

# Potential Indicators of Dyslexia Checklist

This checklist is designed to aid educators in identifying students with characteristics or potential indicators of dyslexia and to document any skill deficits confirmed during screening to inform instruction. Check all areas of consistent difficulty, based on observation, assessment history, progress monitoring data, and work samples. It is likely that many students will exhibit some of the behaviors on this checklist. A preponderance of checks in one area suggests further examination into this set of skills.

Student Name:

Teacher Name:

Date:

| YES | NO | Background Information & Characteristics                                |
|-----|----|---|
|     |    | Family history of dyslexia or learning challenges                       |
|     |    | Student scored below benchmark on universal screening measure           |
|     |    | Student is performing poorly in the classroom                           |
|     |    | Student progress monitoring data shows slow or poor rate of improvement |

Kindergarten

|  |  |  |
|--|--|--|
|  |  | Late learning to talk or slow to learn new words                                 |
|  |  | Trouble pronouncing speech sounds (such as /th/, /r/, /l/, and /w/)              |
|  |  | Mixing up the sounds and syllables in long words (says "aminal" for "animal")    |
|  |  | Avoids letters or confuses them  |
|  |  | Cannot recall sounds of letters  |
|  |  | Unable to break words into separate speech sounds (cat has 3 sounds /c/ /ă/ /t/) |
|  |  | Cannot identify or create words that rhyme                                       |
|  |  | Doesn't know letters in own name   |
|  |  | Confused about the meanings of the words – who, what, where, when                |
|  |  | Disinterested in books, read aloud or word play activities                       |

Kindergarten & 1st Grade

|  |  |  |
|--|--|--|
|  |  | Difficulty remembering the names of letters and recalling them quickly   |
|  |  | Difficulty learning sound-letter correspondence  |
|  |  | Difficulty with phonemic awareness tasks (such as blending or breaking words into separate speech sounds, flash = /f/, /l/, /ă/, /sh/) |
|  |  | Difficulty learning to recognize common words automatically (family names, names on signs or objects, high frequency words)            |
|  |  | Reading errors show no connection to the sounds of the letters (reads "rabbit" as "bunny")   |
|  |  | Poor spelling (omitting sounds, substituting sounds, adding sounds, transposal of sounds)  |
|  |  | Difficulty remembering sequences (days of the week, months, ABCs)  |
|  |  | Poor handwriting   |

2nd & 3rd Grade

|  |  |   |
|--|--|---|
|  |  | Frequently misreads common high frequency words even after practice (when, went, they, their, been, to, does, said, what)               |
|  |  | No strategies for word attack; makes wild guesses at words; relies heavily on the context or pictures in a story to "read"              |
|  |  | Difficulty decoding words, often making single sound errors, omitting syllables, or skipping over prefixes and suffixes                 |
|  |  | Mispronunciation of long, unfamiliar words  |
|  |  | Loses place and skips over words while reading  |
|  |  | Use of imprecise language (says "stuff")  |
|  |  | Persistent reversals and transpositions of letters, numbers, and words with similar visual appearance (such as b & d, 6 & 9, was & saw) |
|  |  | Spells phonetically without applying spelling rules or patterns   |
|  |  | Poor spelling (omitting sounds, substituting sounds, adding sounds, transposal of sounds)   |
|  |  | Spelling the same word different ways on the same page  |
|  |  | Slow, choppy, and/or inaccurate oral reading that lacks appropriate expression  |
|  |  | Comprehension problems arising from poor word recognition   |
|  |  | Beginning to avoid reading and writing tasks  |
|  |  | Difficulty with math facts  |

# Potential Indicators of Dyslexia Checklist - Continued

Student Name:

Teacher Name:

Date:

4th through 6th Grades

| YES | NO | Background Information & Characteristics  |
|-----|----|---|
|     |    | Slow on oral reading fluency tests  |
|     |    | Inaccurate reading of real and nonsense word lists (pem, loit, thwadge)                   |
|     |    | Poor spelling (omitting sounds, substituting sounds, adding sounds, transposal of sounds) |
|     |    | Poor handwriting and written expression   |
|     |    | Avoidance of reading  |
|     |    | Weak in reading strategies  |
|     |    | Weak reading comprehension compared to listening comprehension                            |

7th through 12th Grades

|  |  |   |
|--|--|---|
|  |  | Slow and laborious reading  |
|  |  | Poor spelling (omitting sounds, substituting sounds, adding sounds, transposal of sounds) |
|  |  | Difficulty with note-taking   |
|  |  | Overwhelmed by multiple assignments   |
|  |  | Cannot work fast enough to cope   |
|  |  | Lack of effective strategies for studying   |
|  |  | Difficulty with homework completion   |
|  |  | Difficulty with organization  |
|  |  | Comprehension and vocabulary deficits due to lack of practice                             |
|  |  | Writes poorly and with great effort   |

## Student Profile: Screening for Dyslexia

| Screen for Age-Appropriate Skills in:                     | Area of Concern? Y/N | Tool Used to Assess |
|---|----------------------|---------------------|
| Phonological/Phonemic Awareness                           |                      |                     |
| Rapid Automatic Naming                                    |                      |                     |
| Sound-Letter Identification                               |                      |                     |
| Phonological Memory                                       |                      |                     |
| Word Recognition Fluency (Real Word Reading)              |                      |                     |
| Word Recognition Fluency/Decoding (Nonsense Word Reading) |                      |                     |
| Encoding (Spelling)                                       |                      |                     |
| Oral Reading Fluency                                      |                      |                     |
| Oral Vocabulary*  |                      |                     |
| Written Vocabulary  |                      |                     |
| Listening Comprehension**                                 |                      |                     |
| Reading Comprehension                                     |                      |                     |

\* Students with dyslexia may display stronger oral language skills than written language skills.

\*\* Students with dyslexia may display stronger listening comprehension skills than reading comprehension skills.