

Dyslexia Teacher Observation Checklist

Do you observe the student exhibiting these characteristics of dyslexia in the classroom? Only complete sections applicable to your student.

Student Name:

Date:

Early literacy challenges:	YES	NO
Difficulty understanding that sounds make words		
Difficulty rhyming		
Difficulty identifying beginning, middle, and ending sounds in words		
Difficulty with recognizing, blending, and segmenting individual sounds in words		
Difficulty with letter recognition – capital and lowercase		
Difficulty with left to right and top to bottom directionality		
Unable to read and write their own name		
Reading challenges:	YES	NO
Difficulty with learning the sounds that correspond to letters and letter combinations		
Difficulty with sounding out (decoding) words		
Difficulty with differentiating between letters or words that look similar (p and q, there and three)		
Difficulty with recognizing and remembering high frequency or sight words such as <i>said</i> , <i>they</i> , and <i>was</i>		
Difficulty with accuracy (adding or omitting words or parts of words)		
Difficulty with fluency (reading with ease, speed, and expression)		
Difficulty with comprehension of text		
Difficulty maintaining place while reading		
Writing challenges:	YES	NO
Difficulty with Sequencing letters correctly within words		
Difficulty with copying with accuracy		
Difficulty with mechanics (correct use of capitalization and punctuation).		
Difficulty with spelling		
Difficulty with planning and organizing ideas for writing		
Difficulty expressing ideas in complete sentences		
Difficulty with proofreading skills		
Difficulty with staying within the margins of a page and writing on the line		
Difficulty with aligning numbers in columns when doing math problems		

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Dyslexia Challenges to Look For in Specific Grades:		
Pre-K and Kindergarten	YES	NO
Problems with pronouncing words correctly		
Delayed language and vocabulary development		
Difficulty in reciting the alphabet and days of the week sequentially		
Difficulty with quickly naming things (colors, shapes, familiar objects) when shown pictures of objects		
Frustration with coloring, pasting, and cutting with scissors		
Grades 1-4	YES	NO
Slowness in learning the connection between letters and sounds		
Letter reversals (b/d) and inversions (u/n)		
Lack of a systematic approach to sounding out words		
Difficulty in reading words (by sight and by decoding)		
Frustration with reading tasks		
Good comprehension of material that is read to the child as opposed to text that he/she tries to read		
Problem with recalling facts		
Difficulty in learning math facts, especially multiplication tables		
Problem with telling time and with understanding time concepts such as before and after		
Problems in understanding directions		
Grades 5-8	YES	NO
Weak decoding skills; slowness in figuring out multisyllabic words		
Poor sight word vocabulary		
Difficulty in learning spelling strategies such as root words, affixes, spelling patterns		
Poor oral reading; lack of fluency		
Difficulty with word problems in math		
Problems recalling facts		
Good oral self-expression, but not in writing		

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High School	YES	NO
Poor spelling		
Poor written composition		
Avoidance of reading or writing assignments		
Incorrect reading of information		
Trouble with summarizing		
Poor memory skills		
Slow work speed		
Problems with organizing work and managing assignments		
Difficulty with performing in classes that have reading and writing demands		
Difficulty in learning a foreign language		

Alabama Dyslexia Resource Guide (PP. 10 & 11)