**Secondary School Dyslexia Checklist**

**(EXAMPLE BDA Quality Mark for Schools)**

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| --- | --- | --- | --- | --- |
| **Name** |  | **Class** |  |  |
| **DOB** |  | **Age** |  |  | **Date** |  |

|  |  |  |
| --- | --- | --- |
| **Difficulties** | **Yes** | **No** |
| Family history of similar difficulties |  |  |
| Problems recalling facts |  |  |
| Difficulty with recalling/following instructions |  |  |
| Difficulty remembering sequential information, e.g. times tables, science procedures, historical facts |  |  |
| Poor concept of time |  |  |
| Problems with note taking |  |  |
| Organizational difficulties, remembering homework, equipment, etc |  |  |
| Word finding difficulties |  |  |
| Difficulty with fluent, accurate reading affecting comprehension |  |  |
| Difficulty with/avoids reading aloud in class |  |  |
| Difficulty with phonological awareness especially at phonemic level |  |  |
| Persistent difficulty with spelling |  |  |
| Poor structure and organization of written work |  |  |
| Difficulty copying from the board |  |  |
| Difficulties producing clear, legible handwriting |  |  |
| Low self-esteem |  |  |
| Aggressive or non-compliant behaviour |  |  |
| Work avoidance tactics |  |  |
| Lack of confidence |  |  |
| Other (describe) |  |  |

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| **Strengths** | **Yes** | **No** |
| Sophisticated receptive vocabulary |  |  |
| Good critical thinking and reasoning skills |  |  |
| Capacity to perceive information 3-dimensionally |  |  |
| Creative, imaginative, practical skills |  |  |
| Good interpersonal skills |  |  |
| Intuitive |  |  |
| Visual spatial skills |  |  |
| Good visual memory |  |  |
| Capacity to see the “big picture” |  |  |
| Good general knowledge |  |  |
| Sport and/or drama skills  |  |  |
| Other (describe) |  |  |