

# Auckland Grammar School      Lexia Trail

Date: 17/08/2005

Computer programmes trialled in Term Two: (Total of 20 lessons.)  
The Lexia Reading S.O.S. and the Lexia VS Cross Trainer.

## SUMMARY OF PRE AND POST ASSESSMENT

ASSESSMENT USED	APRIL 2005      Age: 14.11 years	JUNE 2005      Age: 15.2 years) <b>Re-test August 2005</b>
P.M. Benchmark a) <b><u>Reading accuracy</u></b>  b) <b><u>Comprehension</u></b>	<b>Reading age: 8 to 8.6 years</b> <b>Level 21:</b> 94% reading accuracy, 8 -years Reads deliberately with some pauses. (Needs to learn to decode text). <b>(Attempted Level 25:</b> 82% - too difficult)  <b>Level 21:</b> 95% comprehension 8 - years Good understanding of story. Unwilling to refer back to text to check answers. <b>(Attempted Level 25:</b> 60% - too difficult.)	<b>Reading age: 10 - 11 years</b> <b>Level 24:</b> 98% accuracy, - 9 years Read with fluency and confidence (June 05) <b>Level 27:</b> 98% accuracy, 10 – 10.6 yrs. Monotone but fairly fluent. Comprehension 100% (July 05) <b>Level 28:</b> 96% accuracy, 10.5 - 11 yrs. Monotone but fairly fluent. Needs to be able to read at this level with fluency. (August 05) Comprehension 95 % - refers back to text for answers.
<b>Schonell Word Recognition Test</b> <b>Spelling Test</b>	8.6 years 8.4 years	8.10 years (June 05) 8.7 years
<b>Criterion Test of Basic Skills</b> Mastery level (90 to 100%) Instructional level (50 to 89%) Frustration level (0 to 49%)	<b>Letter recognition:</b> Mastery level <b>Letter sounding:</b> <ul style="list-style-type: none"> <li>◆ Vowels – Instructional level (Does not know ‘a and u’ sounds.)</li> <li>◆ Consonants – Mastery level</li> </ul> <b>Blending and sequencing:</b> <ul style="list-style-type: none"> <li>◆ Two letter blending – Frustration level (examples ma, si, nu, ik, ut)</li> <li>◆ Consonant blends – Mastery level</li> <li>◆ Three letter blending – Instructional level</li> <li>◆ Consonant digraphs - Mastery level (sh,wh)</li> <li>◆ Vowel digraphs – Frustration level ai/oa/ ea</li> <li>◆ Controlling ‘r’ – Instructional level (ar.er)</li> <li>◆ Final ‘e’ – Frustration level</li> <li>◆ Diphthongs – Mastery level (ow, oy )</li> </ul>	<b>Letter recognition:</b> Mastery level(June 05) <b>Letter sounding:</b> <ul style="list-style-type: none"> <li>◆ Vowels – Mastery level</li> <li>◆ Consonants – Mastery level</li> </ul> <b>Blending and sequencing:</b> <ul style="list-style-type: none"> <li>◆ Two letter blending - Mastery level</li> <li>◆ Consonant blends – Mastery level</li> <li>◆ Three letter blending – Mastery level</li> <li>◆ Consonant digraphs - Mastery level</li> <li>◆ Vowel digraphs – Frust. Level</li> <li>◆ Controlling ‘r’ – Mastery level</li> <li>◆ Final ‘e’ – Mastery level</li> <li>◆ Diphthongs – Mastery level</li> </ul>
<b>Lexia assessment</b>	See print out of pre/post results	

**Reason for using the Lexia programme:**  
 Student initially assessed in October 2004. In April 2005, motivation and examination results had improved, however his reading age had not improved beyond 8 – 8.5 years. Unsure of vowel sounds and experienced difficulty decoding words. Needed a reader/writer for exams.

**Advantages of the Lexia programme:**

- ◆ Re-taught the basics of reading through phonemic approach.
- ◆ Initially embarrassed to be learning alphabet sounds at fifteen years of age but believed that going back to the basics would teach him to read - opportunity to practice independently without adult interference.
- ◆ Presented motivational tasks many times per minute, which helped gain automatic word recognition.
- ◆ Taught him not to “guess” but decode systematically – after having to repeat exercises because of random guesses. (I had previously repeatedly pointed this out to no avail.)
- ◆ I believe the Cross Trainer reinforced the need to cognitively think about what he was doing /remember sequences.
- ◆ When he realised he had the ability to decode words he became more confident and motivated to read at home.
- ◆ Reading age improved from 8- 8.6 years to 10 - 11 years.
- ◆ Has learned to decode text and as a result his fluency and comprehension have improved. He now concentrates on the meaning of the story instead of concentrating on decoding text. He has the confidence to refer back to the story for answers whereas before it was too much of an effort to re-read.

**Disadvantages of the Lexia programme:**

- ◆ The “American pronunciations” especially in the initial stage of the programme.