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| --- | --- | --- | --- | --- |
| **Student:** | **ID #:**  | **DOB:**  | **Gr.:**  | **Campus:**  |

|  |  |  |
| --- | --- | --- |
| **Completed By:** | **Position:** | **Signature:** |

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| **directions:** | Please respond to each of the following statements by checking (X) the blanks that best describe the student. The form may be used by the Student Support/RtI Team, Section 504, or Special Education as a way to gather information from teachers on whether the student exhibits characteristics of dyslexia. |

|  |  |
| --- | --- |
| **Scoring**:  | Student shall demonstrate at least **50% of each criteria section** to obtain a “**Yes**” for that section. In addition **student must demonstrate at least 50% of all criteria in questions 2-12 over a sustained period of time and has participated in an accelerated program** demonstrating minimal progress when compared to his/her same age peers to be considered as a student “at-risk” for dyslexia and in need of consideration for dyslexia testing.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Yes** | **No** |  |  | **Date Completed:** |
| [ ]  | [ ]  | **1.** | **Has student been retained?** | If “Yes”, what grade?       |
| [ ]  | [ ]  | **2.** | **Student Lack Phonemic Awareness/Phonological Processing Skills?** |
|  | [ ]  Has difficulty recognizing words that rhyme  | [ ]  Has difficulty counting syllables in a word  |
| [ ]  Has difficulty blending sounds to form real words | [ ]  Has difficulty producing rhyming words |
| [ ]  Has difficulty blending onset-rimes to form real words | [ ]  Has difficulty segmenting deleting, and/or combining sounds in a word |
| [ ]  Has difficulty breaking words into syllables  |  |
| [ ]  Has difficulty identifying specific sounds at the beginning, middle, and end of words | [ ]  Has difficulty producing sounds (phonemes) in a word (e.g. *man* sounded out as /m/ /ă/ /n/) |
| [ ]  | [ ]  | **3.** | **Student has difficulty with letter knowledge.** |
|  | [ ]  Is unable to identify letters presented at random | [ ]  Unable to recite the alphabet in sequence (without singing or chanting  |
| [ ]  Is unable to write the alphabet in correct sequence  |
| [ ]  | [ ]  | **4.** | **Student has unusual difficulty with spelling – Beyond weekly spelling test.** |
|  | [ ]  Does not recall correct order of letters (*fro* instead of *for*) | [ ]  Has difficulty with multi-syllable words |
| [ ]  Misplaces silent “*e*” | [ ]  Is not able to retain memory stock of basic spelling words |
| [ ]  Has poor sequencing of sounds | [ ]  Adds or omits additional sounds into words |
| [ ]  Has trouble connecting sounds to letters | [ ]  Has limited knowledge of spelling rules  |
| [ ]  Has over-reliance on auditory features (*becuz* for *because*) | [ ]  Demonstrates incomplete letter patterns (*both* for *bought*) |
| [ ]  Demonstrates consistent letter reversals (*dady* for *baby*) | [ ]  Confuses sound values of consonant letters (*p* for *b; m* for *n; f* for *v; d* for *t; f* for *th; t* for *ed*) |
| [ ]  | [ ]  | **5.** | **Student is unable to read satisfactorily in spite of adequate intelligence and effective classroom instruction.** |
|  | **Oral Reading:** Student… | **Reading Comprehension:** Student is… |
| [ ]  Guesses words from initial letter | [ ]  Unable to answer questions after reading: [ ]  narrative [ ]  expository |
| [ ]  Reads orally without expression, intonation, and/or phrasing  | [ ]  Unable to understand main idea of a passage |
| [ ]  Spends limited amount of time in reading activities | [ ]  Unable to recall sequences of events |
| [ ]  Avoids oral reading – Explain:       | [ ]  Unable to draw conclusions or make inferences from a passage |
| [ ]  Makes reading errors that show no connection to the sounds of the letters (e.g., the word “*big*” is read as “*goat*” | [ ]  Unable to read and complete math story problems |
| [ ]  Is unable to read common one-syllable words or to sound out words (e.g., *“mat”, “cat”, “hop”, “nap”*) | [ ]  Able to understand information when it is real orally to him/her |
| [ ]  Stumbles on reading multi-syllable words or fails to come close to sounding out the full word  |  |
| [ ]  Reading accuracy has improved over time but continues to lack automaticity and laborious  |  |
| [ ]  | [ ]  | **6.** | **Student has unusual difficulty with handwriting.**  |
|  | [ ]  Has difficulty staying on the line | [ ]  Writing is virtually illegible  |
| [ ]  Has poor organization on the page | [ ]  Work deteriorates toward the end of writing exercise |
| [ ]  Has cramped fingers on writing tools | [ ]  Has difficulty distinguishing between capital/lower case letters |
| [ ]  Has excessive erasures, especially due to faulty form | [ ]  Has slow, non-automatic letter formation |
| [ ]  Overall writing effort is awkward and uneven |  |
|  |  |  |
|  |  |  |
| [ ]  | [ ]  | **7.** | **Student has difficulty completing written assignments.**  |
|  | [ ]  Uses capital and lower case letters incorrectly | [ ]  Student’s written work does not reflect his/her potential |
| [ ]  Constructs sentences poorly (syntax) | [ ]  Makes many grammatical errors |
| [ ]  Has many misspellings | [ ]  Paper shows many errors |
| [ ]  Has poor organization, spacing | [ ]  Spells the same word several different ways |
| [ ]  Leaves out words in writing | [ ]  Makes punctuation errors |
| [ ]  Misuses homophones | [ ]  Composes meaningful content in spite of poor handwriting or spelling |
| [ ]  | [ ]  | **8.** | **Student has difficulty with verbal working memory – temporary maintenance and manipulation of verbal information.** |
|  | [ ]  Requires frequent reminders | [ ]  Forgets the content of instruction |
| [ ]  Has difficulty remembering multi-step oral directions  | [ ]  Uses imprecise language/vague references (e.g. “*stuff* or “*things*”) |
| [ ]  Has difficulty expressing him/herself clearly and fluently | [ ]  Leaves out parts of words or confuses the order of the parts of words |
| [ ]  Unable to find the exact word such as confusing words that sound alike (*lotion* for *ocean*) | [ ]  Unable to come up with a verbal response quickly when questioned |
| [ ]  | [ ]  | **9.** | **Student has difficulty with orthographic processing.** |
|  | [ ]  Forgets how letters look | [ ]  Has trouble remembering basic sight words |
| [ ]  Confuses letters with similar appearance (*n* for *h*) | [ ]  Has trouble copying from a book or chalkboard to paper |
| [ ]  Misreads little words in text (*were* for *where*) | [ ]  Has a tendency to miss middle letters when reading |
| [ ]  Reverses letters when spelling (*b* for *d*) – past the age of 7 | [ ]  Has difficulty learning how to form letters |
| [ ]  Reverses letters when reading (*on* for *no*) | [ ]  Demonstrates minimal problem with words that make phonemic sense (e.g. *grand*), but has significant problems with words that don’t (e.g. *right*) |
| [ ]  Spells phonetically and violates rules of English spelling |
| [ ]  Reads at a slow rate |  |
| [ ]  | [ ]  | **10...** | **Student demonstrates the following abilities therefore resulting in “unexpectedness” as it relates to reading abilities.** |
|  |  |  | [ ]  Participates in class discussions | [ ]  Comprehends information read to him/her |
|  |  |  | [ ]  Shows talent in other areas such as art, drama, music, or sports | [ ]  Demonstrates an understanding of math word problems |
|  |  |  | [ ]  Has the ability to learn orally in class – science social studies, etc. | [ ]  Demonstrates average or above average reading comprehension |
|  |  |  | [ ]  Has the ability to learn and express meanings of words (vocabulary) | [ ]  Discusses information from non-reading sources |
|  |  |  | [ ]  Is fluent at telling stories or giving oral reports | [ ]  Demonstrates ability to correctly answer questions after listening to a story |
|  |  |  | [ ]  Has unusually large verbal or listening comprehension |
| [ ]  | [ ]  | **11...** | **Provide additional information regarding student’s Listening Comprehension.** |
| **The Student (check all that apply):** | **Yes** | **No** | **Sometimes** |
|  | * Enjoys having stories read aloud
 | [ ]  | [ ]  | [ ]  |
|  | * Responds after first presentation – does not often ask for things to be repeated
 | [ ]  | [ ]  | [ ]  |
|  | * Responds to questions within expected time period
 | [ ]  | [ ]  | [ ]  |
|  | * Follows two- or three-step directions
 | [ ]  | [ ]  | [ ]  |
|  | * Demonstrates understanding (verbally or nonverbally) of the main idea of a verbal presentation
 | [ ]  | [ ]  | [ ]  |
|  | * Comprehends who, what, when, where, why and how questions appropriate for age level
 | [ ]  | [ ]  | [ ]  |
|  | * Demonstrates understanding of vocabulary appropriate for age level
 | [ ]  | [ ]  | [ ]  |
|  | * Demonstrates understanding of temporal (before/after), position (above/below) and quantitative (more/several) concepts
 | [ ]  | [ ]  | [ ]  |
|  | * Understands subtleties in word or sentence meaning (idioms, figurative language)
 | [ ]  | [ ]  | [ ]  |
|  | * Understands a variety of sentence structures (cause-effect passive voice- The ball was bounced by the girl) and clauses (clause that modifies the subject – The dog that chased the cat was hit).
 | [ ]  | [ ]  | [ ]  |
| [ ]  | [ ]  | **12...** | **Provide Additional information regarding student’s Oral Expression Skills.** |
| **The Student (check all that apply):** | **Yes** | **No** | **Sometimes** |
|  | * Uses correct grammatical structure for a variety of purposes appropriate for age
 | [ ]  | [ ]  | [ ]  |
|  | * Formulates sentences correctly
 | [ ]  | [ ]  | [ ]  |
|  | * Uses subject/verb appropriately
 | [ ]  | [ ]  | [ ]  |
|  | * Uses verb tenses appropriately
 | [ ]  | [ ]  | [ ]  |
|  | * Uses pronouns correctly - [ ]  personal [ ]  demonstrative (this/that)
 | [ ]  | [ ]  | [ ]  |
|  | * Formulates plurals correctly - [ ]  regular [ ]  irregular
 | [ ]  | [ ]  | [ ]  |
|  | * Labels common objects correctly
 | [ ]  | [ ]  | [ ]  |
|  | * Uses appropriate vocabulary
 | [ ]  | [ ]  | [ ]  |
|  | * Knows how to begin, maintain, and end a conversation
 | [ ]  | [ ]  | [ ]  |
|  | * Tells stories or relates information in the proper sequence with beginning, middle, and/or end
 | [ ]  | [ ]  | [ ]  |

References**:**

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| --- | --- |
| Birsh, Judith R. *Multisensory Teaching of Basic Language Skills, 3 Edition*.Dehn, Milton J. *Working Memory and Academic Learning– Assessment and Intervention.*Farrall, Melissa Lee. *Reading Assessment – Linking Language, Literacy, and Cognition.*  | Mather, Nancy and Wendling, Barbara J. *Essentials of Dyslexia Assessment and Intervention.*Shaywitz, Sally. *Overcoming Dyslexia.*Texas Education Agency. *The Dyslexia Handbook, Revised 2014.* |