

# Dyslexia Assessment Worksheet

Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_

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

## Evidence of academic deficit

Student performs below the average range in word recognition, decoding, fluency, comprehension, or spelling.

Academic Area	Test	Standard Score	Percentile Rank

## The academic deficit is not due to lack of instruction

Describe previous instruction and interventions and outcomes. Attach evidence of intervention (i.e., work samples, worksheets, progress monitoring graphs) for Tier 1, 2, and 3 (if applicable).


## The academic deficit is not due to other developmental causes or to language/cultural factors

Provide data regarding rating scales, cognitive assessments, and observations to address the following:

Factor	Evidence
Sensory impairment	
Intellectual disability	
Emotional disturbance	
Cultural factors	
Environmental disadvantage	
Limited English proficiency	
Other neurological or genetic disorder	

**Cognitive processing deficit related to reading**

Consider whether the student shows a significant weakness in at least one of the following areas: phonological processing, phonological memory, orthographic awareness, rapid naming, processing speed, and/or working memory.

Area	Test	Standard Score	Percentile Rank

**Oral language skills in average range**

Provide a measure(s) of verbal comprehension that is within the average range.

Test	Standard Score	Percentile Rank

**Verbal comprehension is significantly better than reading skills**

Provide comparison of measures that demonstrate significant difference between performance on oral language skills and reading skill (either basic reading, comprehension, or possibly spelling)

	Standard Score	Percentile Rank
Verbal comprehension measure(s):		
Reading skill measure(s):		

Explanation of difference based on test scores:


**Summary statement on dyslexia**

Provide a summary statement as to the diagnosis of dyslexia based on the above information and other pertinent information.
