

Jasper School District  
**Dyslexia Intervention**  
Student Referral Form



Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
Referred By: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

*If a student displays poor performance in reading and is exhibiting some of the characteristics of dyslexia (see below), the teacher may refer the student for a dyslexia screening. Depending on the results, placement in the district's Dyslexia Intervention program may be recommended.*

**Common Characteristics of Dyslexia**

*Please check any area where the student is having difficulty.*

- Word Recognition (The student frequently misreads commonly-used words.)
- Word Structure (The student shows limited awareness of prefixes, roots, suffixes, etc.)
- Word Complexity (The student has difficulty reading/spelling multisyllabic words.)
- Decoding Skills (The student has limited success decoding unfamiliar words.)
- Vocabulary Skills (The student struggles to understand/acquire new words.)
- Reading Interest (The student tends to avoid reading, especially for pleasure.)
- Reading Motivation (The students seems frustrated with the time/energy required for reading.)
- Reading Fluency (The student reads slowly or inaccurately.)
- Reading Comprehension (The student struggles to understand/retain what was read.)
- Organizational Skills (The student has difficulty organizing ideas and/or materials.)
- Information Acquisition (The student prefers to learn by listening rather than reading.)
- Information Processing (The student demonstrates limited ability to analyze written material.)
- Written Expression (The student struggles to express his/her thoughts in writing.)
- Note-Taking (The students ability to take effective notes seems limited.)
- Work load (The student struggles with the volume of reading/written work.)

**Additional Considerations**

*Please check any that apply.*

- The student is receiving Special Education services (or currently being tested for such services).
- The student has an existing IEP or 504. (A copy must be attached to this form.)
- The student is currently in RTI Tier 2 or Tier 3. (Detail ongoing RTI interactions on back.)
- The student is currently Tier 2 or Tier 3 in iStation. (Detail iStation reading scores on back.)
- P.A.S.T. scores indicate a significant reading deficit. (Results must be attached to this form.)
- The primary language spoken in the home is not English. ( Language? \_\_\_\_\_ )

Note: To further support this recommendation, representative samples (copies) of the student's work must be attached to this form. Examples include written assignments, "read and respond" papers, or any similar work that will accurately reflect the student's reading challenges.