Dysgraphia Screener Report

[redacted]

Report Last Updated: 05-04-2026 08:23 AM

Disclaimer

This screener is not meant to diagnose dysgraphia. The sole function of this tool is to assist in identifying possible characteristics of dysgraphia in a structured manner. Each item on the screener has been validated against a globally well-researched indicator/symptom of dysgraphia. All responses selected as 'Always' and 'Often' must be paid attention to, as it can help establish the specific protocol for comprehensive assessment and remedial support.

© 2026 MyMemoryMentor Inc. | All rights reserved

[redacted]

Gender: Female
Age: 11 Years

Date: Apr 2, 2026
Email: [redacted]
Academic level:

70 (Severe)

Minimal Severe

Interpretation of total score

Less than 30: Minimal signs of dysgraphia
31 to 60: Moderate signs of dysgraphia
More than 60: Severe signs of dysgraphia

Screener Completed By:
[redacted](Parent, [redacted]

Overall Dysgraphia Score

[redacted] has a score of 70. This indicates a strong presence of dysgraphia symptoms, likely affecting the learner's writing ability. A comprehensive professional evaluation and specific remedial intervention is recommended. Additional screeners such as Executive Functioning and ADHD are recommended to rule out comorbid conditions. The following subtest scores and individual responses indicate issues with:

HWWP: Handwriting and Writing Process
FMPD: Fine Motor Skills and Physical Discomfort
VMSA: Visual-Motor Integration and Spatial Awareness
APTU: Academic Performance and Technology Use
BRSE: Emotional/Behavioral Responses and Self-Esteem

Detailed findings

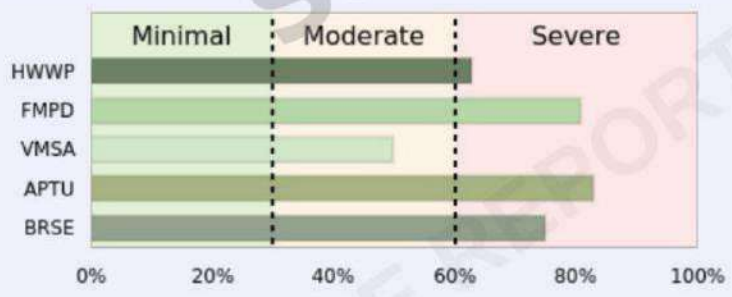
[redacted] showed SEVERE risk indicators consistent with dysgraphia type difficulties based on HWWP, FMPD, APTU and BRSE . This is critical and requires urgent attention and remediation.

[redacted] also has MODERATE risk indicators consistent with dysgraphia type difficulties on VMSA.

The bar graph below indicates the severity levels by types of dysgraphia based on the responses.

Dysgraphia Types Performance

All the scores above the line of significance indicate areas of reported difficulties.



HWWP: Handwriting and Writing Process
FMPD: Fine Motor Skills and Physical Discomfort
VMSA: Visual-Motor Integration and Spatial Awareness
APTU: Academic Performance and Technology Use
BRSE: Emotional/Behavioral Responses and Self-Esteem

[redacted] *individual responses indicating issues*

View Responses

Sample Report SAMPLE REPORT

Interpretation of Scores

1. Handwriting and Writing Process: Severe - The learner consistently struggles with maintaining consistent letter size and shape, finds spacing between letters and words challenging, and has significant difficulty with writing tools like pencils and pens. These indicators suggest substantial challenges with the fundamental mechanics of handwriting that go beyond typical developmental expectations for an 11-year-old in 5th grade.
2. Fine Motor Skills and Physical Discomfort: Severe - She always grips writing tools tightly, experiences soreness and fatigue after brief writing periods, and applies excessive pressure while writing. These physical manifestations indicate significant fine motor coordination difficulties that create barriers to comfortable and sustained writing activities.
3. Visual-Motor Integration and Spatial Awareness: Moderate - The learner shows some difficulty staying within lines when writing, occasionally struggles with tracking lines while reading or copying, and sometimes has challenges understanding spatial directions like "above," "below," "left," and "right" in writing contexts. These skills are still developing and may benefit from targeted support.
4. Academic Performance and Technology Use: Severe - She consistently underperforms on written tasks compared to oral responses, frequently relies on speech-to-text technology for assistance, and often receives lower grades in writing-intensive subjects. This pattern suggests that writing difficulties are significantly impacting her ability to demonstrate knowledge and skills academically.
5. Emotional/Behavioral Responses and Self-Esteem: Severe - The learner always feels upset and frustrated when required to write for school or homework, consistently prefers verbal responses over written ones, and would rather avoid writing activities altogether. These emotional responses indicate that writing challenges are creating significant stress and may be affecting her overall relationship with learning.

Recommendations

1. Implement occupational therapy services focusing on fine motor skill development, proper pencil grip techniques, and strategies to reduce writing fatigue and discomfort.
2. Provide assistive technology accommodations including speech-to-text software, word prediction programs, and digital writing tools to reduce the physical demands of writing while maintaining academic participation.
3. Establish explicit instruction in handwriting using multisensory approaches such as tracing in sand, air writing, and tactile letter formation activities appropriate for her developmental level.
4. Offer alternative assessment methods including oral presentations, audio recordings, and project-based demonstrations to allow her to show knowledge without the barrier of written expression.
5. Create a supportive classroom environment with accommodations such as reduced writing volume, extended time for written tasks, and access to graphic organizers or templates to support writing structure.
6. Implement regular movement breaks and hand exercises during writing activities to prevent fatigue and maintain engagement throughout the school day.
7. Consider counseling or social-emotional support to address frustration and anxiety around writing tasks, helping to rebuild confidence and positive associations with academic activities.
8. Monitor for potential co-occurring conditions such as ADHD, dyslexia, or other learning differences that may compound writing difficulties and require additional specialized interventions.

SAMPLE REPORT

© 2026 MyMemoryMentor Inc. | All rights reserved

Email | support@mymemorymentor.com

The dysgraphia screener is designed to identify potential indicators or signs of dysgraphia in individuals. Its goal is to highlight areas where a person may be experiencing difficulties, prompting further evaluation and potentially leading to targeted interventions or support. It's important to clarify that a screener serves as a preliminary assessment, not a diagnostic tool, aimed at guiding subsequent steps to comprehend and address potential challenges related to dysgraphia. Here are the specific areas covered by the screener:

1. **HWWP (Handwriting and Writing Process)**: Focuses on the development of handwriting skills, including letter formation, spacing, and overall legibility. It also addresses the process of writing, encompassing organization, coherence, and the expression of ideas.
2. **FMPD (Fine Motor Skills and Physical Discomfort)**: Involves the development and coordination of fine motor skills necessary for tasks such as writing, drawing, and manipulating objects. This area also considers physical discomfort or challenges that may affect fine motor function and activities of daily living.
3. **VMSA (Visual-Motor Integration and Spatial Awareness)**: Refers to the ability to coordinate visual perception with motor skills, crucial for activities like reading, writing, and navigating space. It encompasses awareness and understanding of spatial relationships, shapes, and orientation in both two-dimensional and three-dimensional contexts.
4. **APTU (Academic Performance and Technology Use)**: Examines the impact of technology on academic performance, including the use of educational tools, digital resources, and adaptive technologies. This includes how technology can support or hinder learning outcomes across various academic subjects.
5. **BRSE (Emotional/Behavioral Responses and Self-Esteem)**: Addresses emotional and behavioral responses that impact learning, such as anxiety, frustration, and motivation. It also considers self-esteem issues related to academic challenges, social interactions, and personal development.

Sample Report
SAMPLE REPORT

© 2026 MyMemoryMentor Inc. | All rights reserved

Email | support@mymemorymentor.com

Notes:

Dysgraphia Screener Result Analysis

[redacted] presents with a severe and multifaceted dysgraphia profile requiring immediate, coordinated intervention. The constellation of severe difficulties across handwriting mechanics, fine motor control, and emotional responses indicates this is not simply a developmental delay but a persistent writing disorder significantly impacting academic participation and self-efficacy.

Critical Clinical Observations:

The comorbid severe presentation in fine motor skills, handwriting consistency, and emotional distress suggests potential neuromotor underpinnings. The hand fatigue and grip tightness following brief writing periods are particularly concerning indicators of motor planning deficits rather than motivational issues. Her strong preference for verbal responses and reliance on speech-to-text technology reveal her intact cognitive abilities—the barrier is purely in written expression mechanics.

School and Home Implementation:

An Individualized Education Plan (IEP) under the "Other Health Impairment" or "Specific Learning Disability" category is strongly recommended. Key accommodations should include: reduced written output requirements, extended time, access to speech-to-text technology, occupational therapy (OT) services 2-3x weekly, and alternative assessment formats. At home, parents should implement daily fine motor exercises (playdough, threading, puzzles), provide ergonomic writing tools, and limit frustration-inducing writing tasks while building confidence through verbal expression.

Concurrent Evaluations:

Screen for ADHD and dyslexia to identify potential comorbidities that may inform intervention intensity. Consult with occupational therapy for comprehensive motor assessment and individualized remediation strategies addressing pencil grip, hand endurance, and postural support.

Apr 5, 2026 [redacted] [redacted]

Sample Report
SAMPLE REPORT

© 2026 MyMemoryMentor Inc. | All rights reserved

Email | support@mymemorymentor.com

[redacted] Responses

The following items were indicated as 'ALWAYS', 'OFTEN', and 'SOMETIMES' and should be reviewed individually to come up with a targeted remediation plan for [redacted]

Handwriting and Writing Process : Severe

[redacted]

Fine Motor Skills and Physical Discomfort : Severe

[redacted]

Visual-Motor Integration and Spatial Awareness : Moderate

[redacted]

Academic Performance and Technology Use : Severe

[redacted]

Emotional/Behavioral Responses and Self-Esteem : Severe

[redacted]

Sample Report
SAMPLE REPORT

© 2026 MyMemoryMentor Inc. | All rights reserved

Email | support@mymemorymentor.com