Evaluate your Child’s Support at School

Use this information to guide an informal evaluation of your child’s current level of support in school. You may choose to request a student support meeting to benefit from the insight your child’s teachers and other team members will offer regarding your child’s performance. Your review can then be used to reinforce and/or modify your child’s current school-based reading intervention supports.

☐ I know my child’s universal screener scores for reading:  yes / no
  reading scores below the 25th percentile indicate a need for survey-level screening and intervention

☐ My child was assessed with a dyslexia-specific screener that showed characteristics of dyslexia:  yes / no
  list areas of strengths and weaknesses revealed from the testing
  • phonological and phonemic awareness
  • sound-symbol recognition
  • alphabet knowledge
  • decoding skills
  • rapid naming
  • encoding skills

☐ My child’s specific needs are identified and targeted with individualized, specific instruction:  yes / no
  List tier placement and the specific skills and instruction used to address needs

☐ My child is receiving dyslexia-specific interventions:  yes / no
  List programs and materials used that match dyslexia-specific instruction principles

☐ I am receiving a monthly update on my child’s progress in Tier II or Tier III:  yes / no
  review the progress reports to determine growth with skills

☐ Due to ongoing struggles with reading skills in class, and a lack of progress in Tier II or Tier III, I have requested a formal evaluation at school for special education eligibility:  yes / no

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