

ASSESSING DYSGRAPHIA



One of the reasons that Dyspraxia is hard to assess is that you really need to rule out alternative explanations for writing difficulties and identify which sort of dyspraxia the child has. This means considering their broader literacy skills and motor skills issues and comparing them to their current level of attainment and underlying ability.

ASSESSMENT FOR ATTAINMENT/ACHIEVEMENT

Wide Range Achievement Test 4 (WRAT4) this compares them to their peer group in relation to maths, spelling and reading ability.

ASSESSMENT FOR ABILITY

Wide Range Intelligence Test (WRIT) this measures their verbal and non-verbal ability. These general assessment allows us to see the impact of a specific learning difficulty on a child's learning, and check that there are no broader cognitive difficulties that might be holding them back.

WRITING ASSESSMENT

Process Assessment of the Learner™ (PAL™) Test Battery for Reading and Writing. This assesses whether orthographic coding difficulties are affecting the learner and to what extent.

- Phonological Processing
- Orthographic Coding
- Rapid Automatised Naming
- Integration of Listening, Note-taking & Summary Writing Skills

(see also USA) Test of Written Language - Fourth Edition (TOWL-4)
(see also USA) Test of Early Written Language, Third Edition (TEWL-3)

TWS-5: Test of Written Spelling-Fifth Edition

MOTOR AND SPATIAL SKILLS ASSESSMENT

Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI) allows us to see whether the child's motor and spatial skills more broadly are effecting their writing.

- Gross motor skills
- Fine motor co-ordination
- Visual perception
- Visual Perception and Motor Co-ordination integration

READING ASSESSMENT

Gray Oral Reading Tests (GORT-5) - Fifth Edition - may also be used in instances where it is not clear whether a identification of dyslexia or dysgraphia is more appropriate.

- oral reading fluency (rate and accuracy)
- comprehension

INFORMAL ASSESSMENT

In addition to these formal standardised assessment a child may be asked to self generate written sentences and paragraphs which are then compared to age appropriate copied text. The assessor will also be looking at output, posture and writing grip.

There is not one universal test for dysgraphia. Different professionals will assess for dysgraphia in slightly different ways and may even conceptualise it slightly differently. The tests above are an indicator of what types of tests are appropriate and which specific areas they focus on.