

Questions

Parents Can Ask...

About Spelling, Writing & Testing



Parents of children with disabilities who are receiving “special education” reading instruction need information to participate in writing the IEP (Individualized Education Program) and in working with their children at home. When speaking with your child’s teacher(s) or education specialist, use the following questions to help you gather the information you need. And remember if you do not understand something, ask to have it explained thoroughly.

If You Have Questions about Spelling, ask . . .

1. What impact does my child’s reading ability have on his spelling?

2. How do you blend reading, writing and repeated practice activities in the classroom to help my child become a better speller?

3. How do you decide what words my child will have for spelling?

4. Are they words my child will use in writing?

5. What supports are used in the classroom to promote accurate spelling? Can I use these at home? If not, are there other supports that will work at home?

6. If your child seems to do well on spelling tests yet shows little improvement on spelling when he writes, ask: Can you tell me some ways I can support his transferring spelling test words into his writing?



If You Have Questions about Writing, ask . . .

1. How is my son's writing affected by his reading abilities?

2. How are you helping my child learn to write his own ideas more clearly?

3. How often does my child write each day?

4. What kinds of writing activities does he do?

5. Can you tell me what writing strategies you are teaching my child so that I can prompt him to use them when he writes at home?

If You Have Questions about Testing, ask . . .

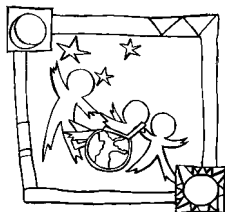


1. Will my child be able to pass the state's End-of-Grade test in reading?

2. What are you doing to prepare her for the test?

3. What testing accommodations are available for my child?
(For example, extended time, writing in the test booklet, modified environment, instructions read aloud, one on one)

4. If your child is not working on the same reading level as many of her same-age peers, ask: Can you tell me how you are measuring her progress in reading to make sure that she continues to progress and does not fall further behind?



All services are provided at no cost for families! For more information, please contact:

ecac (exceptional children's assistance center)

907 Barra Row, Suites 102/103, Davidson, NC 28036

704-892-1321 • 800-962-6817 (*parent info line*) • www.ecac-parentcenter.org

This document was created through a collaborative effort by parents, educational consultants, teachers, professors from UNC Chapel Hill and UNC Charlotte, and ECAC Staff.

Funding has been provided by The North Carolina State Improvement Project, Public Schools of North Carolina, Exceptional Children Division