ESTHETIC DIAGNOSIS: A THREE-STEP ANALYSIS

Esthetic Evaluation Form®

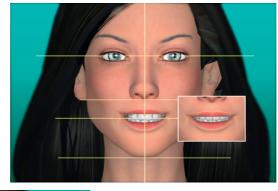
Patient	Examiner	Date
1. Effective Question	ons	
:A: If there was anything	g you could change about your smile, what woul	ld it be?
:B: Do you like the visua	I image of "Straight, White, Perfect", "Clean, Heal	thy, Natural", or "White and Natural" looking teeth?
:C: History of Esthetic C	hange	

:D: Previous Records – Do you have any photos of your smile, or any smile you like, to aid in aesthetic treatment planning? o Yes o No

2. Facial Analysis

:A: Full Smile

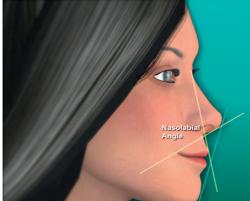
- 1. Interpupillary Line to Occlusal Plane
 - o Parallel
 - o Canted right
 - o Canted left
- 2. Midline Relationship of Teeth (Maxillary) to Face (Philtrum)
 - o Coincident
 - o Right of center
 - o Left of center
- 3. Relationship of Lips to Face (Lip Symmetry)
 - o Symmetrical
 - o Left side higher
 - o Right side higher



:B: Lips at Rest

- 1. Upper Lip o Full
 - o Average
 - o Thin
- 2. Lower Lip
 - o Full
- o Average o Thin
- 3. Lips o Prominent
- o Retruded
- 4. Tooth Exposure at Rest:

Maxillary ____ mm Mandibular ____ mm



:C: Profile View: Facially - Directed Treatment Planning

1. Nasolabial Angle

- o Normal (approx. 90°)
- o Prominent Maxilla (< 90°)
- o Retruded Maxilla (> 90°)
- 2. Ricketts' E-plane (Drawn from tip of nose to chin)
 Upper Lip to E-plane ____ mm (ideally 4 mm)
 Lower Lip to E-plane ____ mm (ideally 2 mm)
- 3. Profile Shape

o WNL o Convex

o Concave

If maxilla is prominent, nasolabial angle is < 90°, or profile is convex, consider smaller, less dominant maxillary anterior restorations.

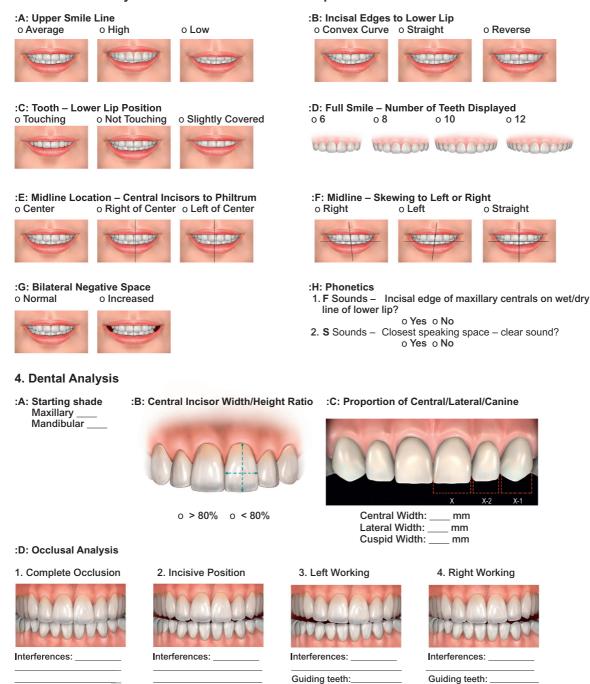
If maxilla is retruded, nasolabial angle is $> 90^\circ$, or profile is concave, consider more dominant maxillary anterior restorations.

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Fig. 1.4 Esthetic Evaluation Form.

Continued

3. Dentofacial Analysis - Vertical and Horizontal Components

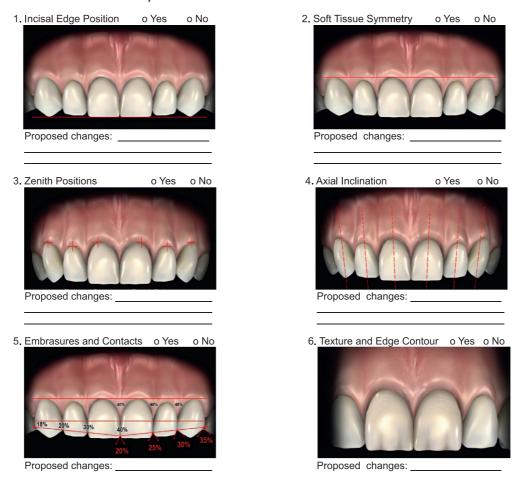


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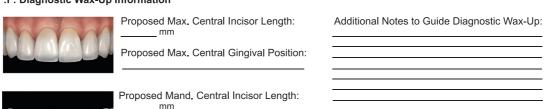
Fig. 1.4 Continued

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:E: Micro-Aesthetic Elements: Acceptable or Not?



:F: Diagnostic Wax-Up Information



Proposed Mand. Central Gingival Position:

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Fig. 1.4 Continued