



Student Name _____ Grade _____

Teacher Name _____ Date _____

Characteristics of Dyslexia Checklist

Here are some of the common potential indicators for dyslexia. Students with dyslexia will not exhibit all of these warning signs. Every student is unique and will present with various combinations of characteristics. If the student displays several of these potential indicators, check off the warning signs that apply and administer a reading screening to gain additional information as needed.

DYSLEXIA RUNS IN FAMILIES. IS THERE A FAMILY HISTORY OF READING OR LEARNING STRUGGLES? Y N

EARLY INDICATORS

- Family history
- Difficulty pronouncing some words correctly
- Difficulty learning to rhyme words
- Difficulty learning the letter names
- Difficulty learning sound-symbol correspondence
- Confusion of letters with similar sounds (e.g., /p/ & /b/)
- Difficulty with blending and segmentation of phonemes

ORAL READING

- Difficulty reading words, often making single sound errors or omitting syllables
- Loses place—and skips over words—while reading
- Lack of awareness of word structure, skipping over prefixes or leaving off suffixes
- Frequently misreads high frequency words (e.g., where, there, what, then, the)
- No strategies for word attack; makes wild guesses at words; relies heavily on the context or pictures in a story to “read”
- May need to decode the same word even if it appears multiple times in a passage
- Slow word perception that affects reading rate and fluency
- Reading is choppy
- Reading is monotone lacking inflection and adherence to punctuation
- Difficulties with reading comprehension and learning new information from text because of underlying decoding difficulties
- Below expected reading level for age
- Avoids reading aloud and reading tasks in general

SPELLING & WRITING

- Spells phonetically without applying spelling rules or patterns
- Confuses letters that look similar
- Switches the order of letters in a word
- Inserts extra letters or deletes letters in a word
- Misspells many high frequency words (e.g., said, there, does)
- Reversals and transpositions of letters, numbers, and words with similar visual appearance that persist past the age of seven (e.g., b & d, 6 & 9, was & saw)
- Tendency to use different spellings for the same word
- Irregular use of upper and lower case letters
- Spells words without including any vowels
- Uses simpler vocabulary words
- Omits grammatical endings in words
- Homophone confusion
- Irregular word spacing
- May be able to spell the words on a spelling test but then misspells the same words in other writing
- Has difficulty copying words from another paper or the board. Copies letter by letter, referring to the original copy for almost every letter.

NOTES