The Story of Jack

1. Jack is an eight-year-old, 2nd-grade student at Anywhere campus in Anywhere ISD.

Commented [MR1]: The information included in the data story below provides the evaluator with both qualitative and quantitative information about the student and also provides support regarding what skills this student may or may not have received as per our TEKS.

Commented [VG2]: Noting both age and grade level provides an immediate indication of the student's history and sets the foundation for age/grade comparisons.

2. Jack's primary language is English, and he has attended school in Anywhere ISD since kindergarten.

Commented [MR3]: Noting that Jack's primary language is English the Evaluator can rule out possible second language concerns.

3. Jack had two absences in kindergarten, four absences in 1st grade, and currently has one absence in 2nd grade.

Commented [VG4]: Documentation of attendance history validates that the student has attended school on a regular basis and therefore provides the committee a basis for ruling out lack of educational opportunity.

4. Jack had trouble learning letters and sounds in kindergarten, 1st, and 2nd grades. This information was according to TPRI results.

Commented [VG5]: Data from early reading assessments are part of the student's academic history. Further information will need to be gathered including what accelerated instruction Jack received and if there is data from progress monitoring that could be considered as well.

5. When assessed in 2nd grade for automaticity of letter knowledge, Jack needed 87 seconds in which to write the 26 letters of the alphabet, and he struggled with how to form some of the letters.

Commented [VG6]: This is qualitative data collected during the assessment. This information aids the evaluator interpret possible difficulties with spelling and decoding unknown words.

6. Naming letters in random orders presented no noticeable difficulty, but he did not know the sounds (phonemes) for some of the letters.

Commented [VG7]: This qualitative data collected during the assessment, along with the data in #5, may indicate why the student is having difficulty with decoding and spelling words. This information may be attributed to a possible phonological deficit.

7. The 2nd-grade teacher says that when reading, Jack often can't understand the main idea of the passage. He also struggles to recall sequences, draw conclusions, or make inferences.

Commented [VG8]: This qualitative data from the Teacher Checklist provides insight as to what the teacher observes within the classroom.

8. TPRI from 2nd grade also shows "Still Developing" in word reading (as well as in graphophonemic knowledge) at the start of the year.

Commented [VG9]: This information provides the evaluator with data that confirms challenges with phoneme to grapheme correspondence.

9. Math story problems cause difficulties for Jack because he can't read and complete them.

Commented [VG10]: This qualitative data was taken from the Teacher Checklist. The difficulty with reading words in context is persistent and impacting achievement in multiple content areas. The evaluator would want to investigate further to find out if Jack exhibits difficulties when doing math calculations and math reasoning, as well as, determine if he performs any differently when directions and word problems are read aloud to him.

10. Comprehension for Jack is best when information is read to him; in this type of circumstance, he is able to correctly answer questions after listening to a story.

Commented [VG11]: This information was teased out during the assessment. Jack is able to understand information from a story if the story is read to him. This also confirms "unexpectedness" and that Jack does comprehend information in the absence of print.

11. Intervention efforts have included Jack working with the Lexia program. Data from Lexia reports indicate that his level of performance for decoding improved from mid-kindergarten to beginning 1st grade after 64 of 84 sessions.

Commented [VG12]: This information comes from the academic history which indicates some progress was made during accelerated instruction. Participation in an RTI process is not required for dyslexia evaluation, however, having data from more than one source is important. Noting that some progress was made also validates the student has the ability to learn.

12. According to Jack's teacher, oral reading for Jack is labored; he does not read with expression, intonation, or phrasing. When it comes to multi-syllabic words, he stumbles through them or fails to come close to sounding out the full word.

Commented [VG13]: This is qualitative data (observation) taken from the teacher interview. This information may help to confirm observations made during the assessment process when Jack is asked to read words in isolation and in context.

13. During administration of the GORT-5, Jack read short passages with difficulty. He could not read words with accuracy, having to rely on trying to decode many words as he read. He also guessed at many of the words. For example, he read "father" as "Fred," "likes" as "lives," and "want" as "went."

Commented [VG14]: These notation were made by the evaluator during the testing of reading fluency. Data gathered during assessment may corroborate data collected prior to assessment (i.e. #12).

14. The subtest for math word problems on the WJ-III measures applied reasoning. This subtest is read to the student.

Commented [VG15]: This information provides data through task analysis. This subtest may potentially provide the data needed to establish math skills are impacted by reading and perhaps not on the actual understanding of math. Again, performance on this subtest may potentially support "unexpectedness."

15. The 2nd-grade teacher says Jack mixes up little words in text such as "were" for "where."

Commented [VG16]: Additional qualitative data from the teacher interview providing support for reading words in isolation as well as in context.

16. He also reverses letters when spelling, such as writing "d" for "b." He also confuses letters with similar appearance, such as "n" for "h."

Commented [VG17]: This information was gathered during the assessment of spelling. Confusion and lack of automaticity when spelling and writing letters supports difficulty with orthography.

17. Spelling indicators: Jack spells phonetically and appears to not understand orthographic rules for English spelling.

> **Commented [VG18]:** This information was derived from the item analysis of errors made by Jack on a spelling subtest. This information provides additional support of difficulty with orthography.

18. His reading rate is slow.

> **Commented [VG19]:** An observation which was made during testing of of oral reading fluency. "Slow" rate would be in comparison to other students of that same age and grade as Jack.

19. Jack's teacher says he can understand the main idea when information is presented to him, and he can answer questions regarding who, what, when, where, why, and how. His teacher does not however that the information sometimes has to be repeated for clarification.

> **Commented [VG20]:** This information supports Jack's ability to learn and the unexpectedness exhibited for decoding when reading.

20. Jack's teacher reports that when it comes to following directions, Jack struggles with those of two and three steps.

> **Commented [VG21]:** This qualitative data may indicate working memory difficulties. Other possibilities may be language processing deficits, or possibly challenges with attention. The evaluator will want to look for additional data to support or dispute any of these possibilities.

21. From his family (mother) comes these details:

- Jack may cry because of frustration with reading.
- He likes to put puzzles together.
- She read to him before he started kindergarten.
- He likes drawing and coloring, using computers, writing in journals, and participating in sports.
- She worries about his reading comprehension.
- He was slow to develop language according to accepted developmental milestones, and so at age 5, his mother initiated speech therapy services. (Note: It is unknown whether he continues to receive speech services to date.)
- Also, as a fetus, Jack's heart rate was slow, and following birth, he remained in the hospital for three weeks.

> **Commented [VG22]:** Parent information is important and provides background information prior to formalized school instruction. Did the child reach typical milestones? Were they late to speak? Did they attend pre-school and/or receive any additional support such as speech therapy? This information provides the evaluator with data to confirm the child has the ability to learn, as well as, provides insight into the home environment.

> **Commented [VG23]:** This information is part of the pattern of evidence for dyslexia. Many children with dyslexia will struggle with aspects of receptive and expressive language.

22. Jack's handwriting is legible, but sometimes he writes his letters so small that the words cannot be read.

> **Commented [VG24]:** Given that Jack has difficulty with spelling, is it possible this is a defense mechanism?

23. Completing written assignments is an issue.

> **Commented [VG25]:** This information comes from the teacher checklist. The teacher noted that every writing sample from the classroom was short in length but had a picture drawn by Jack.

24. From October to February, he did not increase the length of his stories, and his handwriting began to deteriorate to the point that many words were hard to read.

25. In his writing, Jack sometimes begins sentences with a capital letter and ends with punctuation. In a writing sample from February however, the written work was one long sentence that was difficult to read for understanding. His teacher also says sentence construction is hard for him and that he leaves words out when writing sentences.

26. Spelling is also an issue, as was shown in benchmark writing samples from October through February that were provided by his teacher. His spelling included such errors as these:

- "em" for "am," "put" for "pet," "wit" for "went" and "wodemelem" for "watermelon," showing phonological confusion with short vowel sounds and with consonant sounds
- "my" as "mi" and as "me" in several samples
- "nad" for "and"

27. Jack's classroom teacher says that he has difficulty expressing himself clearly and fluently, often using imprecise language such as references to "stuff" or "things." Also, sometimes when questioned, he is unable to supply verbal responses quickly and wrestles with oral syntax (nouns, verbs, and pronouns). He is able to begin, maintain, and end conversations, however, as well as tell stories with a beginning, middle, and end.

28. Jack's teacher, like his mother, also noted that he loves to draw.

29. During formal testing, Jack appeared to be well-rested and attentive.

30. Jack's older brother has been identified as having Asperger's syndrome.

Commented [VG26]: These observations were made by the evaluator in a review of writing samples from October to February provided by Jack's classroom teacher. Many aspects of the writing process may be observed through the writing samples from legibility to ideation. Inconsistent use of grammar rules, lack of coherent thoughts due to deletions of words or sentences, and spelling error patterns can all be observed through a review of Jack's writing samples. This qualitative data may also help to support quantitative data gathered from the Test of Written Spelling (TWS).

Commented [MR27]: Error patterns observed will not only assist the identification process but also provide valuable information regarding instructional goals.

Commented [VG28]: This information is useful when interpreting data collected from the language testing. It may be interesting to note that in the information provided from his mother, there were concerns early on regarding the use of oral language. Verification of whether Jack is still receiving services from a speech therapist may be warranted, or at the very least it may be beneficial to see if there is an exit report from his speech therapist.

Commented [VG29]: This information comes from both the teacher and parent. Jack's difficulty with writing letters may not be a fine-motor issue.

Commented [VG30]: This is qualitative data to establish the validity of the scores obtained from the norm-referenced testing.

Commented [VG31]: This information was provided by the parent and provides verification that a family history of learning difficulties is present.

31. Progress-monitoring data for reading intervention indicates Jack has met 78% of the exercises at a course level of 1.18.

> **Commented [MR32]:** Data from a variety of sources is important. The progress-monitoring data noted here should be compared to same-age peers. Data validates that Jack has the ability to learn and has responded to instruction, although still below what might be the norm when compared to same-age peers.

32. A Learning Disabilities Diagnostic Inventory was given to Jack in October 2013 and again in December 2014.

> **Commented [VG33]:** This is data collected from the student support team at the campus. Information from the Inventory will aid in establishing a history of risk for learning disabilities.

33. Jack has had a history of allergies and sinus infections.

> **Commented [VG34]:** This information comes from the parent interview. The evaluator would want to know what medications the student is taking to relieve the allergies and sinus infections due to possible side-effects which may impact Jack's performance during the school day.

34. A hearing screening in December 2014 noted no concerns, and his mother said he did not have a history of otitis media.

35. When Jack was screened in January 2015 for vision, the need for further evaluation was noted. A follow-up with the parent indicated that he was examined then for possible vision concerns, and correction was prescribed after he was diagnosed with "lazy eye." (Note: Jack wore his glasses during both days of evaluation.)

> **Commented [MR35]:** Hearing and vision are exclusionary factors that must be ruled out as the primary cause of the academic difficulties. This documentation typically comes from the school nurse and should be part of the initial data gathering process.
>
> In Jack's case hearing is ruled out as a possible contributing factor for both reading and spelling. Although vision was initially a concern for Jack, it was also ruled out as a contributing factor after being examined by an eye doctor.

36. Formal test results:

> **Commented [VG36]:** Standard scores will be included under each skill area on the report template. Each of the norm-referenced tests should be utilized in conjunction with informal data gathered during Step 1 of the evaluation process, as well as, anecdotal data collected by the evaluator during the formal evaluation. The norm-referenced scores from a variety of tests are given in order to assess for suspected dyslexia.

- WRMT-III word reading: SS 71 w/ SEM of 65-77 (below average)
- WRMT-III decoding: SS 83 w/ SEM of 75-91 (below average)
- TWS-5: SS 58 w/ SEM of 54-62(below average)
- WJ-III Spelling: SS 76 w/ SEM of 72-80 (below average)
- GORT-5 accuracy: SS below 70, with SEM of below 69-71 (below average)
- GORT-5 rate: SS below 70, with SEM of below 69-71 (below average)
- GORT-5 reading comprehension: SS below 70, with SEM below 69-71 (below average)
- WJ-III math: SS 95, with SEM 91-99(average)
- TOWRE-2 sight word efficiency: SS 69, with SEM of 64-74 (below average)
- TOWRE-2 phonemic decoding efficiency: SS 76, with SEM of 72-80 (below average)

- CTOPP-2 phonological awareness: SS 86, with SEM of 82-90 (below average)
- CTOPP-2 rapid naming: SS 88, with SEM of 84-92 (below average)
- CTOPP-2 phonological memory: SS 85, with SEM of 89-101 (average)
- CTOPP-2 elision: SS 79 (below average)
- WJ-III processing speed: SS 89, with SEM of 85-93 (below average)
- OWLS-II listening comprehension: SS 105, with SEM of 101-109 (average)
- WJ-III math reasoning applied problems: SS 95, with SEM of 91-99 (average)
- OWLS-II oral expression: SS 96, with SEM of 92-100 (average)
- KABC-II vocabulary knowledge (Gc/Knowledge): SS 108, with SEM of 101-115 (average)