

## 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:**

| <b>Early literacy challenges:</b>  | 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  |     |    |
| <b>Reading challenges:</b>   | 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, they, and 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   |     |    |
| <b>Writing challenges:</b>   | 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   |     |    |

### Dyslexia Challenges to Look for in Specific Grades:

| <b>Pre-K and Kindergarten</b>   | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|
| 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   |            |           |
| <b>Grades 1-4</b>   | <b>YES</b> | <b>NO</b> |
| 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  |            |           |
| <b>Grades 5-8</b>   | <b>YES</b> | <b>NO</b> |
| 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   |            |           |

### Dyslexia Challenges to Look For in Specific Grades Continued

| <b>High School</b>  | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|
| 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)