

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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