

The logo for faw (Feifer Assessment of Writing) features the lowercase letters 'faw' in a bold, orange, sans-serif font. A blue brushstroke underline is positioned beneath the letters. A small 'TM' trademark symbol is located to the upper right of the 'w'.

**Feifer Assessment  
of Writing™**

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## **Interpretive Report**

by **Steven Feifer, DEd, and PAR Staff**

### **Client Information**

Client name : Sample Client

Client ID : SC

Test date : 03/15/2019

Date of birth : 08/03/2006

Age : 12 : 7

Grade/Education : 5

Gender : Female

Examiner : Dr Brown

This report is intended for use by qualified professionals only and is not to be shared with the examinee or any other unqualified persons.

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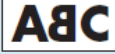


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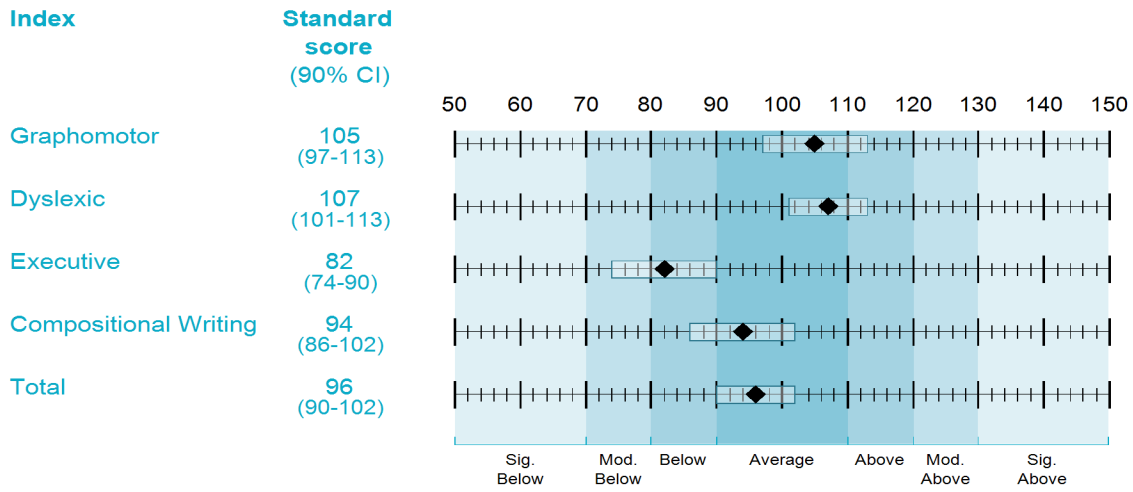
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## FAW Score Summary

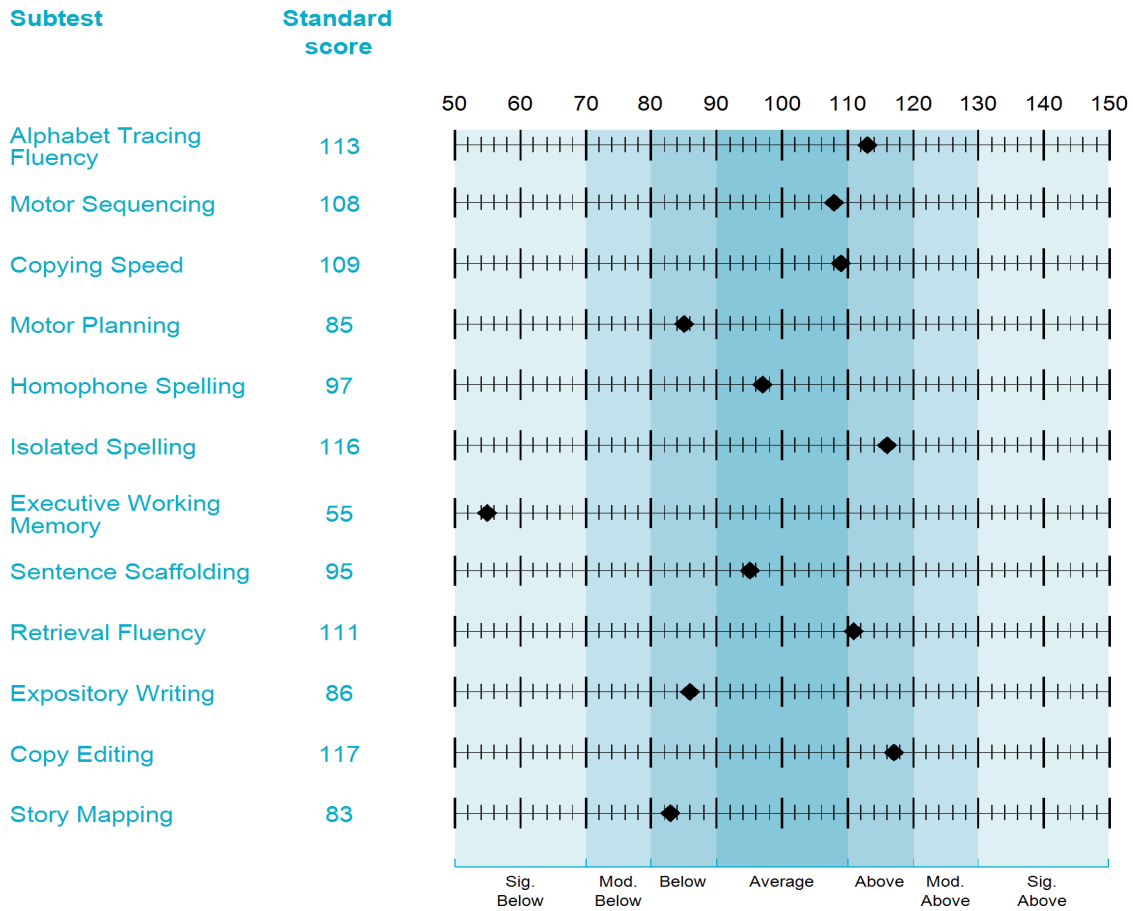
Subtest	Raw score	Standard score	Index standard score	Percentile rank
Alphabet Tracing Fluency (ATF)	21	113		81
Motor Sequencing (MS)	20	+ 108		70
Copying Speed (CS)	17	+ 109		73
Motor Planning (MP)	7	+ 85		16
 <b>Graphomotor Index (GI)</b>		<b>= 415</b>	<b>105</b>	<b>63</b>
Homophone Spelling (HS)	31	97		42
Isolated Spelling (IS)	53	+ 116		86
 <b>Dyslexic Index (DI)</b>		<b>= 213</b>	<b>107</b>	<b>68</b>
Executive Working Memory (EWM)	2	55		0.1
Sentence Scaffolding (SS)	9	+ 95		37
Retrieval Fluency (RF)	28	+ 111		77
Expository Writing (EW)	6	+ 86		18
 <b>Executive Index (EI)</b>		<b>= 347</b>	<b>82</b>	<b>12</b>
<b>GI + DI + EI = FAW Total Index (TI)</b>		<b>= 975</b>	<b>96</b>	<b>39</b>
<b>Supplemental Index</b>				
Expository Writing (EW)	6	86		18
Copy Editing (CE) <i>optional</i>	32	+ 117		87
Story Mapping (SM) <i>optional</i>	7	+ 83		13
 <b>Compositional Writing Index (CWI)</b>		<b>= 286</b>	<b>94</b>	<b>34</b>

Note. “---” indicates the value could not be calculated due to missing data. “n/a” indicates the value could not be calculated because the examinee’s grade falls outside the administration grade range for this subtest.

# Index Score Profile



# Subtest Score Profile



## Overview of This Report

Sample completed the Feifer Assessment of Writing (FAW). The FAW is an individually administered measure of writing ability normed for students in prekindergarten through college. The FAW contains individual tests of writing skills that combine to form a Graphomotor Index (GI), a Dyslexic Index (DI), an Executive Index (EI), an optional Compositional Writing Index (CWI), and a FAW Total Index (TI). Each index score is expressed as a grade-based standard score scaled to a mean of 100 and a standard deviation of 15.

The subtests that compose the GI assess the ability to plan, sequence, and execute the physical stroke of the writing process during timed conditions. The DI is composed of subtests that assess spelling. The EI contains subtests designed to assess retrieval fluency, and for students Grades 2 and above, sequencing, working memory, saliency determination, and planning and organization of one's thoughts and ideas. A FAW TI, calculated by combining the GI, DI, and EI scores, provides a comprehensive and reliable assessment of overall writing ability.

The optional CWI is available for students in Grades 2 and above and is a foundational writing index designed to assess both written language skills and the ability to grammatically self-check written work. The purpose of the CWI is to provide greater clarity of a student's overall written language prowess, whereas the core battery involves diagnostic measures to determine the underlying neuropsychological processes inherent in the skill of writing itself.

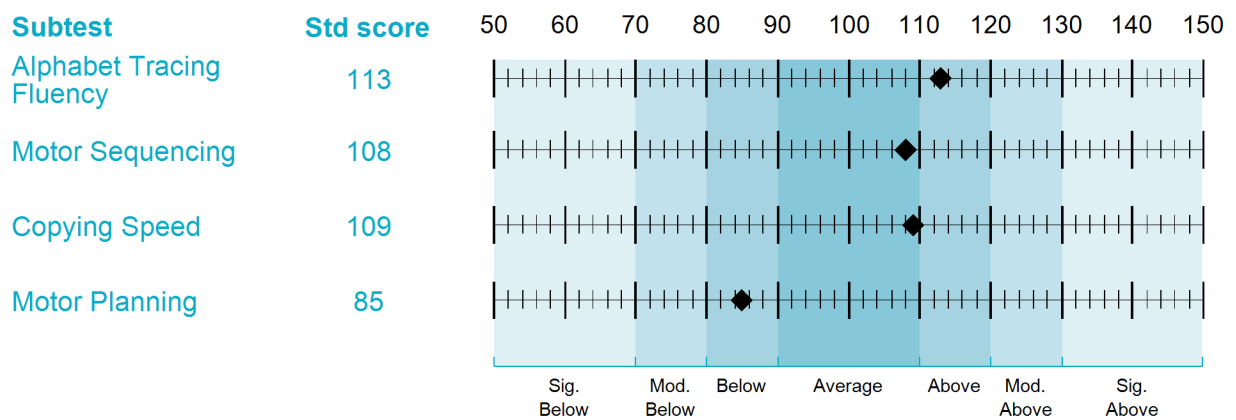
One of the unique features of the FAW is that it assists examiners in not only detecting the presence of a specific learning disorder in written expression, but also in determining the specific subtype of dysgraphia to better inform intervention decision-making. It is important to note the FAW should not be used in isolation as a diagnostic tool. Instead, it should be used as part of a comprehensive assessment battery in conjunction with other sources of information, such as the student's developmental and academic history, curriculum-based data, previous responses to intervention, and pertinent social–emotional factors when determining the presence of a specific learning disorder in written expression. Furthermore, not all students with a specific learning disorder in written expression will manifest a particular dysgraphia subtype, but instead may display a more global learning deficit in writing. By examining converging evidence, qualified professionals can confidently arrive at a valid classification and, most importantly, an effective treatment plan to support the student's development as a writer.

## Report Summary

Sample, a student in fifth grade, completed the FAW on 03/15/2019. Sample's FAW Total Index (TI) standard score is 96, which is in the Average range of functioning and is at the 39<sup>th</sup> percentile compared to same-grade peers.

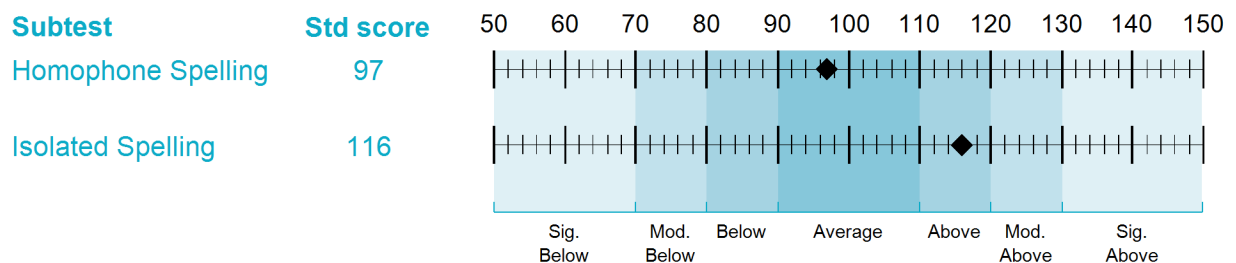
### Graphomotor Index (GI)

Sample obtained a Graphomotor Index (GI) score of 105, which is in the Average range of functioning and at the 63<sup>rd</sup> percentile compared to same-grade peers. Her individual subtest scores on the GI are as follows:



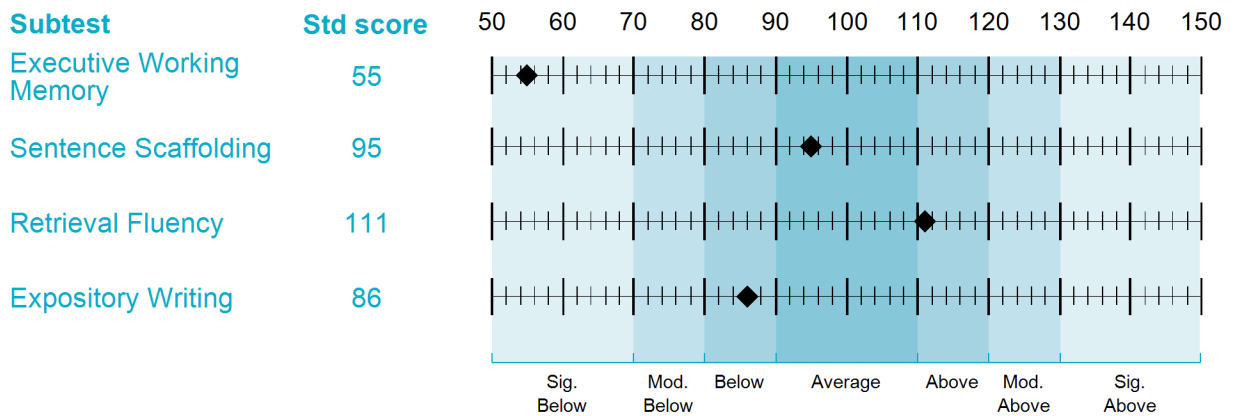
### Dyslexic Index (DI)

Sample obtained a Dyslexic Index (DI) score of 107, which is in the Average range of functioning and at the 68<sup>th</sup> percentile compared to same-grade peers. Her individual subtest scores on the DI are as follows:



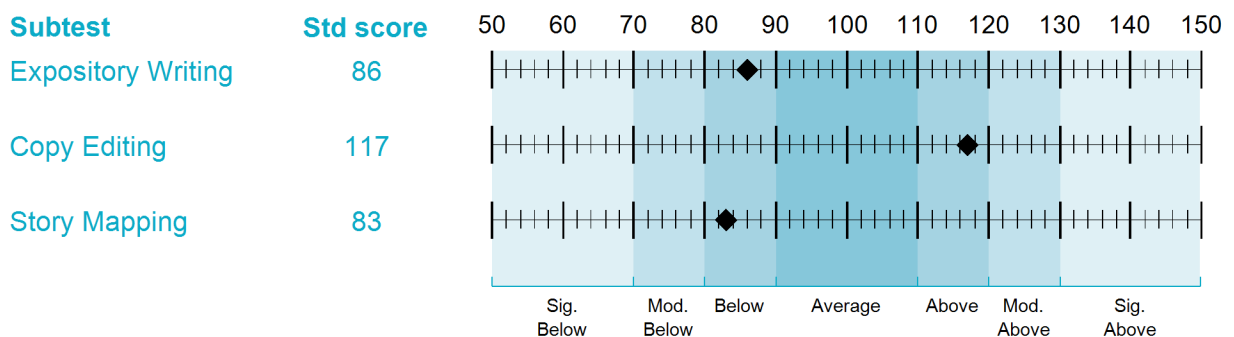
### Executive Index (EI)

Sample obtained an Executive Index (EI) score of 82, which is in the Below Average range of functioning and at the 12<sup>th</sup> percentile compared to same-grade peers. Her individual subtest scores on the EI are as follows:



## Compositional Writing Index (CWI)

Sample obtained a Compositional Writing Index (CWI) score of 94, which is in the Average range of functioning and at the 34<sup>th</sup> percentile compared to same-grade peers. Her individual subtest scores on the CWI are as follows:



## Summary

According to the FAW, though Sample performed at or above grade level in motor and spelling skills, her overall constellation of writing scores is suggestive of executive dysgraphia due to her lower Executive Index score. However, all facets of her instruction should be taken into consideration before determining a diagnostic classification. Executive dysgraphia is characterized by a wide range of written language deficits including difficulty planning and organizing one’s thoughts and ideas, an inability to master the implicit rules of grammar and syntax, poor use of a topic sentence, little elaboration of detail, inability to use paragraph breaks appropriately, and poor understanding of how words and phrases can be combined.

Sample has potential to make significant strides in writing provided she is exposed to consistent, evidence-based writing instruction and she has ample opportunities to practice and cultivate her writing skills.

## FAW Total Index (TI) Interpretation

**Sample's FAW TI score is 96, which indicates that her constellation of writing-related processes is in the Average range of functioning and at the 39<sup>th</sup> percentile compared to same-grade peers.** The FAW Total Index (TI) is calculated by combining the GI, DI, and EI standard scores and provides a more comprehensive and reliable estimate of overall writing ability. A FAW TI score in this range suggests this student's overall complement of writing skills is consistent with grade-level peers. However, examination of the GI, DI, and EI is needed to understand Sample's areas of strength and weakness.

## Index Interpretations

### Graphomotor Index (GI) Interpretation

The FAW Graphomotor Index (GI) measures motor planning, dexterity, motor coordination, as well as motor output speed. It is made up of several subtests measuring the student's ability to construct and plan the written stroke, as well as decode and copy text, all under timed conditions. **Sample's FAW GI score is 105, which indicates her compilation of graphomotor-related writing processes is in the Average range of functioning and at the 63<sup>rd</sup> percentile compared to same-grade peers.** Scores within this range on the GI suggest grade-appropriate skills in motor coordination and planning, symbol decoding, speeded copying tasks, as well as overall text legibility.

### Dyslexic Index (DI) Interpretation

The FAW Dyslexic Index (DI) is a measure of a student's spelling skills. It is made up of several subtests that assess isolated aspects of the spelling process. **Sample's FAW DI score is 107, which indicates her compilation of dyslexic-related writing processes is in the Average range of functioning and at the 68<sup>th</sup> percentile compared to same-grade peers.** Scores within this range on the DI suggest good ability in identifying correctly spelled words as well as correctly spelling dictated words.

### Executive Index (EI) Interpretation

The FAW Executive Index (EI) is a measure of a student's mastery of the executive functioning demands inherent within the writing process. It is made up of several subtests that assess retrieval fluency. For students Grades 2 and above, it assesses sequencing, working memory, planning and organization, and elaboration skills. **Sample's FAW EI score is 82, which indicates her compilation of executive-related writing processes is in the Below Average range of functioning and at the 12<sup>th</sup>**



**percentile compared to same-grade peers.** Students who score within this range on the EI often have difficulty with executive functioning tasks such as verbal retrieval, planning and organization, and sentence construction. These challenges may lead to overall writing difficulty, particularly as grade-level writing demands increase. Further, this score suggests that Sample's executive skills are an absolute weakness ( $EI \leq 85$ ). In other words, compared to grade-level peers, this score is more than one standard deviation below the mean score from the normative sample. Students with deficits in executive processing in this range are at risk for a specific learning disorder in written expression consistent with executive dysgraphia.

## Compositional Writing Index (CWI) Interpretation

The FAW Compositional Writing Index (CWI) provides examiners with knowledge of a student's written output and ability to self-edit written work. It is made up of extended writing tasks that assess a student's ability to self-generate and edit written language. **Sample's FAW CWI score is 94, which indicates her foundational written language skills and ability to grammatically self-check her work is in the Average range of functioning and at the 34<sup>th</sup> percentile compared to same-grade peers.** Scores within this range on the CWI suggest good structured and unstructured writing skills, as well as grammatical editing skills.

## FAW Total Index (TI) Discrepancy Interpretations

To determine Sample's overall pattern of writing strengths and weaknesses, the following index comparison scores are provided. A **relative strength or weakness** refers to a FAW index score (GI, DI, EI) that is significantly discrepant from the FAW Total Index (TI) score. In general, relative strengths and weaknesses are used to inform intervention decision-making. Conversely, an **absolute strength or weakness** refers to a FAW index score (GI, DI, EI) that is one standard deviation (15 points) or more above or below the normative sample's mean score of 100.

FAW Total Index Standard score: 96				
Index	Standard score	Absolute difference	Significance level	% of Sample
Graphomotor Index (GI)	105	9	.15	>15%
Dyslexic Index (DI)	<b>107</b>	<b>11</b>	<b>.05</b>	<b>&gt;15%</b>
Executive Index (EI)	<b>82</b>	<b>14</b>	<b>.05</b>	<b>≤10%</b>
Compositional Writing Index (CWI)	94	2	<i>ns</i>	>15%

Note. "---" indicates that the value could not be calculated due to missing data. Discrepancies in bold are statistically significant at  $p < .05$ .

### Total Index (TI) vs. Graphomotor Index (GI)

The discrepancy between the TI score and the GI score is not statistically significant ( $p \geq .15$ ).

### Total Index (TI) vs. Dyslexic Index (DI)

Sample's FAW Total Index (TI) score is in the Average range and her Dyslexic Index (DI) score is in the Average range. There is a statistically significant discrepancy between these two scores ( $p < .05$ ), the prevalence of this discrepancy being >15%. However, the difference in scores most likely has little impact on Sample's overall writing skills, as both scores are indicative of adequate writing development. Sample demonstrated good spelling skills when spelling words in isolation, as well as within context. Sample was likely equally adept in accurately spelling both phonologically consistent and phonologically irregular words, which require students to have good orthographic memory skills to picture the word in the mind's eye. In summary, Sample's overall constellation of writing scores suggests at-grade-level total writing performance.

## Total Index (TI) vs. Executive Index (EI)

Sample's FAW Total Index (TI) score is in the Average range and her Executive Index (EI) score is in the Below Average range. There is a statistically significant discrepancy between these two scores ( $p < .05$ ), the prevalence of this discrepancy being  $\leq 10\%$ . However, the difference in scores most likely has little impact on Sample's overall writing skills, as both scores are very similar. For instance, Sample had difficulty planning, organizing, retrieving and sequencing thoughts and ideas to express on paper. At times, Sample struggled to self-generate, self-organize, and self-structure words and sentences in a coherent fashion, even when prompts were provided. Sample's written output was characterized by word omissions, inconsistent punctuation and capitalization, simplistic sentence structure, and occasional grammatical miscues. In summary, Sample's overall FAW profile of scores may be indicative of a specific learning disorder in written expression consistent with executive dysgraphia.

## Total Index (TI) vs. Compositional Writing Index (CWI)

The discrepancy between the TI score and the CWI score is not statistically significant ( $p \geq .15$ ).

## Index Discrepancy Interpretations

<b>Graphomotor Index</b> Standard score: 105				
Index	Standard score	Absolute difference	Significance level	% of sample
Dyslexic Index (DI)	107	2	<i>ns</i>	>15%
Executive Index (EI)	<b>82</b>	<b>23</b>	<b>.01</b>	<b>≤15%</b>
Compositional Writing Index (CWI)	94	11	.15	>15%
Total Index (TI)	96	9	.15	>15%

<b>Dyslexic Index</b> Standard score: 107				
Index	Standard score	Absolute difference	Significance level	% of sample
Graphomotor Index (GI)	105	2	<i>ns</i>	>15%
Executive Index (EI)	<b>82</b>	<b>25</b>	<b>.01</b>	<b>≤5%</b>
Compositional Writing Index (CWI)	<b>94</b>	<b>13</b>	<b>.05</b>	<b>&gt;15%</b>
Total Index (TI)	<b>96</b>	<b>11</b>	<b>.05</b>	<b>&gt;15%</b>

<b>Executive Index</b> Standard score: 82				
Index	Standard score	Absolute difference	Significance level	% of sample
Graphomotor Index (GI)	<b>105</b>	<b>23</b>	<b>.01</b>	<b>≤15%</b>
Dyslexic Index (DI)	<b>107</b>	<b>25</b>	<b>.01</b>	<b>≤5%</b>
Compositional Writing Index (CWI)	94	12	.10	>15%
Total Index (TI)	<b>96</b>	<b>14</b>	<b>.05</b>	<b>≤10%</b>

<b>Compositional Writing Index</b> Standard score: 94				
Index	Standard score	Absolute difference	Significance level	% of sample
Graphomotor Index (GI)	105	11	.15	>15%
Dyslexic Index (DI)	<b>107</b>	<b>13</b>	<b>.05</b>	<b>&gt;15%</b>
Executive Index (EI)	82	12	.10	>15%
Total Index (TI)	96	2	<i>ns</i>	>15%

## Graphomotor Index (GI) vs. Dyslexic Index (DI)

The discrepancy between the GI score and the DI score is not statistically significant ( $p \geq .15$ ).

## Dyslexic Index (DI) vs. Executive Index (EI)

**Sample's FAW Dyslexic Index (DI) score is in the Average range and her Executive Index (EI) score is in the Below Average range. There is a statistically significant discrepancy between these two scores ( $p < .01$ ), the prevalence of this discrepancy being  $\leq 5\%$ .** However, the difference in scores most likely has little impact on Sample's overall writing skills, as both scores are very similar. Sample demonstrated inconsistencies on the executive components of writing such as when planning, organizing, retrieving, and arranging thoughts and ideas to express on paper. At times, Sample's written output was characterized by limited organization and flow, simplistic sentence structure, and punctuation and capitalization errors during extended writing tasks. However, a relative strength was noted with spelling. Sample performed adequately when spelling words in isolation, as well as within context. Sample was likely equally adept in spelling both phonologically consistent words accurately, as well as phonologically irregular words and had little difficulty when asked to recognize the correct spelling of words. This suggests that Sample was able to utilize both phonological skills to stitch together the correct sequence of sounds heard, as well as orthographic skills to visualize the word in the mind's eye.

## Executive Index (EI) vs. Graphomotor Index (GI)

**Sample's FAW Executive Index (EI) score is in the Below Average range and her Graphomotor Index (GI) score is in the Average range. There is a statistically significant discrepancy between these two scores ( $p < .01$ ), the prevalence of this discrepancy being  $\leq 15\%$ .** However, the difference in scores most likely has little impact on Sample's overall writing skills, as both scores are very similar. Sample demonstrated inconsistencies on the executive components of writing such as when planning, organizing, retrieving, and arranging thoughts and ideas to express on paper. At times, Sample's written output was characterized by word omissions, poor punctuation and capitalization, simplistic sentence structure, and an inability to craft an appropriate topic sentence during extended writing tasks. However, Sample's overall motor speed, control, and dexterity was well developed. In fact, Sample performed well on a wide variety of handwriting tasks involved in the planning, guiding, and execution of the motor stroke when writing. This suggests that any limitations with motor output and elaborating upon thoughts and ideas was probably due to cognitive factors such as poor working memory and executive functioning weaknesses, rather than motoric factors.

# Subtest Interpretations

## Graphomotor Index (GI)

### Alphabet Tracing Fluency (ATF)

The ATF subtest requires the student to construct legible letters by completing partial stencils of letters. This subtest is a measure of fine motor control and dexterity.

**Sample's ATF subtest score is 113. This indicates that her fine motor control and dexterity skills are in the Above Average range and that she is performing as well or better than 81% of peers in the same grade.** Strong scores on the ATF subtest suggest an outstanding ability to trace letters quickly, accurately, and precisely. In addition, strong scores suggest excellent fine motor control and dexterity, and little difficulty with paper-and-pencil transcription of letters and words when executing the motor stroke.

### Motor Sequencing (MS)

The Motor Sequencing (MS) subtest requires the student to decode a series of symbols using a legend containing random letter/letter combinations underneath four different symbols. It is a measure of fine motor speed, copying, and complex motor planning.

**Sample's MS subtest score is 108. This indicates that her copying speed and complex motor planning skills are in the Average range and that she is performing as well or better than 70% of peers in the same grade.** Scores within the Average range on the MS subtest suggest a good ability to copy sequences of letters accurately from a legend or grid. This task requires motor dexterity and speed, as the letters were carefully selected to represent combinations of angular shapes (“l” or “x”), circular shapes (“c” or “o”), or combinations of both (“d” or “p”), as well as good working memory skills to memorize the specific letter patterns to maximize performance.

### Copying Speed (CS)

The Copying Speed (CS) subtest requires the student to copy a series of sentences. It is a measure of fine motor speed and copying accuracy.

**Sample's CS subtest score is 109. This indicates that her fine motor speed and copying accuracy skills are in the Average range and that she is performing as well or better than 73% of peers in the same grade.** Scores within the Average range on the CS subtest suggest good fine motor speed and letter formation skills when copying words and sentences. In addition, strong scores in this range suggest good handwriting legibility under timed conditions, and dynamic motor control. Students with typical copying speed tend to have good sustained attention and working memory skills, and do not need to constantly look up and reference the material being copied. This is a strong predictor of the ability to complete daily worksheets and test-taking under timed conditions.

Because the CS score is significantly higher than the Motor Planning (MP) score, this suggests that Sample has good motor speed, but may work in a rather hurried and impulsive style. Therefore, the quality of penmanship tends to be compromised by handwriting skills that often include poor spacing between letters and words and inconsistent letter sizing, leading to weak overall legibility.

Because the CS score is significantly higher than the Expository Writing (EW) score, this suggests Sample has good motor speed and control, but may have considerable difficulty with the executive components of writing such as planning, organizing, retrieving, and arranging thoughts and ideas to express on paper. Therefore, any limitations with elaborating upon thoughts and ideas, or inconsistencies with grammar during lengthier writing tasks, are probably due to cognitive factors such as poor working memory and executive functioning weaknesses rather than motoric factors.

### Motor Planning (MP)

The Motor Planning (MP) subtest requires the student to copy letters, words, and sentences of varying lengths into a designated space. It is a measure of motor planning and execution.

**Sample's MP subtest score is 85. This indicates that her ability to plan, guide, and execute a skilled motor movement is in the Below Average range and that she is performing as well or better than only 16% of peers in the same grade.** Lower scores on the MP subtest suggest inconsistencies when planning, guiding, and executing a skilled motor movement when writing. It is likely Sample had difficulty when predetermining how large or small to construct letters and words given the limited amount of space to work with. Sample's overall penmanship and handwriting legibility may have been inconsistent under timed conditions, with unequal spacing noted between letters and words. Further, this score is more than one standard deviation below the normative sample's mean score, which suggests that Sample's ability to plan, guide, and execute a skilled motor movement is an absolute weakness when compared to grade level peers.

Because the MP score is significantly less than the Copying Speed (CS) score, this suggests that Sample may work in a rather hurried and impulsive style, despite having good motor speed and dynamic motor control. The quality of penmanship may be compromised by handwriting skills that include poor spacing between letters and words and inconsistent letter sizing leading to weak overall legibility.

## Dyslexic Index (DI)

### Homophone Spelling (HS)

The Homophone Spelling (HS) subtest requires the student to select the correct spelling choice out of four possible spellings of a word when presented with a picture of the target word for context. It is a measure of orthographic memory skills when spelling.



**Sample's HS subtest score is 97. This indicates that Sample's spelling recognition skills are in the Average range and that she is performing as well or better than 42% of peers in the same grade.** Scores within the Average range on the HS subtest suggest a good ability to recognize the correct spelling of words. This subtest relies upon orthographic memory skills, or the ability to retrieve a visual-spatial image of the printed word form in the mind's eye. Students who perform well on this subtest can typically recognize spelling miscues when proofreading a written assignment by determining whether or not a word "looks" correct.

Because the HS score is significantly higher than the Expository Writing (EW) score, this suggests that Sample may be experiencing difficulties with working memory storage and capacity during the writing process. In other words, while Sample may have excelled when recognizing the correct spelling of words, when greater demands are placed upon working memory to syntactically arrange thoughts and ideas during a paragraph writing task, Sample's overall writing and spelling performance may tend to diminish.

### **Isolated Spelling (IS)**

The Isolated Spelling (IS) subtest requires the student to write a series of letters and/or spell words (both phonologically consistent and inconsistent) of increasing difficulty dictated by the examiner. It is a measure of spelling skills independent of context.

**Sample's IS subtest score is 116. This indicates that Sample's independent spelling skills are in the Above Average range and that she is performing as well or better than 86% of peers in the same grade.** Strong scores on the IS subtest suggest an outstanding ability to spell words as dictated by the examiner. Sample performed extremely well spelling words of increasing difficulty utilizing both phonological skills to stitch together the correct sequence of sounds heard, as well as orthographic skills to visualize the correct spelling of the word in the mind's eye. Compared to grade-level peers, this score is more than one standard deviation above the normative sample's mean score, which suggests that Sample's overall spelling skills are an absolute strength.

Because the IS score is significantly higher than the Homophone Spelling (HS) score, this suggests that Sample may prefer utilizing phonetic cues to spell words rather than orthographic cues to visualize the correct spelling of a word in the mind's eye. Follow-up using the FAW Skills and Error Analysis can assist in determining the types of spelling miscues Sample tended to make (e.g., long or short vowels, blends and clusters, digraphs) to facilitate intervention suggestions.

Because the IS score is significantly higher than the Expository Writing (EW) score, this suggests that Sample may be prone to frequent spelling miscues as the working memory and executive functioning demands of the writing process increase. In other words, when Sample is required to plan, organize, and syntactically arrange thoughts and ideas during the writing process, spelling performance may decrease. Conversely, spelling an isolated word on a spelling test is far less cumbersome on cognition as there are minimal demands for working memory and executive resources.



## Executive Index (EI)

### Executive Working Memory (EWM)

The Executive Working Memory (EWM) subtest presents the student with a series of four or five word choices. The student is required to write one sentence using two of the words that best fit a verbally presented prompt. It is a measure of saliency determination, working memory, and the ability to execute a written language task.

**Sample's EWM subtest score is 55. This indicates that Sample's ability to self-generate sentences by selecting from appropriate word choices is in the Significantly Below Average range and that she is performing as well or better than only 0.1% of peers in the same grade.** Scores in the significantly below average range on the EWM subtest suggest difficulty with an array of executive functioning attributes used in the writing process. For instance, Sample may have demonstrated poor saliency determination skills and might not always select the appropriate words to include in each response. Second, Sample's performance suggests weaker planning, working memory, and organizational skills when crafting a sentence in response to a question prompt. Sample may have exhibited inconsistent self-monitoring skills to ensure each sentence was grammatically correct with appropriate punctuation skills included. Further, this score is more than one standard deviation below the normative sample's mean score, which suggests that Sample's working memory and executive functioning skills when engaged in the writing process are an absolute weakness.

Because the EWM score is significantly lower than the Sentence Scaffolding (SS) score, this suggests that although Sample may have difficulty incorporating executive functioning skills into the writing process, she may perform much better when sequencing thoughts and ideas that have already been generated, thereby eliminating the motor demands of paper and pencil transcription. This suggests that as writing becomes more effortful and places a greater demand on executive functioning skills to self-generate thoughts and ideas on paper, Sample's overall writing performance may tend to decrease

### Sentence Scaffolding (SS)

The Sentence Scaffolding (SS) subtest requires the student to correctly sequence a series of cards presented in a random order to construct an appropriate paragraph. It is a measure of verbal sequencing skills.

**Sample's SS subtest score is 95. This indicates that her verbal sequencing skills are in the Average range and that she is performing as well or better than 37% of peers in the same grade.** Scores within the Average range on the SS subtest suggest a good ability to sequence and arrange individual sentences into a meaningful paragraph. This suggests that Sample was consistently able to organize each paragraph in a logical order with the flow of ideas often beginning with an overarching or topic sentence. In summary, Sample's overall score indicates good syntactical awareness and verbal sequencing skills.

Because the SS score is significantly higher than the Executive Working Memory (EWM) score, this suggests that Sample is much better sequencing thoughts and ideas when the information has already been provided. However, as the working memory and executive functioning demands of the task increases, Sample may experience increasing difficulty self-generating and sequentially arranging thoughts and ideas when constructing a sentence in response to a specific prompt.

### Retrieval Fluency (RF)

The Retrieval Fluency (RF) subtest consists of two tasks. Convergent Retrieval requires the student to name four items that are representative of a presented category. It is a measure of convergent thinking and verbal retrieval skills. Divergent Retrieval requires the student to name a word that is related to three other categorically related words that are verbally presented. It is a measure of both divergent thinking (determining the categorical relationship) and convergent thinking (retrieving a specific word) skills.

**Sample's RF subtest score is 111. This indicates that her convergent and divergent thinking skills are in the Above Average range and that she is performing as well or better than 77% of peers in the same grade.** Strong scores on the RF subtest suggest an outstanding ability to use convergent thinking skills to retrieve a specific word from a particular category, as well as divergent thinking skills to determine the relationship between words that may seem somewhat disparate. Oftentimes, students with strong verbal retrieval skills utilize a wide word choice variety of when constructing sentences and paragraphs and excel in coloring and enhancing her writing with adjectives that create vivid images and descriptions in the reader's mind that makes the passage more interesting.

Because the RF score is significantly higher than the Expository Writing (EW) score, Sample may excel when selecting words and phrases to express thoughts and ideas in print. However, this also indicates that Sample may have difficulty planning, organizing, and syntactically arranging phrases and sentences to construct a meaningful paragraph. Consequently, Sample's written output may lack organization and flow despite using a wide word choice variety to elaborate upon thoughts and ideas.

### Expository Writing (EW)

The Expository Writing (EW) subtest requires the student to write a detailed paragraph about a specific topic within 5 minutes. It is a measure of compositional writing skills.

**Sample's EW subtest score is 86. This indicates that her independent writing skills under timed conditions are in the Below Average range and that she is performing as well or better than only 18% of peers in the same grade.** Lower scores on the EW subtest suggest difficulty with extended writing tasks, especially when having to self-generate an independent essay written around a central topic or theme. Sample may have had difficulty planning, organizing, and syntactically arranging phrases and sentences to construct a meaningful paragraph. There was likely some organization present, but Sample's overall sentence structure may have been a bit

choppy and incomplete, with limited word choice variety, and limited use of details to enhance the readability of the passage.

Because the EW subtest score is significantly lower than the Retrieval Fluency (RF) score, this suggests that Sample may have little difficulty when selecting words and phrases to express thoughts and ideas in print. However, Sample may have considerable difficulty planning, organizing, and syntactically arranging phrases and sentences to construct a meaningful paragraph. Consequently, Sample's written output may lack organization and flow to elaborate upon thoughts and ideas.

Because the EW subtest score is significantly lower than the Copying Speed (CS) score, this suggests that Sample may have good motor speed and control, but considerable difficulty with the executive components of writing such as planning, organizing, retrieving, and arranging thoughts and ideas to express on paper. Therefore, any limitations with written output, elaborating upon thoughts and ideas, or inconsistencies with grammar during lengthier writing tasks is probably due more to cognitive factors such as poor working memory and executive functioning weaknesses, than motoric factors.

Because the EW subtest score is significantly lower than the Isolated Spelling (IS) score, this suggests that Sample may be prone to frequent spelling miscues as the working memory and executive functioning demands of the writing process increase. In other words, when Sample is required to plan, organize, and syntactically arrange thoughts and ideas during the writing process, spelling performance may decrease. Conversely, spelling an isolated word on a spelling test is far less cumbersome on cognition as there are minimal demands for working memory and executive resources.

## Compositional Writing Index (CWI)

### Copy Editing (CE)

The Copy Editing (CE) subtest requires the student to correct any capitalization, spelling, punctuation, and grammatical errors embedded within a series of sentences within 3 minutes. It is a measure of linguistic knowledge as well as a student's attention to detail in the writing process.

**Sample's CE subtest score is 117. This indicates that her ability to self-monitor and self-edit written work is in the Above Average range and that she is performing as well or better than 87% of peers in the same grade.** Strong scores on the CE subtest suggest an outstanding ability to self-monitor written work. Students with higher scores tend to have a keen eye for detecting grammar, punctuation, and/or spelling difficulties in print. Compared to grade-level peers, this score is more than one standard deviation above the normative sample's mean score, which suggests that Sample's proofreading and self-monitoring skills are an absolute strength.

Because the CE score is significantly higher than the Story Mapping (SM) score, this suggests that Sample has difficulty using deductive reasoning skills to creatively combine elements of a story into a unified theme. Nevertheless, it is likely that Sample

made few spelling and grammatical errors, as her performance indicates an outstanding ability to self-monitor written work.

### Story Mapping (SM)

The Story Mapping (SM) subtest requires the student to use presented story elements (i.e., setting, characters, main event, conclusion) to write a story within 5 minutes. It is a measure of creative writing, deductive thinking, and organizational skills required to stitch together various story elements in a coherent fashion.

**Sample's SM subtest score is 83. This indicates that her ability to assemble story elements in a creative fashion is in the Below Average range and that she is performing as well or better than only 13% of peers in the same grade.** Lower scores on the SM subtest suggest difficulty using deductive reasoning skills to creatively combine elements of a story into a unified theme. Sample may prefer to self-generate, self-organize, and self-structure writing rather than elaborate upon and orchestrate the thoughts and ideas of others. Further, this score is more than one standard deviation below the normative sample's mean score, which suggests that Sample's structured writing skills are an absolute weakness.

Because the SM score is significantly lower than the Copy Editing (CE) score, this suggests that there may have been few spelling and grammatical errors noted as Sample likely had little difficulty self-monitoring and proofreading written work.

## FAW Summary and Recommendations

According to the FAW, though Sample performed at or above grade level in motor and spelling skills, her overall constellation of writing scores is suggestive of executive dysgraphia due to her lower Executive Index score. However, all facets of her instruction should be taken into consideration before determining a diagnostic classification. Executive dysgraphia is characterized by a wide range of written language deficits including difficulty planning and organizing one's thoughts and ideas, an inability to master the implicit rules of grammar and syntax, poor use of a topic sentence, little elaboration of detail, inability to use paragraph breaks appropriately, and poor understanding of how words and phrases can be combined. Sample has potential to make significant strides in writing provided she has access to targeted writing interventions directed toward specific areas of need. The following strategies may prove useful for improving overall Sample's written language skills:

### Writing Strategies

1. **Use of a tablet/laptop:** Rather than relying on paper and pencil transcription, Sample should be allowed to use technology and keyboarding during longer writing assignments that might tax her motor coordination skills or her ability to organize and construct a paragraph or essay. Additionally, utilizing a tablet and appropriate apps can serve as a note-taking device, a recording device that synchronizes to notes, and a desktop organizer for assignments.
2. **[additional Strategies have been removed from this sample report]**
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## Additional Resources

The following resources are recommended for use at home, school, or with a tutor to facilitate the development of Sample's written expression. These resources should not be used as a direct substitute for sound writing instruction. These include:

1. **Sentence Builder:** Sentence Builder helps students learn how to build sentences with proper grammar. Students are presented with a stimulus and must select words that make up a correct sentence.

<https://apps.apple.com/us/app/sentence-builder/id344378741>

2. **[additional Resources have been removed from this sample report]**

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**\*\*\* End of Report \*\*\***