

DYSLEXIA ASSESSMENT

Student: _____ Teacher: _____

Date of Assessment: _____ School: _____

Directions: Circle “yes” or “no” for each criterion listed below. Reconvene the SAT to review the completed assessment and determine if the student is dyslexic.

Criteria 1

yes no The student has adequate intelligence demonstrated by performance in age appropriate classroom or on standardized measures of cognitive ability. (Attach copies of report card grades or standardized test results that demonstrate this pattern.)

Criteria 2

The student exhibits some of the following characteristics: (consider chronological age; primary characteristics are indicated by *; provide evidence indicated in parentheses following each characteristic)

yes no *a. problems in learning the names of the letters of the alphabet (interview current or past teacher)

yes no *b. difficulty in learning to write the alphabet correctly in sequence (attach student work samples or interview current or past teacher)

yes no c. difficulty in learning and remembering printed words (interview current or past teacher)

yes no d. reversal of letters or sequences of letters (attach student work samples)

yes no *e. difficulty in learning to read (interview current or past teacher)

yes no *f. difficulty in reading comprehension (interview current or past teacher)

yes no *g. cramped or illegible handwriting (attach student work samples)

yes no *h. repeated erratic spelling errors (attach student work samples)

yes no i. losing ground on achievement or intelligence tests (attach copies of test results showing pattern)

yes no *j. delay in spoken language (interview parents)

yes no k. difficulty in finding the “right” word when speaking (interview parents and current teacher)

yes no l. late in establishing preferred hand for writing (interview current or past teacher)

yes no m. late in learning right and left and other directionality components, such as up-down, front-behind, over-under, east-west (interview current or past teacher)

yes no *n. problems in learning the concept of time and temporal sequencing, such as, yesterday, tomorrow (interview current or past teacher)

DYSLEXIA ASSESSMENT
Determination of Eligibility

Date: _____

Student: _____ School: _____

DOB: _____ Grade: _____ Sex: _____

Documentation – Attach a copy of the following:

Vision and hearing screening

Medical/health history

Speech language screening

Past and/or present report cards

Standardized tests – IOWA, LEAP

Other formal assessments – KTEA, DIBELS, WRAT 4, Slosson-R, Brigance-II, Gates-MacGinitie, SFA, DI, GORT 4, etc.

Outside evaluations (if applicable)

Student’s work samples

Types of interventions and results

Refer to Bulletin 1903 for more detailed information

ASSESSMENT COMPONENTS FOR DYSLEXIA

1. Review of data
2. Review/assessment of cognitive ability
3. Assessment of language skills (phonological awareness, receptive and expressive language)
4. Assessment of mathematical skills
5. Review/assessment of general behavioral characteristics (attention span, self-esteem, social skills, etc.)
6. Family History

DETERMINATION OF ELIGIBILITY

Check (✓) if “yes”, X if “no” and attach supporting documentation.

_____ I. Student has adequate intelligence.

II. Student must demonstrate at least 5 out of 6 of the following characteristics:

_____ 1. Lack of or limited phonological awareness

_____ 2. Common error patterns in reading and learning behaviors, such as

a. reading, decoding inaccuracies in single words and nonsense words

b. slow reading rate

c. omissions of or substitutions of small words

d. reduced awareness of patterns in words

e. difficulties generalizing word and language patterns

_____ 3. Language is simplistic or poor in relation to other abilities

_____ 4. Errors in spontaneous spelling

_____ 5. Spontaneous written language is very simple or poor in comparison to spoken language; and

_____ 6. Spontaneous written language shows poor organization and mechanics

Multisensory Structured Language Programs are to be routinely provided within the regular school day, a minimum of 150 minutes per week. Refer to Louisiana Bulletin 1903 for specific instructions.