

# Dyslexia Evaluation Checklist: Teacher Form

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

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

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

*Check only the items that apply to the student.  
Provide examples where indicated.*

### A. Oral Language Skills

- 1. Has difficulty rhyming words
- 2. Has difficulty isolating the first and/or last sound in one-syllable words
- 3. Has trouble pronouncing multisyllabic words
- 4. Has trouble retrieving words quickly
- 5. Often uses the wrong word when speaking or has difficulty recalling a word
- 6. Has difficulty following oral multistep directions

### B. Nonreading Skills

- 1. Has age-appropriate oral language skills
- 2. Is creative (e.g., art, music, problem solving)  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 3. Enjoys visual-spatial tasks (e.g., puzzles, blocks, visual designs)  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 4. Enjoys activities that do not require reading  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_

### C. Basic Reading Skills

- 1. Has difficulty learning letter names
- 2. Has difficulty learning letter sounds
- 3. Has difficulty retaining the connections between letters and sounds
- 4. Demonstrates difficulty learning phonics
- 5. Learns phonics generalizations but has difficulty applying them to new words
- 6. Is slow to develop a sight vocabulary
- 7. Has difficulty recognizing/reading irregular words
- 8. Reverses/inverts/transposes letters or words with similar visual appearance (e.g., *b/d; n/u; was/saw; build/blind*)  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 9. Substitutes articles and prepositions when reading (e.g., *a/the; for/of*)  
If checked, how frequently does this occur?  
 a. Sometimes  
 b. Often  
 c. Very often

### C. Basic Reading Skills (continued)

- 10. Substitutes similar-looking words when reading (e.g., *house/horse*)  
If checked, how frequently does this occur?  
 a. Sometimes  
 b. Often  
 c. Very often
- 11. Has trouble reading words with two or more syllables

### D. Attitude Toward Reading

- 1. Complains about reading
- 2. Shows frustration or anxiety when reading
- 3. Resists reading aloud

### E. Reading Proficiency and Comprehension

- 1. Takes a long time to complete assignments that require reading
- 2. Reads slowly
- 3. Lacks expression/prosody when reading
- 4. Ignores punctuation marks when reading
- 5. Frequently must reread to get the meaning of the text
- 6. Does not understand or remember what has been read
- 7. Reading level is below other classmates'

### F. Spelling and Writing Skills

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

### G. Additional concerns:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### EXAMINER USE ONLY

**Exclusionary Factors:** Please check the following factors that might be contributing to the student's reading and spelling difficulties.

- 1. Vision impairment
- 2. Hearing impairment
- 3. Motor impairment
- 4. Emotional disturbance
- 5. Intellectual impairment
- 6. Limited English proficiency
- 7. Health-related concerns
- 8. Poor school attendance
- 9. Environmental or economic disadvantage