

## 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

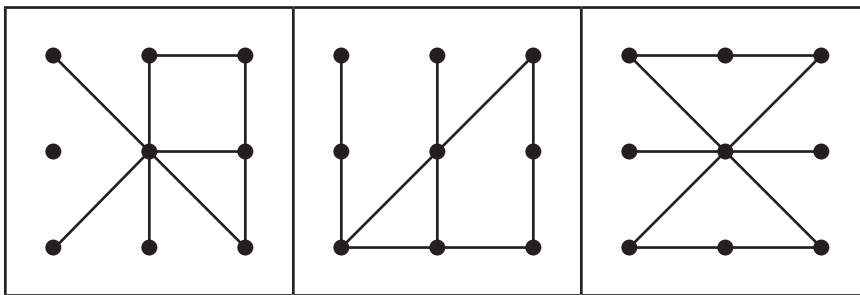
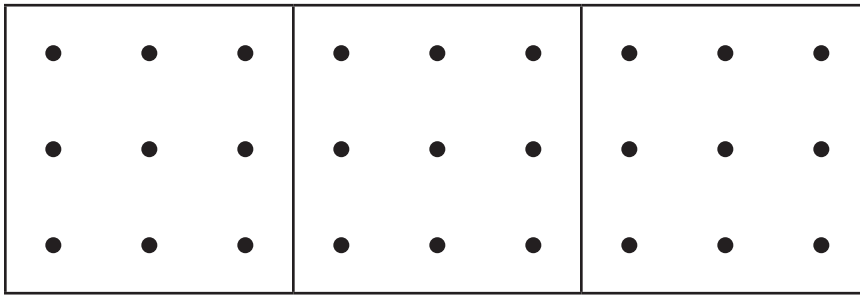
18 Circle each was:

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 \_\_\_\_\_

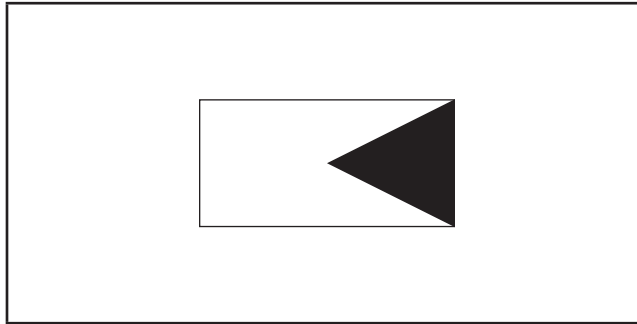


**22** Hold card #1 up to the student for 5 seconds. Take it away and have the student reproduce it on one of the blank cards.

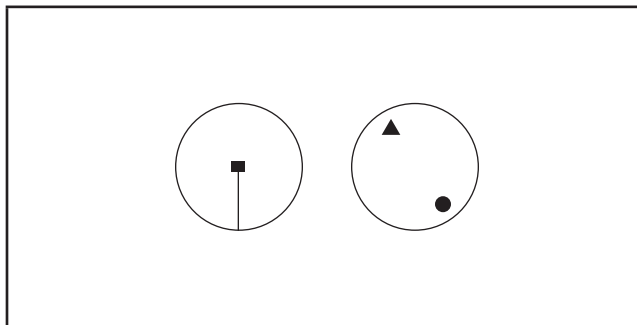
Do the same with card #2, holding up for 10 seconds.

Do the same for card #3 for 15 seconds.

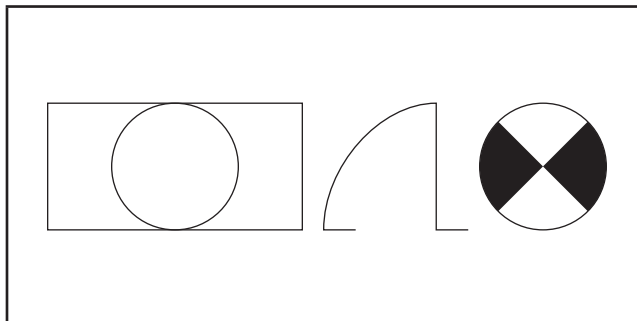
#1



#2



#3



#1

#2

#3

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

quake

---

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	n <sup>o</sup> w	f <sup>u</sup> n	t <sup>o</sup> y	w <sup>e</sup> t
ᵛan	d <sup>o</sup> g	b <sup>a</sup> t	p <sup>e</sup> t	j <sup>e</sup> t
n <sup>u</sup> t	ᶒox	h <sup>o</sup> t	o <sup>w</sup> l	r <sup>u</sup> n
t <sup>r</sup> i <sup>p</sup>	r <sup>o</sup> p <sup>e</sup>	s <sup>e</sup> n <sup>t</sup>	s <sup>o</sup> a <sup>q</sup>	t <sup>r</sup> e <sup>e</sup>

28 Circle each reversed word.

own	ᵛot	bat	too	qiz
nst	can	tip	pan	bᵛd
and	gun	nwo	nup	sip
qib	nap	nᵛ	ask	had

29 Circle the reversed words.

now	rup	at	owl	pet
fun	yo	now	dig	cn
bat	owl	tw	fun	ak
pin	tz	pet	xot	pin

30 Circle each did.

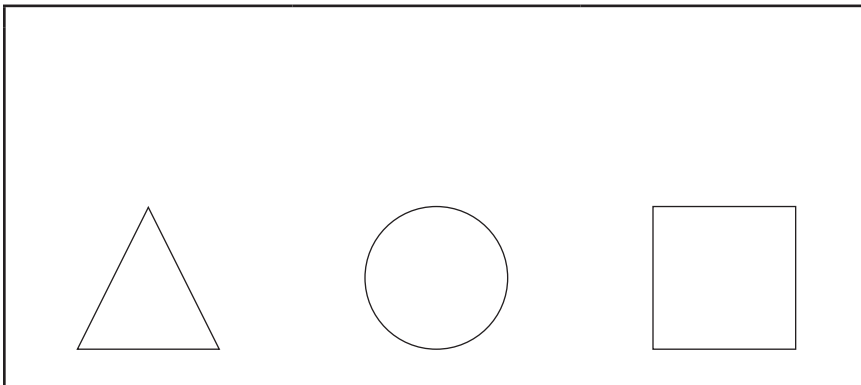
did	dip	dig	did
dip	bid	did	bid

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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(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	v	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)

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

(This exercise checks word visualization and the possibility that your student reverses the position of letters)

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.

(These two tasks test whether there is a difference in the way your student perceives open/solid/color figures)

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

	the		them
the	ent	then	ent
	ten		then

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

	act		then
cat	act	then	them
	cat		ent

(This task checks whether your student has differences in their perception of open/solid/color figures)

- 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

(short-term memory exercises with multiple steps to test memory skills)

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

cot	rot	bin	dub
got	rib	but	lot










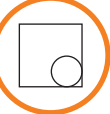

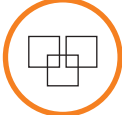












(exercise for identifying words with easily reversed letters and finding the words that rhyme)

18 Circle each was:

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

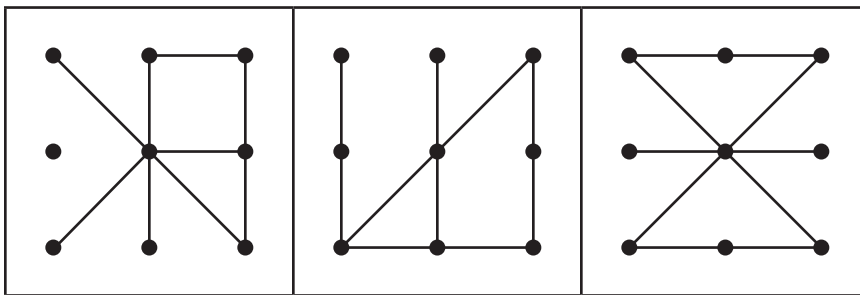
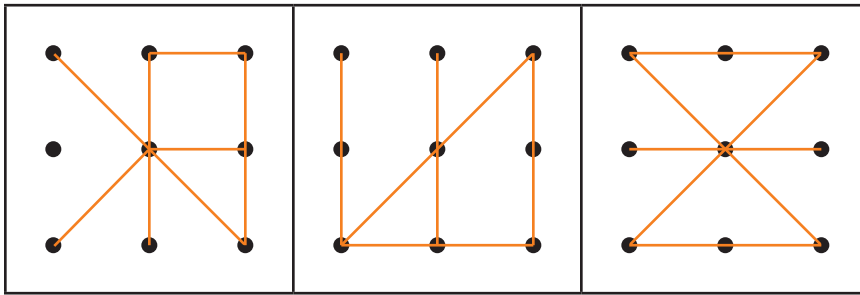
(exercise for visual discrimination and to check for word reversals)

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

(Task checks for visual discrimination and reversals)

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



(Task checks for eye-hand coordination)

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 \_\_\_\_\_

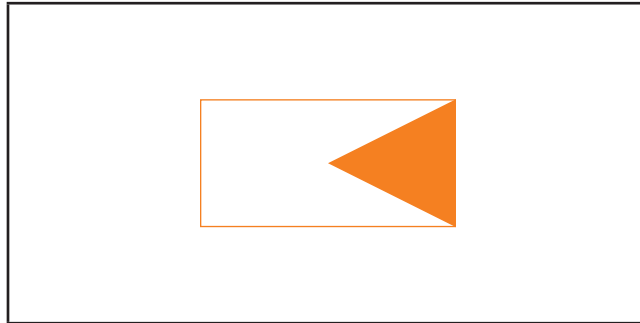
(Task checks for short-term memory with larger (and perhaps unfamiliar) words)

**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.

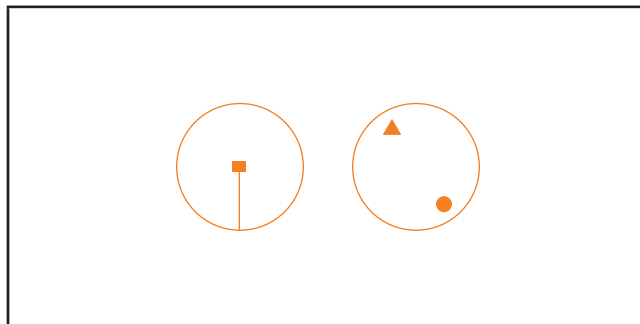
Do the same with card #2, holding up for 10 seconds.

Do the same for card #3 for 15 seconds.

**#1**



**#2**



**#3**



(Task checks short term memory for pictures and ability to reproduce from memory)

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

quake

quake

tribe

tribe

pride

pride

(Task checks visual discrimination and ability to visualize the missing parts)

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

b p d p

b p d p

q q b g d

q q b g d

d g b d p q

d g b d p q

(Task checks for short-term memory and ability to reproduce letters from memory)

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

(Task checks for short-term memory, mental visualization and ability to reverse the order)

26 Circle each reversed letter within the word.

her	li <b>t</b>	<b>d</b> og	la <b>g</b>	<b>n</b> ot
now	hi <b>m</b>	ma <b>b</b>	<b>d</b> ow	<b>m</b> all
owl	nu <b>t</b>	<b>q</b> en	rs <b>n</b>	sa <b>t</b>
po <b>l</b> e	pi <b>n</b> t	qu <b>i</b> t	ra <b>i</b> b	<b>a</b> ent

27 Circle each reversed letter within the word.

<b>p</b> en	<b>n</b> ow	<b>f</b> un	<b>t</b> oy	<b>w</b> et
<b>o</b> an	<b>d</b> og	<b>b</b> st	<b>p</b> et	<b>i</b> et
<b>n</b> ut	<b>t</b> ox	<b>h</b> ot	<b>o</b> wl	<b>r</b> un
<b>t</b> rip	<b>r</b> ope	<b>s</b> ent	<b>s</b> oaq	<b>t</b> re

(These tasks check for letter perception and ability to identify reversals with a test for differences in perception between open/solid/colored letters)



28 Circle each reversed word.




own	ɹoɹ	bat	too	qiz
ɹɹɹ	can	tip	pan	bsɹɹ
and	gun	ɹwo	ɹup	sip
qib	nap	ɹɹɹ	ask	had

29 Circle the reversed words.

now	ɹup	ɹɹɹ	owl	pet
fun	ɹoɹ	now	dig	ɹɹɹ
bat	owl	ɹɹw	fun	ɹɹɹ
pin	ɹɹɹ	pet	ɹoɹ	pin

(These tasks check for word perception and ability to identify reversals with a test for differences in perception between open/solid/colored letters)

30 Circle each did.

	dip	dig	
dip	bid		bid

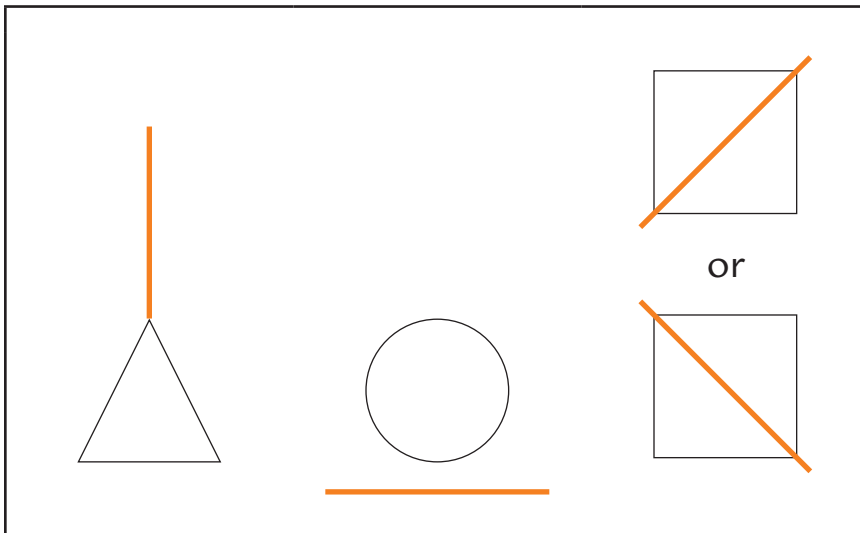
(Test for discriminating between words with easily reversed letters)

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.



(Tasks to identify ability to understand and follow instructions)

## What Next?

You may have noticed that some of the exercises were extremely easy for your child. Others may have been very difficult. If you had tried to predict which was which before the test you probably wouldn't have gotten it right.

That's normal. Not even an expert could predict it.

That's because dyslexia is a blanket term. It simply means that there are smaller components of learning that are weak. The combination of weak components add up to poor reading skills. But no two dyslexics are alike. That's why you start with this test. This starts to help you understand which fundamental learning skills need work. As you do our complete course you will continue to build a better understanding of where the core problems are. And you'll be able to fix them.

Start by entering your name and email address on this page <http://www.learningsuccessblog.com/dyslexia-help> and we will send you a video that will help you understand what to do next.

We'll see you in that video. Together we'll get started on the solution.

And remember since dyslexia affects so many things in a person's life, fixing it makes major positive changes. You'll see changes not only in reading skills. You'll quite possibly see behaviour changes, changes in your home life, and more. Most parents tell us what a relief it is to finally know they are helping their child achieve learning success. We think you will too.

We'll see you in the video

<http://www.learningsuccessblog.com/dyslexia-help>

P.S. Would you like to help your child overcome dyslexia right now? We've put together an easy step by step system for that. Not only does it build up these skills but it also builds confidence and sets your child on the path to learning success. These are very simple exercises your child can do at home. Saving you time and money. After building these skills homework will be easier, take less time, and your child may even enjoy it. You can make reading easy! To get started simply click on this link. <http://www.learningsuccessblog.com/dyslexia-system>



*Liz Weaver*