

# Dyslexia Evaluation Checklist: Parent Form

Student's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ Date \_\_\_\_\_

Respondent's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_

Preferred Form of Address:  Mr.  Mrs.  Ms.  Miss

Relationship:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 1. Mother     | <input type="checkbox"/> 5. Stepfather  | <input type="checkbox"/> 9. Brother                |
| <input type="checkbox"/> 2. Father     | <input type="checkbox"/> 6. Grandmother | <input type="checkbox"/> 10. Aunt                  |
| <input type="checkbox"/> 3. Guardian   | <input type="checkbox"/> 7. Grandfather | <input type="checkbox"/> 11. Uncle                 |
| <input type="checkbox"/> 4. Stepmother | <input type="checkbox"/> 8. Sister      | <input type="checkbox"/> 12. Other (specify) _____ |

Check only the items that describe your child.  
Provide examples where indicated.

## A. Development

- 1. Has a history of ear infections
- 2. Had ear tubes inserted
- 3. Had difficulty learning to talk
- 4. Had speech therapy
- 5. Currently has speech therapy
- 6. Had some difficulty pronouncing new words
- 7. Currently has some difficulty pronouncing new words
- 8. Mispronounces some words by putting the sounds in the wrong order (e.g., *aminal* for *animal* or *pusgetti* for *spaghetti*) or leaving sounds out  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 9. Has difficulty following directions
- 10. Has difficulty remembering the details of a story that has been read aloud
- 11. Has difficulty with word retrieval such as remembering the names of people and places
- 12. Often uses the wrong word when speaking or has difficulty recalling the word he/she wants to use

## B. Family History

- 1. Has one or more family members who have/had difficulty learning to read and spell  
Relationship(s): \_\_\_\_\_
- 2. Has one or more family members who have/had difficulty with attention  
Relationship(s): \_\_\_\_\_

## C. Nonreading Skills

- 1. Is creative (e.g., loves to draw, sing, act, invent)  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 2. Is good at assembling puzzles
- 3. Enjoys many activities that do not require reading  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_

## D. Prereading Skills

- 1. Likes to listen to books
- 2. Does not like to look at print when listening to books read by others
- 3. Had trouble learning how to rhyme words
- 4. Currently has trouble rhyming words
- 5. Had trouble learning the alphabet
- 6. Has trouble remembering letter sounds
- 7. Has trouble breaking apart the sounds in words and then blending them back together to pronounce the words
- 8. Currently has difficulty recognizing some letters
- 9. Complains about having to read
- 10. Shows anxiety or frustration about having to read
- 11. Dislikes reading aloud

## E. Reading Skills

- 1. Confuses little words that look alike (e.g., *who* and *how*, *was* and *saw*)  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 2. Does not read as well as others the same age
- 3. Takes a long time to finish homework that requires reading
- 4. Reads slowly and often has to reread to understand what he/she is reading
- 5. Needs a parent to read the assigned text aloud prior to doing the assignment

## F. Spelling and Writing Skills

- 1. Spells words the way they sound rather than the way they look
- 2. Knows how to spell a word but then forgets it
- 3. May spell the same word in different ways on the same page
- 4. Had difficulty with handwriting
- 5. Currently has difficulty with handwriting
- 6. Has difficulty with written assignments

## G. Additional concerns:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_