# Dyslexia Evaluation Checklist: Teacher Form

**Student’s Name (Last)** ___________________________  **(First)** _______________________________  **Date** ____________________________

**Teacher’s Name (Last)** __________________________  **(First)** ____________________________________________________________________

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

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*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

## 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:

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**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