

# Reassessment for Maverick Perry

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**Date of Testing:** July 21st, July 22nd, and July 28th 2020

**Date of Birth:** November 3rd, 2007

**Age at Time of Test:** 12 years, 8 months and 25 days .

**Grade Level at Time of Test:** 6th going into 7th grade in September 2020

## Introduction:

An important part of our personalized tutoring service is our assessment of each new student. This suite of tests allowed me to interact with Maverick and observe, not only his performance, but also how he tackled each one. These tests assess a range of skills, from the ability to segment words, to advanced vocabulary comprehension.

## Executive Summary:

Maverick is a student that will require longer processing time than most to make decisions and give answers. His past school evaluations have indicated that auditory working memory, especially working memory for words, is an issue which is probably impacting his processing speed. The Digit Memory Test has shown this is an area of great weakness for Maverick.

Maverick's deficit in phonological and phonemic awareness is still being remediated. The deficit seen previously in recall (RAN/RAS) seems to have normalized in terms of the rapid recall of number and letter names. However, Maverick is a slow processor and working memory deficits, speech discrimination issues, focus and visual issues have all meant that his progress is slower as a result. More practice is required to make the same progress as a student with a deficit in just one of these areas. However, there is no reason he cannot learn to read, write, and spell, with sufficient effort from him and those who are supporting him.

Perhaps Maverick's greatest challenge is orthographic mapping, which is the mental process used to store words for immediate and effortless retrieval. It is the mechanism for sight-word learning. It requires good phonemic awareness, letter sound knowledge, and the alphabetic principle. The alphabetic principle is the insight that the oral sounds in spoken words are represented by letters in print. It forms the basis for phonic decoding and orthographic mapping. Phonic decoding is the process of sounding out unfamiliar words (or nonsense words) via a letter-sound conversion process, combined with phonological blending.

Despite these challenges Maverick is a super young man with some great strengths; he is sociable, inquisitive and creative and hard working. He enjoys working and being with others. Social, math and science and narrative skills all appear to be strengths. I plan to leverage these strengths to develop his weaker academic skills.

Appendix 2 is a checklist of the specific teaching that should be covered.

## **Tests Conducted:**

### **Phonological Awareness**

The ability to distinguish individual words, syllables and phonemes<sup>1</sup> is an important component of fluent reading. Since our last assessment at the end of October 2018, phonological awareness and particularly phonemic awareness skills have been part of every tutoring session and review sessions at home. Although still an area of weakness, Maverick has made great strides in this area and this has enabled him to have more success encoding (spelling) and decoding (reading) words. In addition to some of the same assessments given at the end of October 2018, the more advanced PAST Screening Test was also administered.

### **Phonological Awareness Screening Test (PAST)**

This test samples from the various classical tasks like rhyming, segmentation etc. Like most other Phonological awareness tests, it does not provide a timing element.

### **Decoding Surveys-Really Great Reading Beginning and Advanced Decoding Surveys**

These measured Maverick's ability to read a selection of real and nonsense words as well as simple sentences. It is a measure of a student's ability to read a combination of decodable (regular spelling patterns that follow predictable phoneme-grapheme or letter-sound

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<sup>1</sup> Phonemes are the approximately 44 basic sounds that make up the entirety of English words.

relationships) and a few non-decodable high-frequency words, words that are considered phonetically irregular such as “the” and “a”, which were included in the sentences. These provided insight into his sight word vocabulary (words that he can read automatically regardless of whether they are regular or irregular in their spelling patterns), knowledge of graphemes, and pronunciation choices. For skilled readers, virtually all words eventually become sight words, which means they are read without conscious attention.

## **CORE Phonics Survey**

The ability to sound out unfamiliar or new words is an essential part of being an accomplished reader. This survey confirmed that Maverick now has an automatic knowledge of the alphabet letters in terms of their names and sounds, and although he is able to use this knowledge to sound out words, he will still default to guessing beyond the CVC (Consonant Vowel Consonant) level, which is now mostly solid for him. He still has difficulty transferring such simple words at the CVCC and CCVC levels to memory, so they can become “sight-words.” My definition of “sight-word” means they are read without conscious attention. Maverick still finds it necessary to either sound out such words, or guess and replace them with similar looking words. He is unable to recall them from memory and recognize them immediately, even though he has seen many of these words and rime patterns (this includes the vowel and anything beyond it in a word) numerous times. In other words, his orthographic mapping skills, although greatly improved, are still weak.

## **Graded High Frequency Words, Sight Word Fluency Surveys and San Diego Quick Assessment of Reading Level.**

These survey the student’s ability to read a set of words that are in common use (high frequency) at each grade level. The assessment entitled “Sight Word Fluency” is a measure of a student’s ability to read a combination of decodable<sup>2</sup> and non-decodable high-frequency words, words that are considered phonetically irregular such as *of*, *said*, or *some*. This assessment includes more non-decodable high-frequency words than there were in the Decoding Surveys. For skilled readers, virtually all words eventually become sight words, which means they are read without conscious attention. The words on this assessment were selected from the Dolch 220 list of high-frequency words, and they have been leveled (e.g., 1st Grade, 2nd Grade etc) using the same Dolch lists. These words are presented in short sentences as well as individual words.

The Sight Word Surveys showed Maverick is now proficient at the Pre-Primer and Primer stages, and functioning somewhere between the middle of 1st grade and beginning of 2nd

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<sup>2</sup> Decodable words are those that use regular spelling patterns which follow predictable letter-sound relationships.

grade in terms of an instructional/independent reader. The Graded High Frequency words demonstrated that Maverick was at a benchmark level for Kindergarten grade words, but strategic at 1st through 2nd grade, so this confirms his instructional/independent level is somewhere between the two. The San Diego Quick Assessment showed Maverick, although independent at the Primer stage, 1st Grade would appear to be where still he reaches frustration point; reading a text at this grade level would probably still frustrate him if he were left to read it alone.

## **RAN/RAS**

Rapid Automatized Naming/Rapid Alternating Stimulus tests measure how quickly our minds can recognize and name common objects, colors, numbers, and letters. Only numbers and letters were assessed this time. A deficiency in this skill makes reading an exhausting exercise, and can seriously impair fluency. A deficit in this area would no longer appear to be the case for Maverick.

## **The Digit Memory Test**

An assessment procedure for specialist teachers to investigate verbal memory difficulties in children's learning. Both parts, Digits Forwards and Digits Backwards were administered. Verbal or auditory working memory is an area of great weakness for Maverick. Despite the improvements in his RAN/RAS scores Maverick scored at only the 6th percentile on this assessment of verbal working memory.

## **MASI-R Oral Reading Fluency Measures**

Using oral reading of passages calibrated to reflect the difficulty of each grade level, it is possible to obtain an objective measure of fluency in terms of correct and incorrect words per minute. This in turn provides an estimate of which material would be too easy or too challenging for a student. For Maverick, it would appear that reading a 1st Grade passage by himself would still be very challenging and frustrating.

## **Core Vocabulary Screening**

This is an assessment of word meaning that involves selecting the best synonym for a given word, from three possible choices. This test is timed for 10 minutes, and provides another measure of reading ability in terms of grade level. Maverick completed this task independently at a 1st grade level. His difficulty in decoding the text at a 1st grade level no doubt impacted the result, which showed that Maverick is at an instructional level at 1st grade. Maverick's oral

vocabulary and understanding of words would be beyond this grade level, but vocabulary instruction has now been built into his sessions as he does require support in this area.

## **Reading Maze**

This timed test measures a student's silent reading fluency and comprehension, using passages in which every 7th word is replaced by a choice of three words in parentheses. The student should circle the word that makes the most sense in the context of the text. Passages are provided that reflect different grade levels.

The results are calculated by counting the number of correct word choices made in 3 minutes. This assessment starts at a 2nd grade level, so Maverick's results reflect he would require intensive support at this level.

## **Spelling Inventories-McGuffey Qualitative Spelling Inventory and Words Their Way Primary Spelling Inventory**

The words on the lists on the McGuffey Qualitative Spelling Inventory have been selected as representative of the words students are expected to master at different grade levels. The features are consistent with the developmental progression established for word knowledge.

The Primary Spelling Inventory (PSI) is used in kindergarten through third grade. The 26 words are ordered by difficulty to sample features of letter name-alphabetic to within word pattern stages. The results of the first inventory show that Maverick is instructional between kindergarten and 1st grade and the second inventory shows his spelling stage is between Late Letter-Name Alphabetic and Early Within Word Pattern.

## **Handwriting**

Maverick has completed remediation of his print using the Handwriting Without Tears program and was successfully able to form, when asked to do so, all his upper and lower case letters and numbers 1-10, although placement is still an area of concern.

## **Unaided Writing**

Students are asked to spend five minutes putting their thoughts on paper, from a choice of topics. Parents can help with discussion beforehand, but the writing needs to be all their own work.

The assessment is based on quantitative measurements, as you will see in the results, but this can provide information on multiple levels: Letter formation, spelling, the ability to plan a

sentence mentally and then commit it to paper, punctuation, capitalization, and grammar, to name a few. Since Maverick's initial assessment in October 2018, I now analyze a student's work more subjectively and I have included that analysis along with the quantitative measurements.

## Interpretation of Results and Tutoring Plan

This is just intended to be an overview of our continued tutoring plan. More detail will be provided in the Scope and Sequence documents.

Each lesson will incorporate some of the following-

- Phonological and Phonemic awareness. The tests indicated where Maverick has challenges: The PAST assessment showed that Maverick also had difficulty at the Onset-Rime level where he needed to peel off the onset and replace it with a different one. An onset includes any phonemes that come before the vowel. He also struggles at times to split apart a two sound blend and peel away the first phoneme of the blend or remove automatically the second phoneme in a blend. I will continue to provide 10 minutes of instruction and practice in this area at the start of each lesson using the "Equipped for Reading Success" program and the phonemic awareness exercises in the HD Word manual produced by Really Great Reading .
- Reading (Decoding). Maverick has recently been introduced to syllabication techniques and multi-syllable words through the Really Great Reading HD Word program. He follows this program as his core phonic program. At that same he has also been introduced to a morphological way of dealing with such words as he is learning to break apart and build words by analyzing their word parts or structure such as a word's base, their prefixes and suffixes.
  - Maverick is struggling with short vowel discrimination and correctly discriminating between some of the digraphs he has been taught, so we shall build additional practice into our sessions to help with remediation in those areas. I have developed a number of exercises recommended by David Kilpatrick in his book, "Equipped for Reading Success" to discourage "guessing" of words and force Maverick to scan carefully every part of a word as he is reading them.
  - As Maverick's orthographic mapping skills have been built, he has started to build a sight word vocabulary, but this has been a very slow process. I am hopeful now our foundation has been laid and he is working with multisyllable words using both a phonological and morphological approach, his ability to

increase his sight word vocabulary more quickly will improve. I have presented him with simple connected text (decodable readers suitable for his age and reading ability) to help him practice that knowledge, but now he is starting to decode the multisyllable words he will also be reading in The Simple Words Chapter books (decodable readers) on a daily basis. Now is the time he will really start to practice his reading skills. Maverick has experienced tracking issues while reading, and loses his place, so we are beginning to use a “Sentence Tracking” program to help with this.

- Maverick should continue to practice his “ear reading,” using the services of Learning Ally, where he can read books at his grade level and follow the text with his eyes to build his sight word vocabulary, fluency, and comprehension skills.
  - Maverick is learning to read and spell what have been termed “irregular words” such as *only* and *once* and discovering they are in fact regular, once you understand the word structure.
- Spelling (Encoding). Maverick will follow the same progression for this as for reading. Decoding and encoding are skills I teach alongside one another, so as to develop orthographic mapping skills essential for reading.
  - Writing. We worked on Maverick’s reversal issues and completed the Reversing Reversal resources. He is aware of a number of strategies he can use to help him with reversal issues and I encourage him to continue to use them.
    - The Handwriting Without Tears program has been completed and his print has been remediated. He is now about to start to learn cursive, which I’m hopeful will help him with any remaining letter formation and placement issues. He will be using the CursiveLogic program.
    - Maverick has started the Keyboarding Without Tears program.
    - Maverick is asked to spell words and write short dictated sentences and correct a “Check My Errors” sentence I give him during our sessions. It is during these times I ask him to review correct capitalization, his handwriting, spacing, reversals, punctuation, and spelling.
    - Maverick has also been working on a “Multisensory Grammar” program, where he is learning about different parts of speech and this knowledge is being reinforced by color coding these parts of speech in sentences. He is also building his own sentences and developing his vocabulary and comprehension skills using this program.

Maverick continues to work on all these skills on a daily basis with his parents at home.

### Additional Recommendation

While we work to close this gap, I highly recommend that Maverick undergoes an Assistive Technology evaluation to assess which technologies might be most effective in allowing him to be as independent as possible when reading, writing, and spelling at school and at home. As part of this evaluation, recommendations should be made for the necessary training that Maverick will require, so he can learn how to use these technologies successfully and with confidence.



# Appendix 1: Test Results

## Phonological and Phonemic Awareness

| Test Name  | Raw Score  | Notes  |
|--|--|--|
| CORE Segmentation tests:<br>Part 1, providing a count of number of words/syllables/phonemes. | Sentences->words: 5/5<br>Words->syllables: 8/8<br>Words into phonemes: 10/10 | Maverick is now benchmark for 1st Grade.   |
| CORE Segmentation tests:<br>Part 2 identifying individual phonemes in words.                 | 13/15  | Maverick is now at an instructional level for 3rd Grade. This is a very important skill for developing Maverick's orthographic mapping skills, so we still need to keep working to improve Maverick's skills in this area. |
| CORE Phoneme Deletion<br>Test Part A: Phoneme deletion: Initial sound                        | 5/5  | Benchmark for 3rd Grade +  |
| CORE Phoneme Deletion<br>Test Part B: Phoneme deletion: Final sound                          | 5/5  | Benchmark for 3rd Grade +  |
| CORE Phoneme Deletion<br>Test Part C: First Sound of a Consonant Blend                       | 4/5  | Intensive help for 3rd Grade +   |
| CORE Phoneme Deletion<br>Test Part D: Embedded Sound of a Consonant Blend                    | 5/5  | Benchmark for 3rd Grade +<br>However two of these weren't automatic in terms of response.  |
| PAST Basic Syllable  | 12/12 Correct 12/12 Automatic  | Benchmark  |

|                             |                              |  |
|-----------------------------|------------------------------|--|
| PAST Onset-Rime             | 8/10 Correct 8/10 Automatic  | Level G Onset-Rime of Equipped for Reading Success needs to be repeated.   |
| PAST Basic Phoneme          | 10/10 Correct 9/10 Automatic | Benchmark  |
| PAST Advanced Phoneme Level | 14/20 Correct 9/20 Automatic | Level K probably needs to be repeated again and Level L and M in Equipped for Reading Success haven't been started as of yet.<br><br>The PAST assessment shows that Maverick is now functioning at a 3rd Grade level in terms of phonemic awareness. |

## Really Great Reading Decoding Surveys:

**Beginning and Advanced Decoding Surveys:** Maverick did not score enough correct words on the Beginning or the Advanced Decoding Surveys to meet the benchmark for his grade. He read 45 words correctly out of a possible 50 words on the Beginning Decoding Survey. 48 correct words represents benchmark. He read 12 out of a possible 30 words on the Advanced Decoding Survey. 26 correct words represents benchmark. I have noted in the Grapheme to Phoneme Checklist in Appendix 2, the vowel discrimination issues that Maverick appears to exhibit when reading individual words and words in sentences.

## CORE Phonics Survey

The ability to sound out new and unfamiliar words is an essential part of being an accomplished reader. Maverick still has gaps in his knowledge in this area, and for this reason, I did not complete the whole survey.

### Letter Names

Maverick knows all the letter names when seeing the alphabet in upper and lowercase, although he initially named lowercase 'b' as 'd', but quickly corrected himself. Reversals have

been quite an issue for Maverick, but having been taught some strategies and covered a program that remediates reversals Maverick has this far more under control.

### Consonant Sounds

Maverick was able to correctly give all of the consonant letter sounds.

### Vowel Sounds

Maverick was able to correctly give the short and long vowel sounds.

### Reading and Decoding

| <b>Test</b>   | <b>Raw Score</b> | <b>Notes</b>   |
|---|------------------|--|
| Part E: Short Vowels in CVC Words                   | 15/15            | Benchmark-Maverick is now solid at this level.   |
| Part F: Consonant Blends with Short Vowels          | 11/15            | Maverick is now instructional at this level. We shall need to keep reviewing this level.   |
| Part G: Short Vowels, digraphs, and tch             | 9/15             | Maverick requires intensive help at this level. We shall need to keep reviewing this level.  |
| Part H R-controlled Vowels                          | 2/15             | Maverick wanted to attempt this although we have not covered these spelling patterns as of yet.  |
| Part I Long Vowel Spelling                          | 5/15             | Maverick wanted to attempt this although we have not covered these spelling patterns as of yet.  |
| (Part J & K not covered) Part L Multisyllabic Words | 7/24             | Maverick recently started to decode multisyllabic words with closed and open syllables. He did reasonably well when just tested on words with these syllable |

|  |  |           |
|--|--|-----------|
|  |  | patterns. |
|--|--|-----------|

Quite a number of Maverick's errors are caused by confusing the short vowels within words. This was seen when he was tested on Part F and G. In the Grapheme to Phoneme Checklist in Appendix 2, I have noted the the vowel discrimination issues Maverick exhibited. Continued explicit teaching is necessary to correct this.

## Really Great Reading Sight Word Fluency Surveys

| Grade Level of Words | Score out of 50 | Competency   |
|----------------------|-----------------|--|
| 1st Grade            | 43 =86%         | Established proficiency middle of 1st Grade and approaching proficiency at the end of 1st Grade.     |
| 2nd Grade            | 40=80%          | Established proficiency Beginning of 2nd Grade and approaching proficiency the middle of 2nd Grade . |

## Approximate Reading Level Assessment using the San Diego Quick Assessment.

| Grade Level of Words | Score out of 10 | Competency  |
|----------------------|-----------------|-------------|
| Pre-Primer           | 10              | Independent |
| Primer               | 9               | Independent |
| Grade 1              | 5               | Frustration |

## CORE Graded High Frequency Word Survey

| <b>Test</b>  | <b>Raw Score</b> | <b>Notes</b> |
|--------------|------------------|--------------|
| Kindergarten | 10/10            | Benchmark    |
| Grade 1      | 20/24            | Strategic    |
| Grade 2      | 20/24            | Strategic    |
| Grade 3      | 14/24            | Intensive    |
| Grade 4      | 11/24            | Intensive    |

## **RAN/RAS**

The raw score is the time taken to name all 50 items in the test. This is then ranked using a detailed set of tables for each age range. The number of errors made is not taken into account unless it is severe, in which case the examiner should probably be running a different test altogether. The results indicate that Maverick no longer has a severe delay recalling number and letter names.

| <b>Test</b> | <b>Time in seconds</b> | <b>Percentile Rank</b> | <b>Descriptive Rating</b> |
|-------------|------------------------|------------------------|---------------------------|
| Numbers     | 28                     | 30                     | Average                   |
| Letters     | 27                     | 37                     | Average                   |

## **The Digit Memory Test**

| <b>Test</b>                  | <b>Score</b> |
|------------------------------|--------------|
| Digits Forwards              | 7            |
| Digits Backwards             | 3            |
| Total Forwards and Backwards | 10           |
| Standard Score               | 77           |
| Percentile equivalent        | 6            |

## MASI-R Oral Reading Fluency Measures

Maverick was asked to read a passage at a Grade 1 and Grade 2 level, out-loud. The test allows calculation of words-correct-per-minute (WCPM) and words-incorrect-per-minute (WIPM) and provides a measure of reading accuracy. Maverick answered some comprehension questions following my reading of the rest of the 1st Grade passage.

The results are tabulated below.

| Level | WCPM | WIPM | Accuracy                                | Notes  |
|-------|------|------|---|--|
| 1     | 35   | 3    | 92%<br>(Instructional<br>for 1st grade) | Maverick replaced mouse with monster, there with three and lives with lived. He initially said had for ate, but then self corrected this.  |
| 2     | 12   | 2    | 83%<br>(Frustration at<br>2nd Grade)    | Maverick replaced sometimes with smells and thing with things. He initially said cats for acts, but self corrected himself. I have noticed letter sequencing can be an issue for Maverick. |

Maverick's reading speed is between the 25th percentile-50th percentile for a First Grade reading level. He is still stopping to sound out words and I believe his poor sight vocabulary is impacting his ability to *read for information*. When Maverick was read the 1st grade passage, he was able to successfully answer the comprehension questions I posed, but I noticed he still needs further prompting to expand his answers and at times he didn't fully elaborate on the answers he gave. Maverick is now reading on a regular basis using "Learning Ally" which allows him to "ear read" text at his grade level. He still needs to be encouraged to simultaneously read along with the text. It is highly recommended that all his text books and story books are available in this format at school and home.

## Core Vocabulary Screening

This assessment of word meaning involves selecting the best synonym for a given word, from three possible choices. Scores of 23 and above are considered *benchmark*, meaning a student can access material at that level with a reasonable chance of making sense of it. A score of 15-22 (*strategic*) means they may have some difficulty without receiving additional

input. Scores of 14 and below require intensive help. I allowed Maverick 10 minutes to complete the Grade 1 Test without any help.

| <b>Grade Level</b> | <b>Independent Score</b> | <b>Rating</b> |
|--------------------|--------------------------|---------------|
| 1                  | 22/30                    | Instructional |

## **Reading Maze**

This timed test measures a student's silent reading fluency and comprehension, using passages in which every 7th word is replaced by a choice three of words in parentheses.

For each grade, a calibration table indicates whether the student is reading at or below benchmark. The results are tabulated below.

| <b>Grade level</b> | <b>Words correct in 3 minutes</b> | <b>Performance</b> |
|--------------------|-----------------------------------|--------------------|
| 2                  | 3                                 | Intensive          |

Maverick should continue to use assistive technology, such as the services that Learning Ally provides, or some other form of text-to-speech. This should be happening at both home and school.

## Spelling Inventories-McGuffey Qualitative Spelling Inventory and *Words Their Way* Primary Spelling Inventory

### McGuffey Qualitative Spelling Inventory

| Grade Level           | Score     | Notes  |
|-----------------------|-----------|--|
| Level 1 (K-1st Grade) | 16/20 80% | The last level that a student scores between 50-90% is his or her instructional level. This is Maverick's instructional level. |
| Level 2 (2nd Grade)   | 12/25 48% |  |

### *Words Their Way* Primary Spelling Inventory

| Features             | Totals | Notes   |
|----------------------|--------|---|
| Beginning Consonants | 6/7    | Gave wh for w in wait   |
| Final Consonants     | 7/7    |   |
| Short Vowels         | 6/7    | Spelled fan as fane   |
| Digraphs             | 5/7    | Gave ck for ch in coach and c for ch in chewed. The digraphs need to be reviewed. |
| Blends               | 7/7    |   |
| Long Vowel Patterns  | 2/7    | These are yet to be covered by Maverick.  |
| Other Vowels         | 1/7    | These are yet to be covered by Maverick.  |
| Inflected Endings    | 1/7    | We are just starting to cover suffixes.   |



|                               |                      |             |  |
|-------------------------------|----------------------|-------------|--|
| Words Spelled Correctly 10/26 | Feature Points 35/56 | Total 45/82 | Spelling Stage -Late Letter Name<br>Alphabetic and Early Within Word Pattern |
|-------------------------------|----------------------|-------------|--|

## Unaided Writing

The raw results from this exercise are tabulated below.

### Unaided Writing Analysis Curriculum Based Measurements (CBM)

| Measurement   | Score  | Notes  |
|---|--|--|
| Total words written (TWW)<br>In 5 minutes/Whole passage       | 26/54  | Maverick was timed for 5 minutes, but then he went on to complete the paragraph.                     |
| Total letters written (TLW)<br>In 5 minutes/Whole passage     | 91/182                                       |  |
| Words spelled correctly (WSC)<br>In 5 minutes/Whole passage   | 20 +2/43+3                                   | The words play and round were given by the parent, so I have marked play, plays and round as errors. |
| Correct writing sequences (CWS)<br>In 5 minutes/Whole passage | 17 out of 30 possible/34 out of 60 possible. | A complex measurement involving accuracy of spelling, grammar, capitalization and punctuation.       |
| Spelling accuracy<br>In 5 minutes/Whole passage               | 20/26=77%/<br>43/54=80%                      |  |
| Average word length<br>In 5 minutes/Whole passage             | 91/26=4<br>(3.5)/182/54<br>=3 (3.4)          | News reports average around 5 characters/word.   |
| Overall accuracy<br>In 5 minutes/Whole passage                | 17/30=57%/<br>34/60=57%                      | Considering spelling, punctuation and usage.   |

## Unaided Writing Analysis

| The Components of Written Language   | Recommendations  |
|--|--|
| <p>Handwriting: Maverick prints his letters. His writing is legible and his letters are generally well formed. His placement of letters can sometimes be above the line, or even below it.</p>   | <ol style="list-style-type: none"> <li>1. We have spent a long time supporting Maverick to improve the legibility of his writing. To help further with letter formation and placement Maverick is now going to learn cursive using the CursiveLogic program.</li> </ol>  |
| <p>Spelling: Maverick made eight spelling errors in this paragraph and he also asked for the spelling of play and round. Maverick is a phonetic speller, however, his difficulty pronouncing some words, especially multisyllable words, orally is impacting his ability to make the correct grapheme choices. He is at the beginning stages (1st Grade) in terms of Letter-Name Alphabetic and Early Word Pattern (Words Their Way), so although the foundation has now been set, he still has much to learn. I will continue to help him with correct speech sound pronunciation and the correct pronunciation of words.</p> | <ol style="list-style-type: none"> <li>1. Maverick needs to be reminded about the use of “wh” rather than w at the beginning of question words such as when.</li> <li>2. He has just learned about and is using strategies to encode and decode multisyllable words, using both a word’s phonology and morphology to help him. He will continue to build these skills.</li> <li>3. Maverick requires more teaching in order to recognize compound words such as herself and around and that words such as does it are separate.</li> </ol> |
| <p>Usage: Maverick is able to correctly punctuate his sentences using a capital letter and a period. He is also able to form a paragraph about a simple topic such as he did in this case when he wrote about his dog. Maverick needs to be supported to write more complicated topics using parts of speech he isn’t currently using.</p>   | <ol style="list-style-type: none"> <li>1. Maverick’s work lacks adjectives. I am about to introduce him to these in our multisensory grammar class and he will be encouraged to use them in his writing.</li> </ol>  |
| <p>Vocabulary: Maverick is able to write about simple topics such as his dog and use vocabulary he is familiar with. However, he needs to extend his vocabulary knowledge</p>  | <ol style="list-style-type: none"> <li>1. We are using various approaches to extend Maverick’s vocabulary. This includes asking him to orally put words in a sentence. These words are</li> </ol>  |

|   |   |
|---|---|
| <p>and use more descriptive words and make his writing more interesting for his reader.</p>   | <p>selected from those he has read or spelled incorrectly. We often discuss multiple meanings for the same word. In addition to this he is learning about word bases, suffixes, and prefixes and building matrixes as well learning about the meanings of these word parts.</p> <ol style="list-style-type: none"> <li>2. Learning Ally (audio books) is used on a daily basis at home and Maverick is reading a wide collection of materials and extending his oral vocabulary.</li> </ol> |
| <p>Organization and Ideation: Maverick was able to organize his ideas on this simple topic about his dog in order to write a short descriptive passage.</p> | <ol style="list-style-type: none"> <li>1. I need to help Maverick develop a sense of audience to encourage him to make his work more interesting. He needs to think who he is writing for and why.</li> <li>2. He would benefit from planning his writing before starting to write.</li> <li>3. He needs lots of practice at the sentence level before he learns more about paragraph structure.</li> </ol>   |

# Appendix 2 Specific Tutoring Checklist

## Grapheme to Phoneme Checklist

This is a list of the graphemes that Maverick will benefit from knowing in order to successfully sound out unfamiliar CCVC, CVCC, CCVCC, CCCVC, CCCVCC, CCVCCC and CCCVCCC words. Some errors were noted at the CVC level, although he was solid reading the short vowels in CVC words on the CORE Phonics Survey. These errors below were noted in the CORE Phonics Survey, The Beginning Decoding survey, the Advanced Decoding Survey and the McGuffey Qualitative Spelling Inventory, the Primary Spelling Inventory and Maverick's Unaided Writing. Anything noted that involves a spelling error would mean a phoneme to grapheme error.

| <b>Grapheme</b> | <b>Sound Choices</b>  |
|-----------------|---|
| a/u, u/a        | Short vowel confusion within CVCC words such as lamp for lump continues to be an issue for Maverick. The nonsense word shub was given for shab.   |
| o/u             | Short vowel confusion within CCVC words beginning with a digraph such as shot for shut continues to be an issue for Maverick. The nonsense word yod was given for yud (CVC.)  |
| e/i, i/e        | Short vowel confusion within CVCC ending with digraphs such as weck for wick continues to be an issue for Maverick. Maverick replaced i for e when he gave thin for then (CCVC.) Maverick also gave led for lid, but self corrected this (CVC.) |
| o/i             | Short vowel confusion-The nonsense word phod was given for phid (CCVC.) The nonsense word mosp was given for misp (CVCC.)   |
| a/i             | Short vowel confusion-The nonsense word chad was given for chid (CCVC.)Had was given for hid, but this was self corrected.  |
| o/u, u/o        | Short vowel confusion -The nonsense word doth was given for dath (CVCC.)The nonsense word thux was given for thox (CCVC.)   |
| i/u             | Short vowel confusion -him for hum. This is a CVC error, and it was left uncorrected.   |

|         |   |
|---------|---|
| a/e     | Maverick spelled the word when as wan in his unaided writing.   |
| d/b     | Reversals can still cause Maverick to make errors. The nonsense word ked was given for keb.   |
| chr/str | The nonsense word chrob was given for strob. We will want to continue to review the three sound blends.   |
| ch      | ck was written for ch when Maverick spelled coach and c was written for ch when Maverick spelled chewed. We shall want to continue to review the digraphs especially ch and wh. |
| wh      | Maverick spelled wait as what, when as wan, with as whith and white as wite.  |

## Spelling Rules

I shall continue to review these essential, reliable and simple rules that Maverick has already been taught using some more advanced multisensory techniques to help him remember and use them and compensate for his working memory deficits. A few other rules will be added, but only those that will really help him, so as not to overwhelm his ability to remember them.

|                               |  |
|-------------------------------|--|
| c/k/ck rules-How to spell /k/ | Whether to use 'c', 'k', or 'ck' is well defined, with few exceptions. (Cat/Kite Rule & the 'soldier rule.') |
| FLOSS rule                    | The letters 'f', 'l', 's', and 'z' are almost always doubled at the end of closed single syllable words.     |
| ch or tch rule                | Also known as the 'soldier rule'. Maverick will want to review the exceptions as he spelled such as sutch.   |
| ge or dge rule                | Also known as the 'soldier rule.'  |

# **Punctuation and Capitalization**

I will cover basic punctuation, and capitalization. Grammar is covered by the Basic Writing Skills course or Multisensory Grammar which Maverick is working through with me.