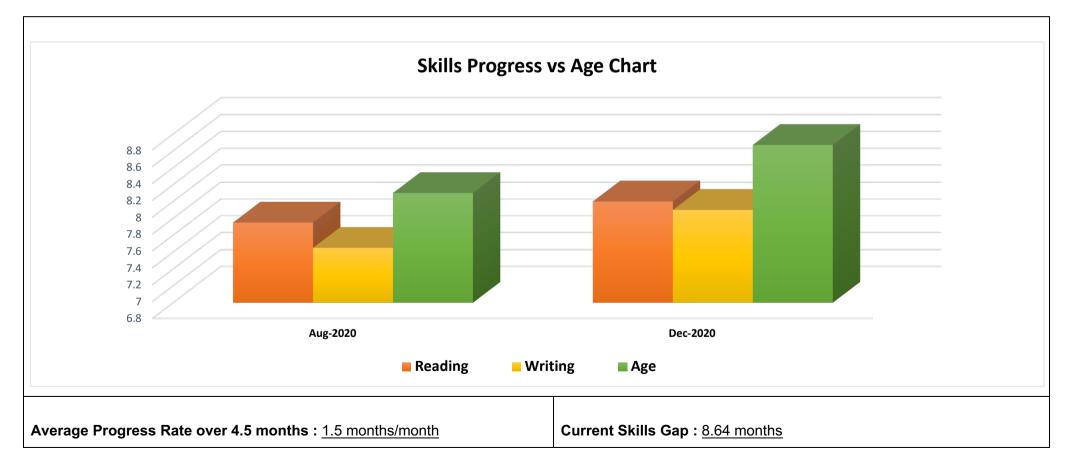
e-mail: info@lexiconreadingcenter.org

XXX Grade 3 Phase 1 Progress Report

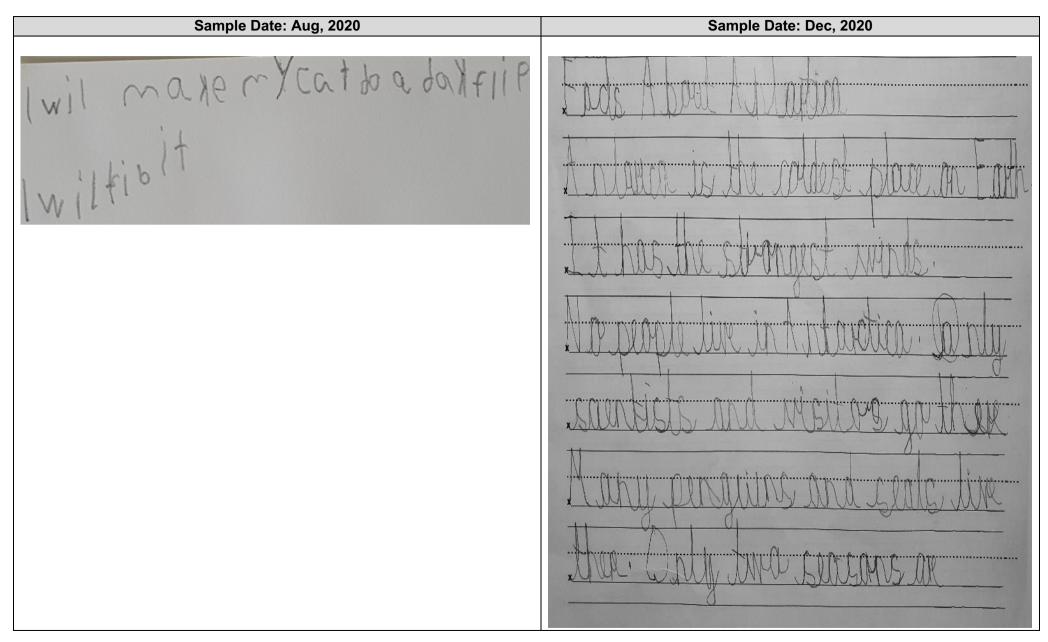
DATE OF BIRTH	25 th of June, 2012	SCHOOL	XXX		
AGE	8 Years 8 Months	GRADE	Three		
DATE: 30 th of December, 2020					



Norm Based Baseline Assessment

Achievement Test – WJ III	Mar-2020	Dec-2020		
	Age Equivalent (Years-Months)			
Reading Skills				
Letter-Word Identification	8-0	8-4		
Word Attack	7-6	8-2		
Passage Comprehension	NA	7-9		
Writing Skills				
Spelling	7-7	8-0		
Spelling of Sounds	7-4	7-9		
Written Expression	NA	7-11		

Writing Sample Analysis



Sample Date: Aug, 2020	Sample Date: Dec, 2020			
Writing Sample Analysis				
Handwriting:	Handwriting:			
No cursive, poor letter formation.	Wrote in cursive fully.			
Word Level:	Word Level:			
No adjectives.	Used feels-like adjective. Example: coldest.			
Sentence Level:	Sentence Level:			
Incomplete sentences. No punctuation.	All sentences are complete sentences. Used connective 'and'.			
	Example: Only scientists and visitors go there.			
Paragraph Level:	Paragraph Level:			
No paragraph division.	No paragraph division.			

Decoding and Encoding Progress – Aug-2020 vs Dec-2020

October-2020	December-2020
Decoding:	Decoding:
1. Vowel Patterns:	1. Vowel Patterns:
XXX could decode 1-2 syllable words combined with short vowel sounds.	XXX could decode 2-3 syllable words combined with long vowels and vowel r patterns.
Examples: helmet and tenpin.	Examples: interlude and conquer.
	2. Morphology:
	XXX can identify and decode multisyllable words suffix – ed (vanquish / ed).
Encoding:	
1. Vowel Patterns:	Encoding:
XXX could encode one syllable words with short vowels.	1. Vowel Patterns:
Example: splotch and shaft	XXX could encode 2-3 syllable words combined silent e and vowel r patterns
	Examples: servile and imbibe
	2. Morphology:
	XXX can identify and encode 2-3 syllable words with suffix – ful (thank / ful).

Summary and Recommendations:

- XXX progressed significantly in four months of intervention. Overall, he closed 6 months gap this term.
- Its recommended that XXX continues the instruction to close the current skills gap and to achieve higher milestones in his literacy skills.

Rudolf Stockling MSc (Psych); MAPS: Educational Psychologist

Praveen A.V. MA (Psych): Literacy Intervention Specialist