

# **DYSLEXIA ASSESSMENT FORMS**

**Tangipahoa Parish School System  
Dyslexia Assessment**

**Family Interview Form**

Student: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Date: \_\_\_\_\_

SS/ID #:: \_\_\_\_\_  
 Parent: \_\_\_\_\_

**Directions:** Check **Yes** or **No** if the following items are present.

	<b>Yes</b>	<b>No</b>
• Family history of academic difficulties/learning Disabilities/dyslexia	_____	_____
• High risk prenatal history	_____	_____
• Significant developmental problems (delayed Language, motor skills, etc.)	_____	_____
• Difficulty in learning right/left and other directionality Components such as up-down, front-behind, over-under, east/west	_____	_____
• Difficulty learning sound/letter correspondence	_____	_____
• Difficulty understanding concepts of time and Temporal sequence (i.e., yesterday/tomorrow, days of the week, months of year)	_____	_____

**Other Relevant Factors**

- Previous evaluations (Attach copies) \_\_\_\_\_
- Extent of assistance provided: (i.e., tutoring, etc.) \_\_\_\_\_
- Significant medical history \_\_\_\_\_
- Is your child on medication on a regular basis? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 If so, what type of medication? \_\_\_\_\_
- Change(s) in school or family situation \_\_\_\_\_
- Is your child motivated to achieve in school? \_\_\_\_\_ Yes \_\_\_\_\_ No

**Comments**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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**Tangipahoa Parish School System  
Dyslexia Assessment**

**Student Profile Sheet**

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Directions: Check the areas that are below current grade level or age expectancy.

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**Category 1 – Listening**

- discriminates environmental sounds \_\_\_\_\_
- understands and follows oral directions: \_\_\_\_\_
  - one step commands \_\_\_\_\_
  - two step commands \_\_\_\_\_
  - three or more step commands \_\_\_\_\_
- responds to simple questions appropriately \_\_\_\_\_
- listens and responds appropriately to oral reading \_\_\_\_\_
- listens and responds appropriately to conversation \_\_\_\_\_
- hears and responds to rhyme, rhythm, and repetition \_\_\_\_\_
- categorizes common items \_\_\_\_\_
- understands idioms (figurative language) \_\_\_\_\_
- understands temporal and spatial concepts \_\_\_\_\_

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**Category II – Behavior/Attention**

- ability to screen out distracting stimuli and attend to task \_\_\_\_\_
- ability to engage in abstract thinking \_\_\_\_\_
- ability to establish and maintain appropriate peer/teacher interactions \_\_\_\_\_
- ability to follow school rules \_\_\_\_\_
- sensitive to the feeling of others \_\_\_\_\_
- attempts new assignments or tasks \_\_\_\_\_
- completes class assignments or homework within the allotted time \_\_\_\_\_
- displays difficulty with change of schedules and procedure (e.g. hesitation to move on, school schemata, home routines) \_\_\_\_\_
- anxiety level \_\_\_\_\_
- self-concept \_\_\_\_\_
- motivation toward learning \_\_\_\_\_

**Student Profile (continued)**  
**Category III – Speaking**

- expresses thoughts orally in logical order \_\_\_\_\_
  - names and describes objects and pictures easily \_\_\_\_\_
  - tells stories and repeats songs \_\_\_\_\_
  - uses appropriate syntax (word order) \_\_\_\_\_
  - presents and shares information in a logical order \_\_\_\_\_
  - asks relevant questions \_\_\_\_\_
  - has word finding difficulties \_\_\_\_\_
  - produces rhyming words \_\_\_\_\_
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**Category IV – Reading**

- recognizes own name in print \_\_\_\_\_
  - participates in shared reading activities \_\_\_\_\_
  - focuses on books while read to \_\_\_\_\_
  - handles a book correctly \_\_\_\_\_
  - sequences details from unfamiliar stories \_\_\_\_\_
  - uses pictures to gain meaning from text \_\_\_\_\_
  - recognizes common or important words in stories \_\_\_\_\_
  - identifies the letters of the alphabet in random order \_\_\_\_\_
  - recites the alphabet correctly in sequence without singing or chanting \_\_\_\_\_
  - recognizes and identifies number of syllables in a word \_\_\_\_\_
  - hears and produces isolated phonemes \_\_\_\_\_
  - blends phonemes (e.g., c+a+t=cat) \_\_\_\_\_
  - segments phonemes (e.g., cat – c=at) \_\_\_\_\_
  - ability to comprehend short passages \_\_\_\_\_
  - ability to comprehend long passages \_\_\_\_\_
  - reading accuracy and fluency rate \_\_\_\_\_
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**Category V – Writing and Spelling**

- uses correct pencil grip \_\_\_\_\_
  - reverses letters or words (e.g., b/d saw/was) \_\_\_\_\_
  - demonstrates appropriate directionality in sentence structure \_\_\_\_\_
  - memorized spelling is significantly better than spontaneous spelling \_\_\_\_\_
  - expresses ideas in written tasks \_\_\_\_\_
  - copies from the board or text \_\_\_\_\_
  - demonstrates correct grammar usage \_\_\_\_\_
  - completes written homework \_\_\_\_\_
  - uses correct formation of letters during writing tasks \_\_\_\_\_
  - demonstrates excessive and erratic spelling errors \_\_\_\_\_
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**Student Profile (continued)**  
**Category VI – Memory**

- sequences (e.g., numbers, letters, patterns, etc.) \_\_\_\_\_
  - exhibits adequate short-term memory \_\_\_\_\_
  - exhibits adequate long-term memory \_\_\_\_\_
  - demonstrates rote memory tasks (e.g., math facts, months) \_\_\_\_\_
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**Category VII – Mathematics**

- writes numerals with correct directional movement \_\_\_\_\_
- identifies numerals, words, and/or symbols \_\_\_\_\_
- remembers numerals, words, and/or symbols \_\_\_\_\_
- produces a neat, legible paper with properly aligned columns \_\_\_\_\_
- plans or organizes a sequence of steps \_\_\_\_\_
- performs mental computations \_\_\_\_\_
- solves word problems \_\_\_\_\_