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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. |

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| --- | --- |
| **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. |

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| **Yes** | **No** | |  | |  | | **Date Completed:** | | | | |
|  |  | | **1.** | | **Has student been retained?** | | If “Yes”, what grade? | | | | |
| **For Question 2:** | | | | Phonological awareness deficits in consistent orthographies (Spanish) can usually be detected earlier in development. Due to the regularities of the phoneme/grapheme correspondences, the student may not exhibit difficulty with phonemic awareness and/or phonological processing. | | | | | | | |
|  |  | | **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 breaking words into syllables | | Has difficulty segmenting deleting, and/or combining sounds in a word | | | | |
| Has difficulty segmenting syllables within words | | Has difficulty blending sounds and/or syllables together to pronounce words | | | | |
| Has difficulty identifying specific sounds at the beginning, middle, and end of words | | Has difficulty discriminating between similarities and differences of sounds in words | | | | |
| **For Question 3:** | | | | Often, children are not taught the letter name of the grapheme, only the phoneme, because many letter names are combinations of several phonemes, ruining the advantage of the transparency of the language. Teachers may have delayed or deleted the teaching of the letter name. | | | | | | | |
|  |  | | **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.** | | | | | | |
|  | | | | | Has poor sequencing of sounds | | Has difficulty with multi-syllable words | | | | |
| Has difficulty connecting sounds to letters | | Is not able to retain memory stock of basic spelling words | | | | |
| Demonstrates consistent letter reversals | | Demonstrates incomplete letter patterns | | | | |
| **For Question 5:** | | | | Reading difficulties in transparent orthographies, that is, orthographies that adhere to the alphabet-principle (i.e., Spanish, Italian, Turkish, Greek, and Finnish) are more often noticed in the student’s reading rate, reading comprehension, and reading decoding. | | | | | | | |
|  |  | | **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 | | Unable to read and complete math story problems | | | | |
| Stumbles on reading multi-syllable words or fails to come close to sounding out the full word | | Able to understand information when it is real orally to him/her | | | | |
| 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 erasures | | | | |
| 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 | | | | |
|  | | 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 | | Has poor recall ability especially for words and names | | | | |
| 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 | | Unable to come up with a verbal response quickly when questioned | | | | |
| Speaks in words or phrases | | Is not fluent at telling stories or giving oral reports | | | | |
| Uses “immature” information | | Uses limited vocabulary | | | | |
| Unable to discuss information | | Has difficulty with rapid, automatic naming of familiar objects, numbers or letters | | | | |
| Unable to memorize the days of the week, months of the year, and/or multiplication tables | |
|  | | |  | **9.** | | | **Student has difficulty with orthographic processing.** | | | | | | |
|  | | | | | | | Forgets how letters look | | Reads at a slow rate | | | | |
| Confuses letters with similar appearance | | Has trouble copying from a book or chalkboard to paper | | | | |
| Misreads little words in text (*este* for *esta*) | | Has difficulty learning how to form letters | | | | |
| Reverses letters when spelling (*b* for *d*) – past the age of 7 | | Has difficulty with orthographic decision tasks (i.e., *habitación* vs. *abrasion*, *gigante* vs. *jigante*) | | | | |
| Reverses letters when reading (*ri* for *ir*) | |
|  | | |  | **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 | | | | | | |  |  |  | |
|  | | |  | **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 | | | | | | |  |  |  | |
|  | | | * 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.* |