

POTENTIAL INDICATORS OF DYSLEXIA

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 constant 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.

Checklist for Potential Indicators of Dyslexia			
Name		Teacher	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	
		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	
		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
4th through 6th Grades		Beginning to avoid reading and writing tasks
		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
7th through 12th Grades		Weak reading comprehension compared to listening comprehension
		Slow and laborious reading
		Poor spelling (omitting sounds, substituting sounds, adding sounds, transposal of sounds)
		Writes poorly and with great effort or 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	

Student Profile: Screening for Dyslexia		
Screen for Age-Appropriate Skills	Area of Concern Y/N	Tool(s) 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		
<p>*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.</p>		

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