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:
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