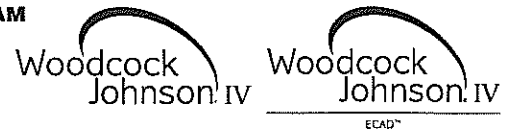


Dyslexia Evaluation Checklist: Teacher Form



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

Teacher's Checklist: School Age

Student's Name (Last) _____ (First) _____ Date _____

Teacher's Name (Last) _____ (First) _____

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

Part I: Ratings of Oral Language Ability and Achievement

Please rate this student's level of oral language ability and achievement in the following areas. Check only one item for each category. If you have not had the opportunity to observe the student in one or more of these areas, or if you do not have enough information on which to base a rating, please check I don't know. If one of these areas does not apply to this student, please check Does not apply.

A. Level of oral expression

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

B. Level of listening comprehension

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

C. Level of basic reading skill (sight vocabulary and phonic and structural analysis skills)

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

D. Level of reading comprehension

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

E. Level of reading fluency (oral reading ability and reading rate)

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

F. Level of mathematics calculation

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

G. Level of mathematics problem solving (ability to analyze and solve practical problems in mathematics)

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

H. Level of basic writing skill (spelling and identification of writing errors)

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

I. Level of written expression

- 0. I don't know
- 1. Very advanced
- 2. Advanced
- 3. Average
- 4. Limited
- 5. Very limited
- 6. Extremely limited
- 7. Does not apply

Part II: Current Level of Instruction

Please indicate the grade level at which this student is being instructed in each applicable area.

Area of Instruction	Grade Level of Instruction
1. Oral Language	_____
2. Reading	_____
3. Mathematics	_____
4. Writing	_____

Part III: Student's Temperament and Mood

A. Choose up to three words that best describe this student's temperament (personality).

- 0. I don't know
- 1. Accommodating
- 2. Active
- 3. Affectionate
- 4. Argumentative
- 5. Attentive
- 6. Caring
- 7. Conscientious
- 8. Defiant
- 9. Determined
- 10. Difficult
- 11. Disobedient
- 12. Distractible
- 13. Emotional
- 14. Enthusiastic
- 15. Happy
- 16. Hyperactive
- 17. Impulsive
- 18. Independent
- 19. Insecure
- 20. Intelligent
- 21. Introverted
- 22. Irritable
- 23. Motivated
- 24. Obedient
- 25. Outgoing
- 26. Playful
- 27. Reserved
- 28. Self-reliant
- 29. Serious
- 30. Shy
- 31. Sociable
- 32. Stubborn
- 33. Troubled
- 34. Trusting
- 35. Unhappy
- 36. Unmotivated
- 37. Withdrawn

B. Which of the following best describes this student's typical mood?

- 0. I don't know
- 1. Usually happy
- 2. Mood is typical for age or grade
- 3. Seems unhappy at times
- 4. Seems unhappy most of the time
- 5. None of the above (describe) _____

C. How consistent is his or her mood?

- 0. I don't know
- 1. Mood is consistent
- 2. Shows normal "highs and lows" (typical for age)
- 3. Shows intense "highs" of energy followed by periods of sadness or depression
- 4. Does not apply

Part IV: Current Classroom Functioning

Please rate this student's classroom functioning by responding to these items. Base the ratings on your direct observations or typical experience with him or her over the past month. Check only one item for each category. If you have not had the opportunity to observe the student in one or more of these areas, or if you do not have enough information on which to base a rating, please check I don't know. If an item does not apply to this student, please check Does not apply.

A. Amount of one-to-one attention required in the classroom

- 0. I don't know
- 1. Less than most students of same grade and sex
- 2. About the same as typical students of same grade and sex
- 3. More than most students of same grade and sex
- 4. Does not apply

B. Average amount of schoolwork completed

- 0. I don't know
- 1. Less than most students of same grade and sex
- 2. About the same as typical students of same grade and sex
- 3. More than most students of same grade and sex
- 4. Does not apply

C. Attention to details in schoolwork (selective attention)

- 0. I don't know
- 1. Extremely attentive to details
- 2. Usually attends to details in schoolwork and concentrates when working (typical for age or grade)
- 3. Often fails to pay close attention to details or makes careless mistakes in schoolwork
- 4. Does not apply

D. Sustained attention

- 0. I don't know
- 1. Unusually high degree of sustained attention in tasks or play activities
- 2. Usually maintains attention in tasks or play activities (typical for age or grade)
- 3. Often has difficulty sustaining attention in tasks or play activities
- 4. Does not apply

E. Listening ability

- 0. I don't know
- 1. Always, or almost always, listens when spoken to directly
- 2. Usually listens when spoken to directly (typical for age or grade)
- 3. Often does not seem to listen when spoken to directly
- 4. Does not apply

F. Follow-through on schoolwork (conscientiousness)

- 0. I don't know
- 1. Always, or almost always, follows instructions and finishes schoolwork
- 2. Usually follows instructions and finishes schoolwork (typical for age or grade)
- 3. Often does not follow instructions and fails to finish schoolwork
- 4. Does not apply

G. Organization

- 0. I don't know
- 1. Is highly organized
- 2. Usually organizes tasks and activities (typical for age or grade)
- 3. Often has difficulty organizing tasks and activities
- 4. Does not apply

H. Response to academic tasks requiring sustained mental effort

- 0. I don't know
- 1. Noticeably increases level of effort
- 2. Generally persists (typical for age or grade)
- 3. Attempts but gives up easily
- 4. Often avoids, dislikes, or is reluctant to engage in these types of tasks
- 5. Does not apply

I. Orderliness or self-maintenance

- 0. I don't know
- 1. Always, or almost always, keeps school assignments, pencils, books, or other supplies in order
- 2. Usually keeps school assignments, pencils, books, or other supplies in order (typical for age or grade)
- 3. Often loses school assignments, pencils, books, or other supplies
- 4. Does not apply

J. Response to extraneous stimuli (distractibility)

- 0. I don't know
- 1. Generally not distracted
- 2. Usually shows normal reactions and adapts (typical for age or grade)
- 3. Often easily distracted
- 4. Does not apply

K. Remembering or forgetfulness

- 0. I don't know
- 1. Always, or almost always, remembers what he or she is supposed to do
- 2. Usually remembers what he or she is supposed to do (typical for age or grade)
- 3. Often forgets what he or she is supposed to do
- 4. Does not apply

L. Activity level when seated

- 0. I don't know
- 1. Often lethargic
- 2. Typical for age or grade
- 3. Often fidgets with hands or feet or squirms in seat (more than others of age or grade)
- 4. Does not apply

M. Out-of-seat behavior

- 0. I don't know
- 1. Usually remains seated when expected to (typical for age or grade)
- 2. Often leaves seat in classroom or other situations in which remaining seated is expected
- 3. Does not apply

N. Activity level outside the classroom

- 0. I don't know
- 1. Seems sluggish or lacking in energy
- 2. Activity level is similar to others of same sex and age or grade
- 3. Often runs about or climbs excessively in situations in which it is inappropriate
- 4. Does not apply

O. Quiet play

- 0. I don't know
- 1. Can play quietly when required (typical for age or grade)
- 2. Often has difficulty playing quietly
- 3. Does not apply

P. Style of motor activity

- 0. I don't know
- 1. Awkward, seemingly clumsy
- 2. Slow, overly careful motor behavior
- 3. Typical for age or grade
- 4. Is often "on the go" or acts as if "driven by a motor"
- 5. Does not apply

Q. Amount of talking

- 0. I don't know
- 1. Generally talks much less than age or grade peers
- 2. Amount of talking is age or grade appropriate
- 3. Often talks excessively
- 4. Does not apply

R. Oral responses to questions

- 0. I don't know
- 1. Very slow and hesitant in responding
- 2. Slow and careful in responding
- 3. Prompt but careful in responding (typical for age or grade)
- 4. Responds too quickly at times
- 5. Often blurts out answers before questions have been completed
- 6. Does not apply

S. Taking turns

- 0. I don't know
- 1. Typically withdraws from activities that involve taking turns
- 2. Takes turns appropriately for age or grade
- 3. Often has difficulty waiting for a turn
- 4. Does not apply

T. Interaction with peers

- 0. I don't know
- 1. Typically avoids interacting with peers
- 2. Social interaction skills are typical for age or grade
- 3. Often interrupts or intrudes on others (butts into conversations or games)
- 4. Does not apply

Part V: Primary Concern

This section has two parts. Please answer each part.

A. Review your responses to Part IV. Choose the statement that best describes the area or problem that causes the most concern.

- 0. There is no area that causes the most concern
- 1. The area that causes the most concern is _____ (letter A through T)

B. Rate the impact of this problem on the student's classroom performance.

- 1. No significant impact on performance
- 2. Interferes from time to time
- 3. Generally impairs performance
- 4. Seriously impairs performance
- 5. Does not apply

Part VI: Problem Behaviors in the Classroom

Some of the following behaviors are common at certain ages and are not of concern. Sometimes they can cause serious problems. If the student does not exhibit problem behaviors in a category, check No and proceed to the next category. If you check Yes, briefly describe the specific behavior and rate the level of severity (for the student) and disruptiveness (to others).

A. Inattentiveness. Does the student have difficulty paying attention, sustaining alertness, or maintaining effort? For example, does he or she look around, fail to listen to instructions or lessons, or become distracted by extraneous stimuli?

- 1. No
- 2. Yes (describe) _____

a. Severity. How seriously does this behavior impede the student's opportunity to learn?

- 1. Not seriously
- 2. Slightly seriously
- 3. Seriously
- 4. Very seriously

b. Disruptiveness. How disruptive is this behavior to others?

- 1. Not disruptive
- 2. Slightly disruptive
- 3. Moderately disruptive
- 4. Very disruptive

B. Overactivity. Is the student overly active for his or her age or grade? For example, does he or she fidget or jump out of his or her seat, walk or run around the classroom inappropriately, or sit or stand on a desk?

- 1. No
- 2. Yes (describe) _____

a. Severity. How seriously does this behavior impede the student's opportunity to learn?

- 1. Not seriously
- 2. Slightly seriously
- 3. Seriously
- 4. Very seriously

b. Disruptiveness. How disruptive is this behavior to others?

- 1. Not disruptive
- 2. Slightly disruptive
- 3. Moderately disruptive
- 4. Very disruptive

C. Impulsiveness. Does the student act impulsively?

For example, does he or she blurt out answers before questions have been completed, interrupt others, butt into conversations or games, or fail to wait for a turn?

- 1. No
- 2. Yes (describe) _____

a. Severity. How seriously does this behavior impede the student's opportunity to learn?

- 1. Not seriously
- 2. Slightly seriously
- 3. Seriously
- 4. Very seriously

b. Disruptiveness. How disruptive is this behavior to others?

- 1. Not disruptive
- 2. Slightly disruptive
- 3. Moderately disruptive
- 4. Very disruptive

D. Uncooperative behavior. Is the student uncooperative?

For example, does he or she refuse to follow instructions or rules, act defiantly, argue or talk back to adults, pout, refuse to take turns or share, or cheat?

- 1. No
- 2. Yes (describe) _____

a. Severity. How seriously does this behavior impede the student's opportunity to learn?

- 1. Not seriously
- 2. Slightly seriously
- 3. Seriously
- 4. Very seriously

b. Disruptiveness. How disruptive is this behavior to others?

- 1. Not disruptive
- 2. Slightly disruptive
- 3. Moderately disruptive
- 4. Very disruptive

E. Anxiousness. Does the student appear overtly anxious?

For example, does he or she pull his or her hair, bite his or her nails, twitch, pace, shake, repetitively tap his or her hands or feet, show a tense or worried expression, tremble, complain of a stomachache, or cry?

- 1. No
- 2. Yes (describe) _____

a. Severity. How seriously does this behavior impede the student's opportunity to learn?

- 1. Not seriously
- 2. Slightly seriously
- 3. Seriously
- 4. Very seriously

b. Disruptiveness. How disruptive is this behavior to others?

- 1. Not disruptive
- 2. Slightly disruptive
- 3. Moderately disruptive
- 4. Very disruptive

F. Withdrawal. Does the student seem to withdraw from others or from classroom activities? For example, does he or she stare blankly or daydream, inappropriately fiddle with objects, or appear sullen or detached?

- 1. No
- 2. Yes (describe) _____

a. Severity. How seriously does this behavior impede the student's opportunity to learn?

- 1. Not seriously
- 2. Slightly seriously
- 3. Seriously
- 4. Very seriously

b. Disruptiveness. How disruptive is this behavior to others?

- 1. Not disruptive
- 2. Slightly disruptive
- 3. Moderately disruptive
- 4. Very disruptive

G. Aggressiveness. Does the student act aggressively to other people or property? For example, does he or she hit, kick, bite, pinch, scratch, push, throw objects at, or spit at others; threaten, bully, or verbally abuse others; or break, deface, or destroy things?

- 1. No
- 2. Yes (describe) _____

a. Severity. How seriously does this behavior impede the student's opportunity to learn?

- 1. Not seriously
- 2. Slightly seriously
- 3. Seriously
- 4. Very seriously

b. Disruptiveness. How disruptive is this behavior to others?

- 1. Not disruptive
- 2. Slightly disruptive
- 3. Moderately disruptive
- 4. Very disruptive

H. Other inappropriate (nonaggressive) behaviors. Does the student behave in ways that are socially inappropriate or offensive to others? For example, does he or she swear or use vulgar language, tease others, tattle on others, talk too loudly, bother others, talk nonsense, pick his or her nose, belch, expel gas, or touch his or her genitals?

- 1. No
- 2. Yes (describe) _____

a. Severity. How seriously does this behavior impede the student's opportunity to learn?

- 1. Not seriously
- 2. Slightly seriously
- 3. Seriously
- 4. Very seriously

b. Disruptiveness. How disruptive is this behavior to others?

- 1. Not disruptive
- 2. Slightly disruptive
- 3. Moderately disruptive
- 4. Very disruptive