal assessment and the report writing process.

Ideally, an assessment should be a practical vehicle, a springboard that can help guide you in terms of your child's areas of identified needs. The report generated from the assessment should be practical and fairly straight-forward in conveying the findings in as much jargon-free language as possible. That is, you should understand the report and what the numbers mean.

From [Assessment Revisited Part 1](#) August 16th 2019 by Dr Richard Selznick¹.

Informal assessments generally provide a description of what the test involves and what it is actually testing. You can use these in your report, but I usually reword or summarize these descriptions. You will see examples of this in the following initial reports:

- [SWRD Report](#) (Under “Tests Conducted”)
- [SCD Report](#) (Under “Tests and Results”)
- [MRD Report](#) (Under “Tests Conducted”)
- [CS Report](#) (Under “Tests Conducted”)

I customarily include a section on tests conducted, following the introduction and executive summary, but it is one of the first parts I actually write, which is why I'm dealing with it in this first blog on the topic of informal assessment report writing. You can view a “Tests Conducted” section in the report of my dyslexic profile student [here](#), but I also recommend you review this section in the reports I wrote for the other three profiles. The links are all provided above.

In my next blog I will deal with including the test results in your report writing.

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.

¹ I highly recommend Dr Selznick's books, especially “Dyslexia Screening” and “What To Do About Dyslexia,” which break down things that parents and teachers might not fully understand; the assessment process, intervention, and instruction, as well as the myths that so many people have about dyslexia.

- [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](#).

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