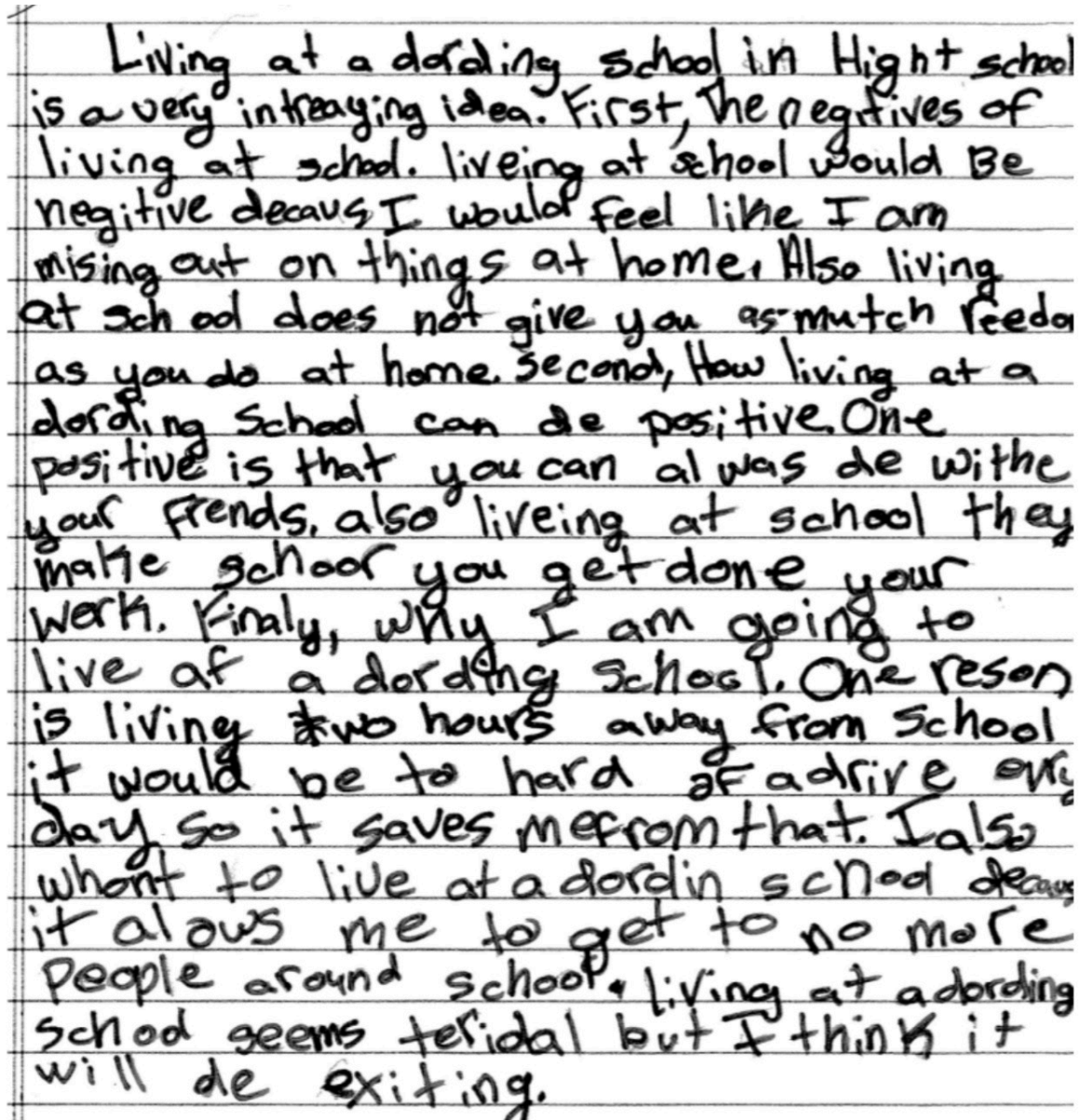


Informal Language Diagnostic Example 2

The second writing sample (figure 5) is by an 11th-grade boy with dyslexia. The sample is his 10-minute response to a prompt to describe how it would feel to attend boarding school. A completed informal language diagnostic for this writing sample follows.

A photograph of a handwritten note on lined paper. The handwriting is in cursive and somewhat slanted, consistent with the description of dyslexia. The text discusses the pros and cons of living at a boarding school. The paper has horizontal lines and a vertical margin line on the left.

Living at a boarding school in Hight school is a very intreging idea. First, The negatives of living at school. liveing at school would Be negative decaus I would feel like I am mising out on things at home. Also living at school does not give you as much feeda as you do at home. Second, How living at a boarding school can be positive. One positive is that you can alwas be withe your friends, also liveing at school they make school you get done your work. Finally, why I am going to live at a boarding school. One reson is living ~~two~~ hours away from school it would be to hard afadrive evry day so it saves me from that. I also whont to live at a boarding school decaus it alows me to get to no more people around school. living at a boarding school seems teridal but I think it will be exiting.

Figure 5. Writing sample 2 from an 11th-grade boy with dyslexia.

Language Facet	Examples from Student's Work <i>What Student Wrote/What Student Meant</i>
Phonology	b/d reversals—dording/boarding; teridal/terrible; decaus/because Other: Hight/high; reedom/freedom
Morphology	n/a
Semantics	<i>to/too; no/know</i> ... does not give you as mutch reedom as you do at home ...does not give you as much freedom as you have at home
Syntax	<ul style="list-style-type: none"> Includes simple, compound, and complex sentence structure Changes verb tense from conditional to present Some sentences incomplete: <i>First, The negatives of living at school.</i> First, there are negatives to living at school. <i>Second, How living at a dording school can de positive.</i> Second, living at a boarding school can be positive. <i>Finally, why I am going to live af a dording school.</i> Finally, there are a few reasons why I am going to live at a boarding school. Some issues with sequence and efficient word order: <i>also liveing at school they make schoor you get done your werk.</i> Also, when you live at school they make sure you get your work done. <i>One reson is living two hours away from school it would be to hard of a drive evry day so it saves me from that.</i> One good reason to live at school is to save myself from a daily two-hour drive each way.
Lexicon	Language is specific; a few descriptive words included (intriguing, terrible, exciting)
Discourse	<ul style="list-style-type: none"> Clear topic in first sentence that is developed throughout the composition with subtopics (negatives, positives, and reasons) Each subtopic is supported by two examples Clear concluding sentence Use of transition words (first, also, second, finally)
Prosody	n/a
Pragmatics	n/a
Other	Additional Comments on Student's Work
Capitalization	Capitalization not consistent: <i>Hight school</i> /high school; <i>First, The</i> /First, the; <i>Second, How</i> /Second, how; <i>with your Friends</i> /with your friends; <i>living/Living</i> ; ...
Punctuation	Understands periods and use of commas after an introductory word, though doesn't apply consistently. Does not add comma into either of the two compound sentences.
Spelling	NOTE: many reversals of b/d in addition to other spelling errors. <i>dording/boarding; Hight/high; intreaging/intriguing; negitives/negatives; liveing/living; negitive/negative; decaus/because; mising/missing; mutch/much; reedom/freedom; dording/boarding; de/be; alwas/always; de/be; withe/with; frends/friends; liveing/living; schoor/sure; werk/work; Finaly/Finally; af/at; dording/boarding; reson/reason; to/too; evry/every; whont/want; dordin/boarding; decaus/because; alows/allows; no/know; dording/boarding; teridal/terrible; de/be; exiting/exciting</i>
Legibility	Handwriting legible; spacing fine though a bit crowded