



Road Map for Remediation

Part 10 Informal Report Writing: Test Results

In my [last blog](#) I introduced readers to informal report writing and discussed the value of describing, in a report about a student, the informal assessments used with them. Today I will discuss how to take the results from those assessments and add them to an informal report. My blogs on [Informal Assessment of Reading Deficits](#) and [Informal Assessment of Writing and Spelling Deficits](#) discussed the assessments I use with students, but my webinars will support you in the test result gathering and interpretation process. To view more information about my webinars, please take this [link](#).

It is critical that the people who will read your report can make sense of the results that you obtained while informally testing a child. Test result interpretation is key to planning your “Road Map for Remediation” and helping others understand the recommendations you make based upon those results. I will repeat a Dr Selznick quote I used in my last blog, as it highlights the importance of helping others understand your findings. He wrote the following in a blog on formal assessment of a student and report writing, but I feel this applies just as much to informal assessment and the report writing process.

Ideally, an assessment should be a practical vehicle, a springboard that can help guide you in terms of your child’s areas of identified needs. The report

generated from the assessment should be practical and fairly straight-forward in conveying the findings in as much jargon-free language as possible. That is, you should understand the report and what the numbers mean.

From [Assessment Revisited Part 1](#) August 16th 2019 by Dr Richard Selznick¹.

It is at this point in the report writing process that you are gathering all your results together, generally recording them in tables. In addition to this, you will be including your interpretations of those results based on the guidance given with the informal assessments, though in some cases that interpretation will be more subjective. More information on how to do this is provided with my [webinars](#). Tables allow readers to easily read and interpret the results. I sometimes include another brief description of the test at this point, to further aid understanding. For those of you uncomfortable with creating tables, this [link](#) may prove helpful. You can view examples of how I display and interpret test results under the “Test Results” section of each of the following initial reports I wrote for my own students.

- [SWRD Report](#) (Under “Appendix 1: Test Results”)
- [SCD Report](#) (Under “Tests and Results”)
- [MRD Report](#) (Under “Appendix 1: Test Results”)
- [CS Report](#) (Under “Appendix 1: Test Results”)

I customarily include the test results as an appendix, although it is the second part of the report I actually write. This is why I’m dealing with it in this second blog on the topic of informal assessment report writing. You can view an “Appendix 1 : Test Results” section in the report of my dyslexic profile student [here](#), but I also recommend you review this section in the reports I wrote for the other three profiles. The links are all provided above.

In my next blog I will deal with including an “Interpretation of Results and Tutoring Plan” section in your report writing. The purpose of this interpretation is to draw a “big picture” view of a child’s overall needs.

¹ I highly recommend Dr Selznick’s books, especially “Dyslexia Screening” and “What To Do About Dyslexia,” which break down things that parents and teachers might not fully understand; the assessment process, intervention, and instruction, as well as the myths that so many people have about dyslexia.

My webinars on informal assessment of reading, writing, and spelling deficits are available from the Orton Gillingham Online Academy at the links below. These were written for teachers, tutors, and parents who wish to explore informal assessment of these skills in depth.

- [Informal Assessment of Reading Deficits](#)
- [Informal Assessment of Writing and Spelling Deficits](#)

All previous blogs written in this series entitled a Road Map for Remediation can be found [here](#).

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