Dysgraphia/SLD-Writing:
Possible Components of Comprehensive Evaluation

Background Information
› Birth history, family history, developmental history including speech and language, early educational history, risk factors associated with dysgraphia, early screening and benchmark assessments of handwriting

Documentation of Response to Intervention (Rate of Learning)
› Instructional response data using reliable and valid progress monitoring measures demonstrating response to increasingly intense interventions and supports provided with fidelity
› Student work samples

Oral Language
› Listening comprehension, oral expression, and vocabulary

Visual-Motor Integration / Graphomotor Skill / Occupational Therapy Evaluation
› Assessment of visual and motor skills necessary for handwriting

Basic Writing Skills
› Spelling real (phonetically regular and irregular) and nonsense words
› Phonology, orthography, morphology
› Grammar, punctuation, capitalization, copy editing

Writing Fluency
› Accurate and fluent production of letters, words, or sentences
› Accurate and fluent copying of letters, words, or sentences

Written Expression
› Can include writing at the sentence and paragraph levels

Executive Functioning
› Attention, initiation, shifting, organization, planning, self-monitoring, working memory

Mathematics (Legibility, Spacing, Alignment)*
› Math calculation, math problem solving, and math fluency
› Examine strengths and weaknesses to determine any language- or written language-related supports needed

Speech-Language Evaluation**
› An evaluation relevant to the assessment of dysgraphia/SLD-Writing conducted by a speech-language pathologist

Assistive Technology**
› An evaluation to determine whether devices or services are required to increase, maintain, or improve functional writing capabilities

Other Areas as Appropriate
› Each student referred is entitled to a full and individual evaluation that is sufficiently comprehensive to identify all the student's special education and related service needs. If other disabilities are suspected or already confirmed, additional evaluation tools may be necessary (e.g., cognitive assessment, other academic areas, behavior rating scales, occupational or physical therapy evaluation).

*Denotes a secondary academic area potentially affected by dysgraphia
**Denotes a supplemental evaluation area to aid in developing a comprehensive treatment plan for a student with dysgraphia