

## Dysgraphia Report Writing Template

**Select the accurate sentence and revise it to be specific to the individual student's performance.**

The Dysgraphia Report Writing Template was created to use as a guidance tool. The report should be written specific to the individual student.

<b>Primary Writing Difficulties</b>	<b>Document explanation in paragraph form at the end of the Achievement section of the FIE.</b>	<p>Based on multiple sources of formal and informal data (e.g., standard score and informal data), _____ exhibits primary writing difficulties, characteristics of dysgraphia, with poor performance in letter formation; handwriting: size, spacing, legibility; dictation: timed, untimed; and writing fluency: accuracy and rate.</p> <p><b>OR</b></p> <p>Based on multiple sources of formal and informal data (e.g., standard score and informal data), _____ exhibits some primary writing difficulties, characteristics of dysgraphia, with poor performance in letter formation; handwriting: size, spacing, legibility; dictation: timed and untimed; and writing fluency: accuracy and rate.</p> <p><b>OR</b></p> <p>Based on multiple sources of formal and informal data (e.g., standard score and informal data), _____ does not exhibit primary writing difficulties. Current data demonstrate adequate performance in letter formation; handwriting: size, spacing, legibility; dictation: timed, untimed; and writing fluency: accuracy and rate.</p>
<b>Secondary Spelling and Writing Difficulties</b>	<b>Document explanation in paragraph form at the end of the Achievement section of the FIE.</b>	<p>These weaknesses in primary writing difficulties consequently appear to negatively impact spelling and written expression.</p> <p><b>OR</b></p> <p>These weaknesses in primary writing difficulties do not appear to impact spelling or written expression at this time. Performance in these academic areas is currently average compared to same age/grade peers.</p> <p><b>OR</b></p> <p>These weaknesses in primary writing difficulties have consequently appeared to negatively impact spelling (or written expression). However, performance in written expression (or spelling) is currently average compared to same age/grade peers.</p>
<b>Cognitive Abilities: Possible Contributing Factors</b>	<b>Document explanation in paragraph form at the end of the Intellectual section of the FIE.</b>	<p>_____ 's academic weaknesses, characteristic of dysgraphia, are related to cognitive weaknesses in orthographic awareness, graphomotor function phonological awareness, memory, rapid naming, processing speed, and/or.</p> <p><b>OR</b></p> <p>_____ 's academic weaknesses, characteristic of dysgraphia, are related to cognitive weaknesses in orthographic awareness and/or graphomotor function. Although her/his performance appears average in phonological awareness, _____ s/he did receive direct systematic instruction in phonological awareness during kindergarten through 2nd grade. S/he did not, however, appear to retain or transfer these skills to reading, spelling, or writing. Inaccurate word reading and inaccurate spelling reveal continued phonological awareness deficits. These phonological deficits are underlying causes of dysgraphia. Other cognitive area weaknesses related to academic deficits in spelling and written expression include memory, rapid naming, and processing speed.</p> <p><b>OR</b></p> <p>_____ 's academic weaknesses, characteristic of dysgraphia, do not appear to be related to cognitive weaknesses. _____ demonstrates average ability in orthographic awareness, graphomotor function, phonological awareness, memory, rapid naming, and/or processing speed.</p>
<b>Ability to Learn in the Absence of Writing</b>	<b>Document explanation in paragraph form at the end of the Intellectual section of the FIE.</b>	<p>These academic and cognitive ability weaknesses are unexpected in relation to _____ 's ability to learn in the absence of writing. _____ 's performance is average or above in the following areas (e.g., general intelligence, reasoning, knowledge, oral language, reading skills, math skills, and/or academic knowledge).</p> <p><b>OR</b></p> <p>_____ 's academic and cognitive ability weaknesses in primary and secondary writing skills are not unexpected in relation to his/her ability to learn in the absence of reading (e.g., general intelligence, reasoning, knowledge, oral language, reading skills, math skills, and/or academic knowledge). _____ 's academic and cognitive performance is (below average or average) compared to same age/grade peers.</p>

Determination of Characteristics of Dysgraphia for Committee Consideration	Document in the Determination of Disability Condition section of the FIE.	DETERMINATION
		_____ has received effective classroom instruction and has had adequate sociocultural opportunities. Thus, based on multiple sources of data, _____'s academic weaknesses and related cognitive ability weaknesses are unexpected in relation to his/her ability to learn when writing is not required (e.g., general intelligence, reasoning and knowledge, oral language, reading, math, and/or academic knowledge). Therefore, _____ demonstrates characteristics of dysgraphia.
		<b>OR</b>
		_____ has received effective classroom instruction and has had adequate sociocultural opportunities. However, based on multiple sources of data, her/his academic weaknesses and related cognitive ability weaknesses are not unexpected. _____'s poor academic performance in writing is related to poor ability to learn when writing is not required (e.g., general intelligence, reasoning and knowledge, oral language, reading, math, and/or academic knowledge). Therefore, _____ does not demonstrate characteristics of dysgraphia.
		<b>OR</b>
		_____ has not had consistent effective classroom instruction in writing (document events). Therefore, based on multiple sources of data, _____ does not meet Texas Education Agency guidelines for the identification of dysgraphia at this time.
		<b>OR</b>
		_____ (document events); thus, s/he has not had the sociocultural opportunities to acquire an adequate education compared to same age/grade peers attending general education. Therefore, based on multiple sources of data, _____ does not meet Texas Education Agency guidelines for the identification of dysgraphia at this time.

#### ACKNOWLEDGEMENTS

I would like to thank Tammy Stephens-Pisecco and Sarah Holman for their helpful review and comments on the initial draft of this document.