

## Dyslexia Assessment

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Notice: If you have received this test from a friend or downloaded it from anyplace other than Learning Success you can make sure you have the latest and most up to date copy by downloading it from <http://www.learningsuccessblog.com/dyslexia-test>

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Long ago we realized there was a need for a dyslexia test that parents could easily do at home with their child. An informed parent makes better decisions for their child. With that in mind we created this dyslexia assessment for you. It is free and you may freely share it by giving it to friends, offering it for download on your website, or in any manner you like. However we do ask that you do not alter the document in anyway.

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If you would like more information on how to overcome dyslexia you can get it by entering your name and email address at the following link <http://www.learningsuccessblog.com/dyslexia-help>

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Dyslexia can affect a person's life in drastic and unpredictable ways. It's not just the reading skills but also self esteem issues and more. Many people have gone their entire lives not knowing they had dyslexia. Not living up to their potential.

If your child has been suffering due to dyslexia or a similar learning disability it is important to remember that not knowing what was going on is not your fault. Most public schools and many specialists are ill equipped to inform people about the condition, or what to do about it. So parents often don't know what to do. We're here to help you change that.

By downloading and printing out this assessment you have taken the first step towards a solution.

Congratulations! This just may be the information you need to make a dramatic change for the better in your child's life. So let's get going. Print this out right now. Do the exercises with your child. It is the first step in improving your child's future.

# DYSLEXIA TEST

This test is not an absolute proof of the presence of dyslexia. You may want to consult with a professional testing service. However, this test should give you a strong indication of whether a problem exists and will empower you to make the right decisions for your situation.

**1** Print the alphabet below in lower case (small) letters:

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**2** Print the alphabet below in upper case (capital) letters:

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**3** 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

**4** Have your student read the following words out loud:

dad bad bib did bid dip bed  
dab dob dib bop pod dap pad

5 Read the words from question 4 to your student and have them write the words on the lines below.

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6 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

7 Circle each reversed letter:

p	h	X	O	t	C
w	m	t	k	z	q
r	n	g	w	e	p
d	r	h	s	z	f

8 Circle each reversed letter.

a	n	z	j	И	t
w	k	z	t	m	9
h	n	w	e	3	g
i	y	s	n	X	F

9 Say each group of nonsense words out loud and have the student repeat them back to you in the exact same order: (Make sure the student knows these are made up words. Say the words slowly and clearly.)

1. gat      mip      wost
2. hig      garfs      reeps      blad
3. quingo      sharton      prangion      bendogice































10 Say the nonsense word sequences from question 9 and have your child write the sequences down.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_































11 Have your student pronounce the following word pairs and then circle the nonsense words.

trap/part    get/teg    pot/top    saw/was    pin/nip    spot/tops  
tarp/prat    bad/dab    bat/tab    quart/trauq    hat/tah  
the/eht    den/ned    fat/taf    pag/gap    bag/gab

12 Look at the figure in the left column. Circle the matching figure in the columns to the right.

13 Look at the figure in the left column. Circle the matching figure in the columns to the right.

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

	the		them
the	ənt	then	nənt
	ten		then

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

	cat		mənt
cat	tə	then	then
	act		then

16 Have the student repeat the following sentences back to you exactly as you say them: (pause your speech where you see a space.)

Three men – raced down the hill – to a boat – in a river.

A girl – was walking – down the street – and whistling – a little tune.

The big dog – went running away – when it heard – a great big noise

































17 Read each word out loud and circle the words that rhyme.

cot      rot      bin      dub  
 got      rib      but      lot

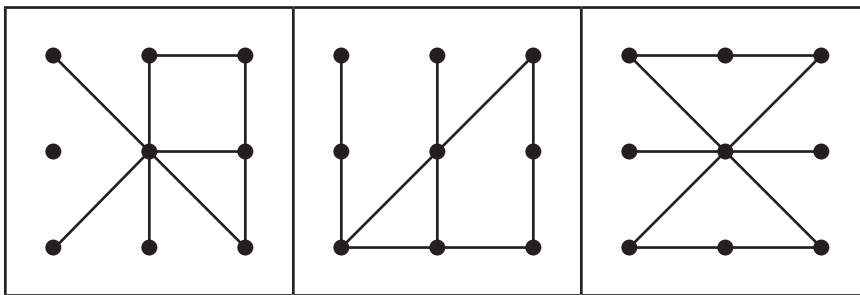
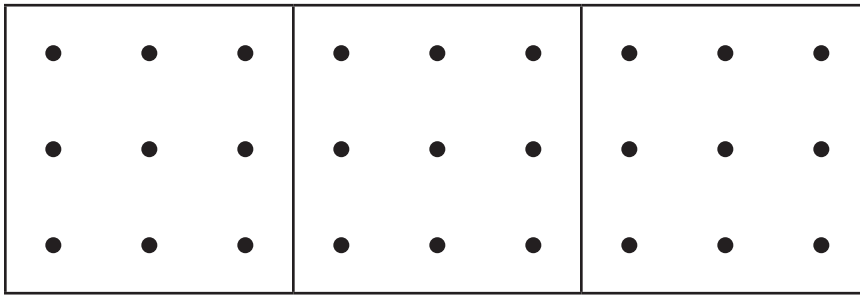
18 Circle each was:

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

19 Look at the figure on the right and circle the one on the left that matches.

20 Have the students copy the figures from the bottom to the dots on top.



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

olives in vinegar \_\_\_\_\_

curiosity seekers \_\_\_\_\_

aluminum animal \_\_\_\_\_

suddenly suspicious \_\_\_\_\_

announced candidacy \_\_\_\_\_

conscientious maneuver \_\_\_\_\_

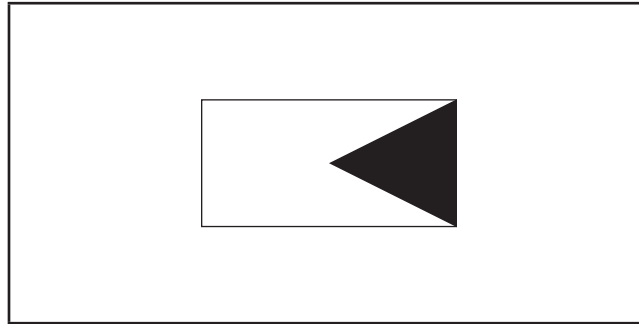


**22** Hold card #1 up to the student for 5 seconds. Take it away and have the student reproduce it on one of the blank cards.

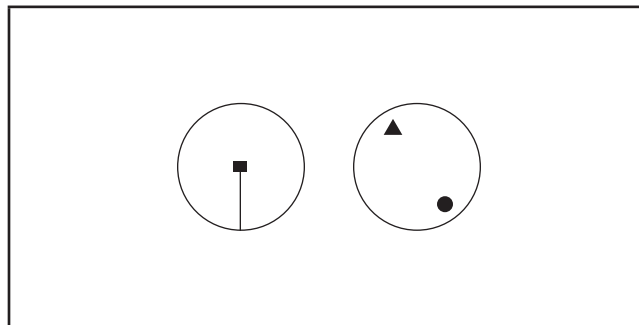
Do the same with card #2, holding up for 10 seconds.

Do the same for card #3 for 15 seconds.

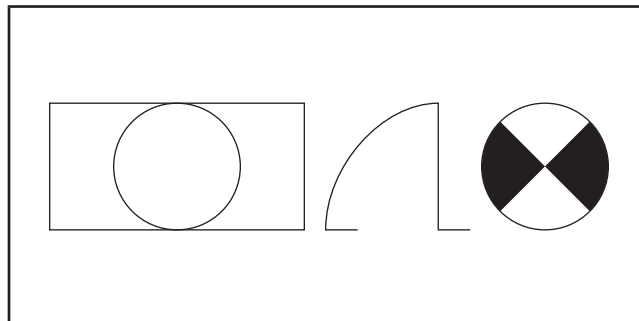
#1



#2



#3



#1

#2

#3

**23** Look at each word and figure out what it is. Write the word on the line.

quake

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tribe

---

pride

---

24 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 \_\_\_\_\_

25 Read the following letters out loud. Have the student repeat them to you in reverse order.

J R E C

F E E R S

R H T B P W

26 Circle each reversed letter within the word.

her	lit	dog	lag	not
now	him	mab	dow	mall
owl	nut	qen	r6n	sat
pole	pint	quit	raib	zent

27 Circle each reversed letter within the word.

pen	now	fun	toy	wet
nan	dog	bat	pet	jet
nut	fox	hot	owl	run
trip	rope	sent	soaq	tree

28 Circle each reversed word.

own	not	bat	too	qiz
nat	can	tip	pan	bat
and	gun	won	nut	sip
qib	nap	not	ask	had

29 Circle the reversed words.

now	nup	nt	owl	pet
fun	yot	now	dig	cn
bat	owl	tew	fun	ks
pin	tes	pet	xot	pin

30 Circle each did.

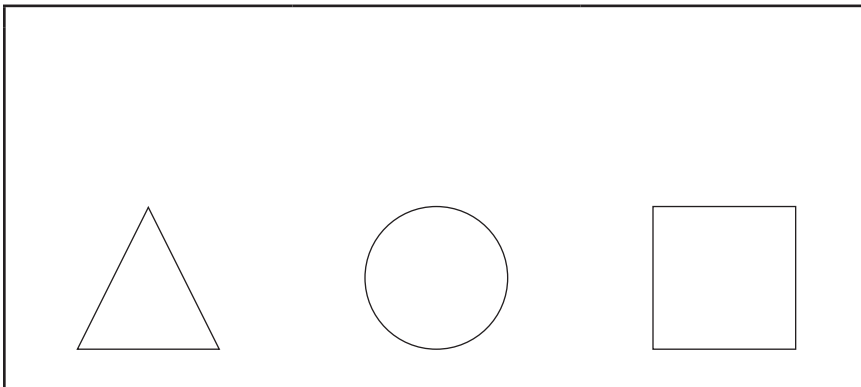
did	dip	dig	did
dip	bid	did	bid

31 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.



**For a personalized analysis of this test please go to**

**<https://www.learningsuccessblog.com/personal-dyslexia-analysis>**

**After filling out the form we will send you your free  
personalized analysis.**

## ANSWERS AND EXPLANATIONS

This test is not an absolute proof of the presence of dyslexia. You may want to consult with a professional testing service. However, this test should give you a strong indication of whether a problem exists and will empower you to make the right decisions for your situation.

- 1 Print the alphabet below in lower case (small) 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

- 2 Print the alphabet below in upper case (capital) 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

(These two questions are to check your student's memory of the alphabet and how to properly form the letters involved)

- 3 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

- 4 Have your student read the following words out loud:

dad bad bib did bid dip bed  
dab dob dib bop pod dap pad

(This is to test whether the student associates easily reversible letter sounds with the word)

5 Read the words from question 4 to your student and have them write the words on the lines below.

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---

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(This is to test whether the student confuses letters when writing what they hear)

6 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

(This is a test of short-term memory to see whether your student can remember and recite the words)

7 Circle each reversed letter:

p	h	X	O	t	ⓐ
w	Ⓜ	t	k	Ⓩ	a
r	ⓓ	g	w	ⓔ	Ⓟ
d	Ⓡ	h	s	Ⓢ	Ⓣ



8 Circle each reversed letter.

a	n	z	i	И	t
w	k	z	t	m	9
h	n	w	e	3	g
i	y	s	n	X	7

(These tasks are meant to learn whether there is a difference in the way that your student perceives different letter styles/colors)

9 Say each group of nonsense words out loud and have the student repeat them back to you in the exact same order: (Make sure the student knows these are made up words. Say the words slowly and clearly.)

1. gat          mip          wost
2. hig          garfs          reeps          blad
3. quingo      sharton      prangion      bendogice

(This exercise checks short-term memory and mental visualization of words with easily reversed letters)

10 Say the nonsense word sequences from question 9 and have your child write the sequences down.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

(This is a check of your student's understanding and writing words phonetically-written answers may show some variation from question)

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