Teacher Dyslexia Checklist

Teacher's Name:_____ Class:_____ Date:_____

Student's Name:_____ Grade:_____ Age:_____

Check only the items that apply to the student.

Oral Language

- ☐ Has difficulty rhyming words.
- ☐ Has difficulty isolating the first and/or last sound in one-syllable words.
- ☐ Has trouble pronouncing multisyllabic words.
- ☐ Has trouble retrieving words quickly.
- ☐ Often uses the wrong word when speaking or has difficulty recalling the word he/she wants to use.
- ☐ Has difficulty following oral multi-step directions.

Non-reading skills

- ☐ Has age-appropriate oral language.
- ☐ Is creative (e.g., art, music, problem-solving).
- ☐ Is strong in visual-spatial tasks (e.g., puzzles, Legos, visual designs).
- ☐ Is good at or prefers subjects that do not require reading.
- ☐ Enjoys activities that do not require reading.

Basic Reading Skills

- ☐ Has difficulty learning letter names.
- ☐ Has difficulty learning letter sounds.
- ☐ Has difficulty retaining the connections between letters and the sounds.
- ☐ Demonstrates difficulty learning phonics.
- ☐ Learns phonics generalizations but has difficulty applying them to new words.
- ☐ Is slow to develop a sight vocabulary.
- ☐ Has difficulty recognizing/reading irregular words.
- ☐ Reverses/inverts/transposes letters or words with similar visual appearance (e.g., b/d; n/u; was/saw; build/blind).
- ☐ Substitutes articles and prepositions when reading (e.g., a/the; for/of).
- ☐ Substitutes similar-looking words when reading (e.g., house/horse).
- ☐ Has trouble reading words with two or more syllables.

Attitude Toward Reading

- ☐ Complains about reading or shows frustration or anxiety when reading.
- ☐ Resists reading aloud.

Reading Proficiency and Comprehension

- ☐ Takes a long time to complete assignments that require reading.

- ☐ Reads slowly.
- ☐ Lacks expression/prosody when reading.
- ☐ Ignores punctuation marks when reading.
- ☐ Frequently must reread to get the meaning of what he/she just read.
- ☐ Does not understand or remember what he/she has just read.
- ☐ Reading level is below other classmates.

Spelling and Writing

- ☐ Omits sounds when spelling words.
- ☐ Spells words the way they sound, not the way they look (e.g., *said* as *sed*).
- ☐ Spells the same word in different ways on the same page.
- ☐ Expresses ideas orally but struggles to put them into writing.

Additional concerns:_____

_____

_____

_____

_____

Developed by: N. Mather, B. J Wendling, L. E. Jaffe, C. M. Proctor, and T. L. Stephens-Pisecco.