

Characteristics of Dyslexia Checklist

Student Name: _____ Grade: _____ Date: _____ Home Language _____

Parent Contacted _____ Phone Number _____

Teacher _____ School _____

* Note: It is important to take into account the student's background when completing this checklist as some students have unique characteristics (i.e. different language backgrounds, cultural backgrounds, limited or interrupted educational experiences). When completing this checklist, it may be helpful to compare this student to siblings or other same age peers with similar backgrounds. A student needs to show ≥ 3 checked boxes.

Language Difficulties	Phonemic Awareness and Decoding Difficulties	Orthographic Difficulties
☐ Struggles to learn/retain words: names of colors, shapes, other's names ☐ Difficulty finding the right word: relies on pointing, or says: "stuff" "thing" ☐ Confuses words that sound alike: "tornado" for volcano, "lotion" for ocean. ☐ Struggles to accurately and efficiently process orally presented information, may follow what peers are doing. ☐ Mispronunciation of long, unfamiliar, or complicated words (aminal for animal, calerpitter for caterpillar) ☐ Difficulty remembering multistep directions or sequences (ABC's, days of the week, months of the year) ☐ Relates stories in a disorganized manner that is hard for the listener to follow	☐ Difficulty identifying Initial, final, medial sounds in a word ☐ Struggles to identify or create rhyming words, does not enjoy rhyming ☐ Unable to break words into separate speech sounds ('cat' has 3 sounds: /c/ /a/ /t/.) ☐ Difficulty deleting or substituting phonemes during phonemic awareness activities. - Word reading errors: ☐ Substitutes similar words, guesses at words, shows no connection to letter sounds (pony for horse), relies on context or pictures to read ☐ Reads letters out of sequence ☐ Difficulty holding a letter sound in mind when decoding ☐ Mixes up or omits small function words when reading (the, a, to it, for) ☐ Frequently misreads high frequency words ☐ Reads sound by sound, difficulty blending ☐ Reads /sounds out word then doesn't recognize them later in the text ☐ Reads word by word slow, hesitant, not automatic, inaccurate	☐ Doesn't know letters in own name (first or last) ☐ Confuses similar looking letters (directionality) ☐ Difficulty in learning /recalling letter sounds ☐ Difficulty with fluent automatic letter naming ☐ Misspellings- not all sounds are represented errors are not phonetic ☐ Misspellings are phonetically correct ☐ Misspellings show morphemes are used incorrectly (wacht for watched) ☐ Student struggles with letter formation/or other issues related to spacing ☐ Spells same words multiple ways within the same document ☐ May misspell words student can see in book or on board ☐ Difference between oral language and written work ☐ Written responses are limited in length and detail ☐ Limits writing to words student can spell

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Educational Experiences	Child & Family History	Student Experiences
☐ Speech-language difficulties during early childhood ☐ Student repeated a grade, service or course ☐ Student was referred for services: speech-language, special education, Title 1, ADSIS, Reading/Math Corp ☐ Student received / is receiving services: speech-language services or additional reading instruction ☐ Organizational time, study hall, other supports have been provided to help student complete assignments, keep up with the workload ☐ Instruction provided outside of school (tutoring efforts provided by the family) ☐ Student was evaluated for special ed or a 504 plan ☐ Student has qualified for sped or a 504	☐ A close relative with dyslexia (check all that apply) ☐ Student ☐ Sibling ☐ Parent ☐ Grandparent ☐ Aunt/Uncle ☐ Cousin ☐ Student has been evaluated or diagnosed with a specific learning disability with an impairment in reading (dyslexia) from a: (check one) ☐ Pediatric Neuropsychologist ☐ Licensed Psychologist ☐ Other _____ ☐ Student has been evaluated or diagnosed with a speech or language disorder or demonstrates speech-language difficulties requiring intervention ☐ Student has been evaluated or diagnosed with ADHD or has difficulty with attention ☐ Parents have discussed concerns with the school regarding student's difficulties with reading, language or attention.	☐ Student complains of physical illness or actively avoids reading (puts head down, finds excuses to stop or distract from task, takes multiple breaks during reading/ writing. ☐ Student expresses how hard reading is for them compared to others (siblings, peers) ☐ Student complains of being dumb or stupid ☐ It takes student much longer to complete reading or homework assignments compared to siblings or peers ☐ Student prefers audio supported texts or apps when available