2. Assessment Report: RAJEEV K.

NAME: Rajeev K.
DATE OF BIRTH: 05/06/2012
GRADE: III Std
SCHOOL: Green Valley Elementary
MOTHER TONGUE: Kannada
LANGUAGES KNOWN: Kannada, English
HANDEDNESS: Right-handed

MOTHER'S NAME: Manjula K. | **CONTACT NUMBER**: 9800123456
FATHER'S NAME: Krishnakumar K. | **CONTACT NUMBER**: 9800123457
REFERRED BY: Principal, Green Valley Elementary
REASON FOR REFERRAL: Consistent reading and writing difficulties
DATE OF EVALUATION: 10th January 2025

TESTS ADMINISTERED

- Dyslexia Screening Test (DST)
- Informal Reading Inventory
- NIMHANS Index of Learning Disabilities (screening)
- School-based assessments of math, EVS, language

BACKGROUND INFORMATION

Informant: Mother

Family History

Rajeev is an only child. Both parents are working professionals. Father had mild reading difficulties in childhood but overcame them with tutoring. No other known learning difficulties in the extended family.

Medical History

Healthy, no major illnesses. Normal birth history; no speech delay reported.

Scholastic History

Teachers observed Rajeev struggles with reading aloud, often confuses letters b/d and p/q, and has difficulty spelling common words. He is keen to participate in sports activities.

GENERAL OBSERVATIONS

- Rajeev appeared shy but cooperative.
- He was hesitant to read aloud; he showed signs of anxiety when asked to read or spell.
- His oral comprehension was good; he could answer questions when they were read aloud to him.

TEST FINDINGS

Reading Development

- Shows **letter reversal** (b ↔ d, p ↔ q).
- Reads at a slower pace, points to each word.
- Frequently guesses words based on the first letter rather than decoding fully.

Reading level: Below Grade 3 level (approximately at Grade 1–2 range).

Spelling Skill Development

- Misspells high-frequency words (e.g., "went" as "wentt," "does" as "dose").
- Struggles with consonant blends (e.g., "sp," "bl," "dr").

Spelling level: Below Grade 3 expectations, consistent with dyslexia-type patterns.

Written Expression

- Very brief responses, often omits punctuation.
- Difficulty organizing his thoughts on paper.
- Handwriting is legible but slow; letter reversals and spacing issues noted.

Written expression level: Well below grade level due to difficulty encoding words.

Math

- Basic number concepts (addition, subtraction) are at grade level.
- He understands concepts if read aloud.
- Reading word problems independently poses difficulty, causing errors due to misreading.

Math level: Conceptually at grade level, but reading issues impact word problem-solving.

SUMMARY

Rajeev presents with **dyslexia-type** reading and spelling difficulties. His receptive and oral language skills are strong, indicating that his primary challenge is in decoding (reading) and encoding (spelling). These difficulties interfere with his academic performance.

RECOMMENDATIONS

- **Structured Literacy Approach**: Systematic phonics instruction, multi-sensory learning to reinforce sound-symbol relationships.
- **Reading Accommodations**: Additional time for reading-based tests; allow oral responses where possible.
- **Remedial Tutoring**: Focus on high-frequency words, decoding strategies, and spelling patterns.
- **Teacher Collaboration**: Provide typed notes, reduce copy work, and consider reading software or audiobooks.
- **Follow-Up**: Regular re-evaluation to track progress and adjust interventions.

Assessed by: *Name of Assessor*
Verified by: *Name of Supervisor*