



TEACHER QUESTIONNAIRE FOR DYSLEXIA EVALUATION

STUDENT _____ GRADE _____
TEACHER _____ SUBJECT(S) _____
SCHOOL _____

The student listed above is being evaluated for possible learning problems (specifically Dyslexia) by Rhonda Brewer, Psychometrist. Please check the statements that describe characteristics that are FREQUENT or HABITUAL for this student.

PERCEIVED ACADEMIC POTENTIAL

- Student seems to have intellectual ability or academic potential equal to or above grade level peers
- Student's reading, spelling, or writing skills are below what you would expect in view of perceived intellectual ability or academic potential.

ALPHABET SKILLS

- Difficulty learning or recalling sounds or names of letters
- Difficulty writing the letters of the alphabet in sequence from memory
- Difficulty reciting the letters of the alphabet in sequence from memory (without singing or chanting)
- Difficulty naming the vowels
- Confuses letters with similar appearance (n for h)

PHONOLOGICAL SKILLS

- Difficulty decoding unfamiliar words
- Difficulty with phonemic awareness
- Difficulty linking letters to sounds
- Difficulty recognizing and/or producing rhyming words
- Has trouble blending sounds together to pronounce words

READING SKILLS

- Student guesses words from initial letter or replaces word with another word that looks similar or starts with same letter
- Tends to confuse words that look alike
- Makes reading errors that show no connection to the sounds of the letters (i.e., the word "big" is read as "goat")
- Makes frequent errors reading common one-syllable words (i.e., "mat", "cat", "hop", "nap")
- Reverses words such as was/saw or now/won
- Transposes words in sentences such as "the mat sat on the cat" instead of "the cat sat on the mat"
- Mis-reads, omits or adds word endings and small function words (e.g., the, an, of, this, etc.)
- Reads a word correctly and then further down the page reads it wrong
- Misses a line in the passage or repeats the same line twice (and may not even realize it)
- Difficulty identifying basic sight words
- Shows better comprehension of text read aloud by others
- Student's oral reading is slow and laborious
- Hesitates to read orally in class

READING COMPREHENSION

- Difficulty answering questions after he/she reads a passage
- Difficulty understanding main idea of a passage
- Difficulty reading and completing math word problems
- Has more difficulty in language-based subjects (e.g. English, history) than in nonlanguage based subjects (e.g. mathematics)
- Difficulty locating information in a text source
- Makes many oral reading errors, but still manages to grasp meaning using context

SPELLING SKILLS

- Frequently makes spelling errors that involve changing the order of letters within the words
- Spells the same word differently in one piece of work (e.g., more, mor, moor)
- Spells words how they sound rather than how they look
- Difficulty spelling in context (misspells more frequently when using the words in sentences or paragraphs)
- Reverses letters when spelling (b for d) – this is only significant if child is past the age of 7

HANDWRITING SKILLS/ WRITTEN EXPRESSION

- Handwriting is often illegible or messy
- Overall writing effort is awkward, uneven
- Has difficulty staying on the line
- Has poor organization on the page
- Work deteriorates toward the end of writing exercise
- Misuses capital/lower case letters (such as using a capital letter in the middle of a word or sentence)
- Is slow with handwriting and copying tasks
- Has problems taking notes during lessons
- Difficulty copying notes from board
- Writes slowly and has difficulty completing written work on time
- Shows disparity between spoken and written language
- Student's written work does not reflect his/her potential
- Difficulty planning, sequencing, and organizing written work
- Trouble getting thoughts down on paper
- Uses inappropriate spacing between letters and words (letters and words squeezed together or too far apart)
- Leaves out words when writing
- Makes many punctuation errors
- Makes many grammatical errors

MEMORY AND ORGANIZATION

- Has problems with organization or memory
 - Has problems with spatial orientation (before/after, left/right)
 - Difficulty "finding the right word" or often hesitates when answering questions
 - Has trouble remembering dates, names, phone numbers, and/or random lists
 - Difficulty with sequencing (letters, numbers, dates, months of the year, events in a story)
 - Difficulty remembering basic number facts and tables
 - Problems with spatial orientation (e.g., before/after, left/right)
 - Difficulty understanding complex or multi-step instructions
 - Difficulty organizing homework and completing assignments on time
 - Has problems working under time pressure, e.g., completing exams in allotted time
 - Has trouble with 'multi-tasking'
 - Parents say child needs excessive amount of time and help for homework
 - Takes longer to complete assignments than his/her peers
 - Has trouble shifting from one concept to another
 - Tends to get confused if too much information is on the page
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Is this student currently in the Tier/RTI process or receiving any interventions? Or, has he/she received such interventions in the past? If so, please describe.

Does this student have a special education ruling or Section 504 plan? If so, please explain.

Describe the student's positive qualities and learning strengths:

Describe areas of concern related to this student's academic abilities.

Please attach or enclose a recent grade report, progress report, or report card. Also, include work samples that would help in this evaluation. Examples of helpful work samples might include copy of standardized assessment or progress monitoring results, sample of student's writing, copy of a spelling test, etc.

Thank you for taking the time to complete this form. Your input is extremely valuable to this process. I appreciate your responses to my questionnaire and/or any other information you would prefer to provide. Please note that the information you provide will be discussed with parents and summarized in the written report.

When completed, please return the form to Rhonda Brewer by one of the following methods:

- Send it via student's parent.
- Scan and email it to rbrewer@crossroadscounselingms.com

Thank you!

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