Test Materials:

Aston Index

Ann Arbor Test of perception

Curriculum materials for idea testing

Informal Evaluation\_2 Materials

Test Behaviour:

Student\_2 was assessed in a single session of a little more than two hours. He is a very interactive and friendly young boy. He completed most of the tasks set for him with adequate focus and attention. He started getting a little tired and restless towards the end of the assessment session, when he had finished 75% of the tasks in Mathematics, however completed all the tasks.

Oral Language:

Student\_2 has good oral communication skills both receptive and expressive. He could contribute to and sustain a conversation on a variety of topics. He speaks very fluently and cohesively. He seems to be very interested in extracurricular activities and this is very evident from his enthusiasm when he talks about various extracurricular activities events he has participated and won in many.

When he was asked questions from his educational program lessons (Student\_2cience & Student\_2ocial Student\_2tudies), he could answer knowledge based questions easily; could answer comprehension based questions with prompts; had challenge in recalling all key points and details required to answer the questions.

Phonological Awareness Student\_2kills:

Student\_2 could discriminate between the initial sounds of the words presented, however he had challenge with the final sounds d/t, sh/ch, le, el and al. when asked to differentiate/discriminate between the vowel sounds of the given words Student\_2 was observed to be confused between the sounds of i, e and u.

Reading and Comprehension:

Student\_2 read his familiar text with adequate speed, fluency and accuracy. When he was given an unfamiliar passage at grade level, he needed help with multi syllable words; he got stuck when he was unable to decode an unfamiliar word. Teaching him the technique of syllabication will help to overcome this challenge. He could read a passage at Vth grade level silently and write answers to the questions based on the passage.

Handcomposing:

Student\_2 writes in a combination of print and cursive handcomposing. He starts composing very slowly, quite neat and legibly, however as the volume increases he starts composing fast to keep up the speed and in the process the formation of letters, spacing between letters within the words is compromised.

Student\_2pelling:

Student\_2 was given words from a Student\_2chonell Graded Student\_2pelling List and his educational program lessons. Student\_2’s spelling reflects vowel confusion, auditory discrimination deficits, soft sound of c and lack of awareness of certain spelling rules. He obtained a spelling age of 10 years on Aston Index. His spelling errors are as follows:

Words dictated Words Student\_2pelt as

compressed comprest

bargain bargane

earliest earlyest

policy polisy

institution instetution

immediate immideate

Freezing freezeing

Written Expression:

Student\_2 was asked to write a paragraph of about100 words on his favourite festival. His composing has some ideation, however he was unable to develop these ideas; he uses simple vocabulary, though his vocabulary usage at the oral level is adequate, the same doesn’t reflect in his composing. He did not use punctuation consistently including full stops and capitals to begin a sentence. It is evident that he is aware of punctuation, however has not internalized the usage, hence teaching him error tracking techniques will help overcome this. His sentence structure and grammar was adequate and age appropriate.

When he was asked to write answers to questions after (silent) decoding text a passage he was able to answer factual questions correctly, needing help with inferential/higher order critical thinking questions.

Mathematics:

Student\_2 could read numbers up to 10 thousands place very well, needs more practice to read numbers up to lakhs place; when he was asked to write by dictation and write numerals for the number given in words, he wrote – seventy four thousand and twenty five as 74,25. He could do four digit addition and subtraction with carry over and by subtraction correctly. He has understood the idea and process of multiplication sums; however, he made mistakes when he multiplied the number with the carried over number -- He was unable to do the division sums, had challenge in the process of working out division sum, He found it difficult to work out fractions, LCM & HCF; He could arrive at the operations for the given word problems for single operation, however, found it difficult if more than one operation was involved and also had challenge in composing the statements. He could do activities of composing the correct greater than and less than signs, round off the given numbers to the nearest tens, hundreds. Reinforcing ideas from mid Student\_2TD III onwards with regular revision and practice will help in internalization and retention of ideas learnt.

Student\_2ummary and Recommendations:

Student\_2 is a smart and friendly child with good oral communication skills. Evaluation\_2 pattern reveals mild deficits in decoding text skills and a lag of about two to three years in the area of spelling, written expression and Mathematics. Teaching Student\_2 higher level word attack skills like syllabication technique will help him to decode unfamiliar multisyllable words. Improving and developing higher level comprehension skills will enhance his understanding and academic performance. Regular reinforcement of ideas learnt across subjects, revision and over learning will enhance memory and help retention.

A systematic remedial programme focusing on the areas mentioned above is recommended.

A list of recommendations geared towards improving his skills is given below:

Develop higher level word attack skills such as syllabication/ structural analysis, contextual clues etc.

A list of keywords to be prepared for all the lessons and use of flashcards for decoding text and spelling.

Teach spelling rules whenever needed to learn spelling.

Look, Cover, Write and Check method to develop spelling

Practice handcomposing to get proper formation of letters and timed work.

Mind map/ word web to teach educational program based answers and to develop written expression.

A number of questions to be framed for each idea. The questions should cover higher level comprehension skills like inference, application and analysis that includes cause & effect, Fact & Opinion, Author’s purpose etc.

Math remediation to begin at the level at which Student\_2 is functioning at present.

Regular practice of ideas learnt in Math.