|  |
| --- |
| **Student Name: Circle One: BOY MOY EOY** |
| Date: Date of Birth:  |
| School: Teacher: Grade: |

|  |
| --- |
| New Deal ISD – Early Reading Dyslexia Screener |

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|  |  |  |
| --- | --- | --- |
| Most Recent TPRI (in percentile)Date: \_\_\_\_\_\_\_\_\_\_\_\_ | Reading(R) | Math(M) |
|  |  |
| **If the student’s TPRI Reading is less than 35th%tile,** **please complete the remainder of this form.** |
| Has the student already been identified as: | **ESL/ELL** | **SpEd** | **Other:** |
|  |  |  |

**Characteristics of Dyslexia in the School Setting**

**Directions:** Please respond to each of the following statements by checking (X) the blank that best describes the student. **All of these characteristics may not apply to every student; these are general areas that may indicate at-risk for dyslexia.**

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| 1. Has difficulty reading words in isolation
 |  |  |
| 1. Has difficulty accurately decoding nonsense and unfamiliar words
 |  |  |
| 1. Displays slow, inaccurate, or labored oral reading (lack of reading fluency)
 |  |  |
| 1. Has difficulty learning to spell
 |  |  |
| 1. Has difficulty with the development of phonological awareness; (segmenting, blending, and manipulating sounds in words)
 |  |  |
| 1. Has difficulty learning the names of letters and their sounds
 |  |  |
| 1. Has difficulty holding information about sounds and words in memory (phonological memory)
 |  |  |
| 1. Has difficulty with rapid naming of familiar objects, colors, or letters of the alphabet
 |  |  |
| 1. Has variable degrees of difficulty with word recognition in isolation or in context
 |  |  |
| 1. Has variable difficulty with aspects of reading comprehension
 |  |  |
| 1. Has variable difficulty with aspects of written composition
 |  |  |
| 1. Spends a limited amount of time in reading activities
 |  |  |
| 1. Often does not understand figurative language (i.e.: busy as a bee) if English is the primary language
 |  |  |
|  | **YES**Page 2 | **NO** |
| 1. Standard scores/percentile ranks or grades have dropped over time
 |  |  |
| 1. Displays directional confusion
 |  |  |
| 1. Has been retained
 |  |  |
| 1. Has had a relatively stable school environment (no more than one move per school year)
 |  |  |
| 1. Attends school regularly (no more than 10 absences per year)
 |  |  |
| 1. Speaks English as a primary language (check Home Language Survey)
 |  |  |
| 1. Has normal vision and hearing (check Nurse Records)
 |  |  |
| **TOTALS** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **COEXISTING COMPLICATIONS OR ASSETS** | **BELOW AVERAGE** | **AVERAGE** | **ABOVE AVERAGE** |
| Oral Language |  |  |  |
| Oral Expression |  |  |  |
| Vocabulary Knowledge |  |  |  |
| Attention |  |  |  |
| Math Computation |  |  |  |
| Math Reasoning |  |  |  |
| Handwriting |  |  |  |
| Behavior Issues |  |  |  |
| Motivation |  |  |  |
| Speech Issues |  |  |  |

Please, return this screener to your campus Dyslexia Coordinator, Mrs. Rebecca Cooper.

Please respond to each of the following areas by checking (X) the column that best describes the student ***as compared to his/her peers or classmates***.