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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. |

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| **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.* |