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Initial Educational Evaluation Report

Name: Renuga Sri

Date of Birth: 20/10/2011

Class: 4th standard

School: Aurinko Academy

Date of Evaluation: 26/07/2023

Parent's concerns: Parents are concerned about Renuga's reading and writing difficulties, memory and her progress in academics. Parents want guidance on how best to support their child so she is better able to cope with academics as well as acquire life skills.

Background Information: Informants: Parents

Medical background: Renuga is an adopted child and was found to have difficulty in verbal expression at the age of 3.5 years when she was adopted. She communicated at word level and her vocabulary at that time consisted of two words. There is no record of whether birth-cry was present in her earlier records. Early milestone development in terms of motor development was normal as per her adoption records. She underwent OT as well as speech therapy, which was stopped because of COVID lockdown. Speech therapy has now been resumed.

Education: Renuga started play-school at age 4 (year 2015) and continued there till 2018. After this she was enrolled at Aurinko Academy in LKG and has been studying here till date. Renuga has had two assessments done, one at Reach Clinic (2017) and another at St John's Hospital (2018). Assessment report (2018) indicates borderline level of intellectual functioning (78) and average socio-adaptive functioning.

Family:.   Renuga is a single child and lives with her parents and her maternal grandfather. Her father is a mechanical engineer and mother is a software professional.

Test Materials

Aston index for Learning Disabilities.
Ann Arbor tests for perception.
Curriculum materials for concept testing.
Informal assessment materials.

Test behaviour:

Renuga is a pleasant and friendly child. A rapport could be established with her quite easily. Renuga is able to complete all the tasks assigned to her with fair focus and attention, in the 'one-to-one' assessment setting. The assessment was completed in a single session of 2.5 hours.

Oral language:

Renuga is able to understand and follow multistep general as well as task- based instructions. She is able to answer questions on personal information and is able to give some details about her daily routine as well. Answers are given in short sentences in English. She is able to initiate and sustain a conversation in English. Mild articulation difficulty is observed. She obtained a vocabulary age of 7 years on Aston's Vocabulary Index.

No significant deficits observed in receptive as well as expressive oral language.

Reading and comprehension:

Renuga is able to identify all letters of the alphabet and associate sounds to them. She is able to read some words with short vowel sounds (CVC). She is able to read a few two-letter sight words from Dolch List 1. It was observed that Renuga spells out all words, letter by letter before combining them to read, except in the case of a few familiar words like 'apple', 'school', 'cat' and 'red', which she was able to read on sight without spelling. Renuga had difficulty in reading phrases and sentences and is unable to read her grade level text book. Renuga was unable to read the words from Schonell's graded word level test and hence it was not possible to establish an age level for reading, however, it is found based on observations and reading of other words that her reading age is approximately around 5-6 years, which in terms of grade level would be LKG-UKG.

A 1st – 2nd grade comprehension passage is read out to Renuga and a few questions are asked about it. She listened attentively as the passage was being read and was able to answer all the questions asked.

Severe reading deficits are observed. Listening comprehension is found to be around 1-2 grade.

Handwriting:

Renuga writes with her right hand in a mix of print and cursive writing. She does not use the tripod grip while writing. Her posture while writing is appropriate. In terms of paper position while writing, she keeps the book/paper very close to her and bends down to look closely at what she is writing. Handwriting is fairly legible, however there is scope for improvement in terms of letter formation, spacing and line conformity.

Spelling:

Renuga is given a spelling dictation of words from Schonell's graded word spelling test. She is able to spell few words from the list, mainly two letter sight words. The number of words spelt correctly from this list is too few to be able to obtain a score to establish spelling age. Spelling errors are indicative of auditory and visual perceptual deficits.

Moderate to severe deficits in spelling are observed.

Following is the error pattern seen:

Word dictated	Word written as
mat	man
ran	rin
bag	big
dad	day
bed	big
dot	dog
hay	hat
good	dood
till	then
with	win

Written expression:

Written expression skill is yet to develop.

Visual Perception

Renuga displays difficulty in being able to spot differences and similarities from a given set of words, phrases and numbers. Scanning for differences is slow and letter-by-letter with many errors in answers. Visual memory for words and phrases is found to be poor. Visual sequential memory is found to be 3 for letters and numbers in correct order, which is below expected age/grade level.

Severe visual perceptual deficits are observed.
Visual perceptual deficits often manifest as reading and spelling difficulties.

Auditory Perception

Renuga is partially able to spot differences and similarities of beginning, ending and medial sounds of words that she hears. She is able to isolate beginning sounds of words, independently, she is unable to isolate ending sounds of words independently. When sounds are isolated and presented to her, she is able to discriminate between similar and different sounds. Auditory memory for words and sentences is found to be 3 random words and 5 word sentences in correct order, which is below expected age/grade levels. Auditory sequential memory is 3 for letters and 4 for numbers, which is below expected levels for her age/grade. She is partially able to associate and classify words that she hears, based on meaning.

 Moderate to severe auditory perceptual deficits are observed.
Auditory memory deficits often manifest as spelling and comprehension difficulties.

Math

Renuga is able to count a given number of objects and write the numerical. She is also able to draw objects correctly according to a given number. She is able to read two-digit numbers accurately and is able to write number names for a few numbers from 1-10. She is able to write preceding and succeeding numbers from 1-15 for a few numbers, however, she required prompts to carry it out accurately. She is able to add and subtract single digit numbers, however, errors are observed when she works independently. Fewer computation errors are observed with guidance. It was observed that Renuga uses her fingers to add and subtract and at times, tends to lose track of the number she has displayed on her fingers or makes errors while counting her fingers. Grade level functioning in math is around UKG- early 1st grade.

Severe deficits observed in Math.

Summary and recommendations:

Renuga is a child with potential to learn. Assessment reveals a below age/grade level functioning across skill areas. Renuga is functioning at around Lkg-Ukg grade level in terms of reading and spelling and at grade 1 in terms of comprehension and math. No significant deficits are observed in expressive and receptive oral language. During the assessment it was observed that Renuga seems to be an auditory learner. A remedial program with an emphasis on auditory learning (for example: reading out stories or lessons to her, playing recorded lessons/stories) would help her learn in a more efficient manner. Renuga will benefit from being in a learning environment that will support her learning needs in terms of providing intensive remediation to build and improve reading, spelling, math and comprehension skills as well as learning life-skills. Being in a supportive learning environment will also help build confidence in Renuga which will help her achieve her complete potential.

Janaki Narendra   Dr Gayathri Krishna

Brindavan Education Trust   Director

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