Dyslexia Screening Test

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**WARNING:** This is a screening tool, not a diagnostic test. The dyslexia Screening Test will give you indications of dyslexia. If your student scores within the ranges that indicate dyslexia, it is advised that you seek professional help for the student.

**Independent Activities:**

You may need to read the instructions to the student.

1. **Print the alphabet below in lower case letters:**

   ____________________________________________

   ____________________________________________
2. Circle all of the b’s:

```
b d b q d b p d b b q q b
p d q b d d b b d p q b d
q b d b p p d b p b d p b
```

3. Circle each reversed letter:

```
  p h x o t c
  w m t k s q
  r n g w e g
  d l h s z t
```
4. Look at the first figure in the column. Circle the matching figure to the right of the line.

| ▼ | ▼ | ▼ | ▼ | ▼ |
| ▼ | ▼ | ▼ | ▼ | ▼ |
| ▲ | ▲ | ▲ | ▲ | ▲ |
| b | d | b | q | p |
| d | q | p | d | b |

5. Look at the word on the left and circle the word on the right that matches.

the
the
then
ten
them
them
then
then
6. Circle each was.

was  raw  saw  way  was  saw
saw  was  way  saw  win  war
was  why  saw  was  saw  was

7. Look at the figure on the right and circle the one on the left that matches.
8. Have the student copy the figures from the bottom to the dots on top.
9. Look at each word and figure out what it is. Write the word on the line.

quake

tribe

pride

10. Look at the letters at the left. Cover them up and copy them from memory on the line.

b p d p

q q b g d

d g b d p q
11. Circle each reversed letter within the word

<table>
<thead>
<tr>
<th>her</th>
<th>lit</th>
<th>dog</th>
<th>lag</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>him</td>
<td>mab</td>
<td>dow</td>
<td>mall</td>
</tr>
<tr>
<td>owl</td>
<td>nut</td>
<td>qen</td>
<td>rsn</td>
<td>sat</td>
</tr>
</tbody>
</table>

12. Circe each reversed word.

<table>
<thead>
<tr>
<th>own</th>
<th>got</th>
<th>bat</th>
<th>too</th>
<th>sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>nst</td>
<td>can</td>
<td>tip</td>
<td>pan</td>
<td>bsd</td>
</tr>
</tbody>
</table>
Teacher or Parent Directed Activities:

Follow the given instructions for the student to perform.

13. Read each word out loud and have the student circle the words that rhyme with the word **gut**. (4 words will rhyme).

<table>
<thead>
<tr>
<th>cut</th>
<th>bun</th>
<th>but</th>
<th>bud</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>rut</td>
<td>tub</td>
<td>nut</td>
</tr>
</tbody>
</table>

14. Hold card #1 up to the student for 5 seconds. Take it away and have the student reproduce it on one of the blank cards. Do the same with card #2, holding up for 10 seconds. Do the same for card #3 for 15 seconds.
Blank Cards
15. Read the following words out loud. Mark the words the student misses.

dad  bad  bib  did  bid  dip  bed

dab  dob  dib  bop  pod  dap  pad
16. **Have the student:**

Draw a vertical or up and down line on top of the triangle.
Draw a horizontal or sideways line under the circle.
Draw a diagonal or slanted line through the square.

17. **Say each group of words out loud and have the student repeat them back to you in the exact same order:**

(Say the words slowly and clearly.)

1. dog - snake - moon
2. please - simple - bringing - supple
3. design - frighten - glistening - production - desperate
18. Read the following sound segments out loud. Have the student repeat them to you. Mark those sounds the student misses.

og in eep one ib ort
fuh yuh esp unk ab esk
ert wuh ane oon ut osk

19. Have the student repeat these words exactly back to you. Mark yes or no.

vacationing in Venice __________
curiously courteous __________
animals in aluminum __________
suspicious suddenly __________
arguable announcing __________
conscientious candidate __________
Answer Key:

1. Print the alphabet below in lower case letters:

   a b c d e f g h i j k l m n o p
   q r s t u v w x y z

   -the alphabet should be in lower case letters and in the correct order.
   -it should take no longer than three minutes for the student to complete the alphabet.
   -there should be no reversed or improperly formed letter.
   -count each letter as a point.
   Total wrong:_________

2. Circle all of the b’s:

   b d b q d b p d b b q q b
   p d q b d d b b d p q b d
   q b d b p p d b p b d p b

   -count each letter as a point.
   Total wrong:_________
3. Circle each reversed letter:

<table>
<thead>
<tr>
<th>p</th>
<th>h</th>
<th>x</th>
<th>o</th>
<th>t</th>
<th>ć</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td>m</td>
<td>t</td>
<td>k</td>
<td>ę</td>
<td>q</td>
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<tr>
<td>r</td>
<td>ę</td>
<td>g</td>
<td>w</td>
<td>ę</td>
<td>g</td>
</tr>
<tr>
<td>d</td>
<td>ć</td>
<td>h</td>
<td>s</td>
<td>ę</td>
<td>f</td>
</tr>
</tbody>
</table>

-if the student circles a correct letter, mark it wrong
Total wrong:________

4. Look at the first figure in the column. Circle the matching figure to the right of the line.

<table>
<thead>
<tr>
<th>↓</th>
<th>←</th>
<th>↑</th>
<th>◼</th>
<th>→</th>
</tr>
</thead>
<tbody>
<tr>
<td>←</td>
<td>◼</td>
<td>↓</td>
<td>↑</td>
<td>→</td>
</tr>
<tr>
<td>△</td>
<td>△</td>
<td>△</td>
<td>◼</td>
<td>▼</td>
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<tr>
<td>b</td>
<td>d</td>
<td>◼</td>
<td>q</td>
<td>p</td>
</tr>
<tr>
<td>d</td>
<td>q</td>
<td>p</td>
<td>◼</td>
<td>b</td>
</tr>
</tbody>
</table>

Total wrong:________
5. Look at the word on the left and circle the word on the right that matches.

Total wrong:_________

6. Circle each was.

Total wrong:_________
7. Look at the figure on the right and circle the one on the left that matches.

<p>| | | |</p>
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</tbody>
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Total wrong: _________
8. Have the student copy the figures from the bottom to the dots on top.

- count each square as one total answer

Total wrong:_________
9. Look at each word and figure out what it is. Write the word on the line.

- quake
- tribe
- pride

Total wrong: _______

10. Look at the letters at the left. Cover them up and copy them from memory on the line.

- b p d p
- q q b g d
- d g b d p q

-count each line as one total answer
Total wrong: _______

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11. Circle each reversed letter within the word

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- Mark it wrong if the student circles a correct letter
Total wrong:_______

12. Circle each reversed word.

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- Mark it wrong if the student circles a correct word
Total wrong:_______
13. Read each word out loud and have the student circle the words that rhyme with the word **gut**. (4 words will rhyme).

- *mark it wrong if the student circles a non-rhyming word*

Total wrong:________

14. Hold card #1 up to the student for 5 seconds. Take it away and have the student reproduce it on one of the blank cards. Do the same with card #2, holding up for 10 seconds. Do the same for card #3 for 15 seconds.
15. Have the student read the following words out loud. Mark any mistakes:

dad    bad    bib    did    bid    dip    bed

dab    dob    dib    bop    pod    dap    pad

Total wrong:________
16. Have the student:
   Draw a vertical or up and down line on top of the triangle.
   Draw a horizontal or sideways line under the circle.
   Draw a diagonal or slanted line through the square.

```
  △  □
  △  □
```

Total wrong:________

17. Say each group of words out loud and have the student repeat them back to you in the exact same order:
   (Say the words slowly and clearly.)

   1. dog - snake- moon
   2. please- simple- bringing- supple
   3. design – frighten- glistening- production –desperate
Total wrong:_______

18. Read the following sound segments out loud. Have the student repeat them to you. Mark those sounds the student misses.

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Total wrong:_______

19. Have the student repeat these words exactly back to you. Mark yes or no.

vacationing in Venice _________
curiously courteous _________
animals in aluminum _________
suspicious suddenly _________
arguable announcing _________
conscientious candidate _________

Total wrong:_______
Dyslexia Screening Test Results

1. Total up how many the student has missed:

____________

Use the following guidelines to determine if your child has symptoms of dyslexia. Keep in mind that these are guidelines for a dyslexia screening, not a firm diagnosis.

Kindergarten to 1\textsuperscript{st} grade: 10 mistakes

Grades 2 - 4 7 mistakes

Grades 5 - 8 5 mistakes

Grades 9 - higher 3 mistakes

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