



Dyslexia Screener Report

Report Last Updated: 05-04-2026 05:25 PM



Disclaimer

This screener is not meant to diagnose dyslexia. The sole function of this tool is to assist in identifying possible characteristics of dyslexia in a structured manner. Each item on the screener has been validated against a globally well-researched indicator/symptom of dyslexia. 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.

ID: [REDACTED]
Gender: Male
Age: 6 Years

Date: Mar 30, 2026
Email: [REDACTED]
Academic level:

74 (Severe)**Interpretation of total score**

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

Screener Completed By:

[REDACTED] (Parent,
[REDACTED])

Overall Dyslexia Score

[REDACTED] has a score of 74. This indicates a strong presence of dyslexia symptoms, likely affecting the learner's ability to read. 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:

RND: Reading and Decoding Skills
WNS: Writing and Spelling Skills
VLC: Verbal and Language Comprehension Skills
CPM: Cognitive Processing and Memory Skills

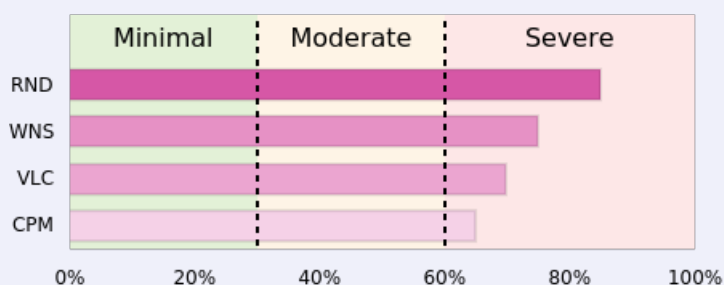
Detailed findings

[REDACTED] showed SEVERE risk indicators consistent with dyslexia type difficulties based on RND, WNS, VLC and CPM. This is critical and requires urgent attention and remediation.

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

Dyslexia Types Performance

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



RND: Reading and Decoding Skills
WNS: Writing and Spelling Skills
VLC: Verbal and Language Comprehension Skills
CPM: Cognitive Processing and Memory Skills

[REDACTED] individual responses indicating issues

[View Responses](#)

Interpretation of Scores

1. **Reading and Decoding Skills (Severe):** [REDACTED] shows significant challenges with foundational reading skills that are concerning for a 6-year-old first grader who is just beginning formal literacy instruction. He consistently struggles to recognize common sight words, frequently misreads visually similar words, and loses his place while reading. These difficulties suggest he needs substantial support in developing basic decoding abilities and visual tracking skills that are essential for beginning readers.
2. **Writing and Spelling Skills (Severe):** His writing challenges are evident through frequent letter omissions and misspellings, even with simple words appropriate for his grade level. His handwriting appears consistently unclear, and he requires multiple attempts to express his thoughts in writing. These indicators suggest he is experiencing significant difficulty with the motor planning and phonetic awareness skills needed for early writing development.
3. **Verbal and Language Comprehension Skills (Severe):** [REDACTED] demonstrates notable difficulties understanding spoken and written language, struggling to follow verbal directions and having trouble retrieving words when speaking. He often has difficulty understanding figurative language and needs to rephrase sentences to make sense of information. These challenges suggest he may need additional support in developing language processing skills that support both academic learning and daily communication.
4. **Cognitive Processing and Memory Skills (Severe):** He shows significant challenges with working memory and information processing, having difficulty retaining information from reading or instruction and struggling to recall sequences like the alphabet. These processing difficulties likely impact his ability to learn and apply new academic skills across all subject areas.

Recommendations

1. Implement a systematic, multisensory phonics program designed specifically for young learners, using visual, auditory, and tactile methods to build letter-sound relationships and basic decoding skills.
2. Provide daily practice with high-frequency sight words using engaging, game-based activities appropriate for his age, such as word cards, matching games, and interactive apps designed for beginning readers.
3. Incorporate pre-writing and fine motor skill development activities, including tracing exercises, finger strengthening activities, and guided practice with proper letter formation using large-format materials.
4. Use visual supports and step-by-step picture instructions to help him follow directions and organize tasks, breaking complex instructions into smaller, manageable parts.
5. Implement memory support strategies such as visual cues, repetition, and songs or rhymes to help with alphabet sequence and other foundational learning tasks.
6. Consider working with the school team to develop appropriate classroom accommodations, such as allowing extra time for tasks, providing audio support for instructions, and using assistive technology tools designed for young learners.
7. Schedule regular progress monitoring to track his development and consider evaluation for potential co-occurring conditions such as language processing disorders or attention difficulties that commonly appear alongside dyslexia.

The dyslexia screener is designed to identify potential indicators or signs of dyslexia in individuals. The goal is to flag areas where a person may be struggling, prompting further evaluation and potentially leading to targeted interventions or support. It's important to note that a screener is not a diagnostic tool but rather a preliminary assessment to guide next steps in understanding and addressing potential challenges related to dyslexia. Here are the areas the screener covers.

1. **RND (Reading and Decoding Skills):** This refers to the ability to decode written language, including recognizing letters, understanding phonetic sounds, and translating written words into meaningful language.
2. **WNS (Writing and Spelling Skills):** This involves the capability to express thoughts and ideas through writing, including spelling words correctly and organizing written language effectively.
3. **VLC (Verbal and Language Comprehension Skills):** This skill encompasses understanding spoken language, including vocabulary, grammar, and the ability to comprehend and interpret verbal instructions and information.
4. **CPS (Cognitive Processing and Memory Skills):** This pertains to the cognitive abilities necessary for learning and processing information, including memory retention, attention span, problem-solving, and logical reasoning.

SAMPLE REPORT

Notes:

Overview

█████'s screener profile presents a uniformly elevated risk pattern across all four literacy domains - Reading & Decoding, Writing & Spelling, Verbal & Language Comprehension, and Cognitive Processing & Memory, with each registering at the Severe threshold. This cross-domain severity in a 6-year-old is a significant finding. It suggests the difficulties are not isolated to a single literacy skill but reflect a systemic phonological and language processing vulnerability that is likely affecting his entire learning foundation.

Critically, the co-occurrence of word retrieval difficulty, auditory processing challenges, and sequential memory weakness alongside the decoding and spelling deficits points toward a profile that warrants formal evaluation not only for dyslexia but also for a possible developmental language disorder (DLD) and executive functioning difficulties. The CPM domain flags -alphabet sequencing errors, spatial confusion, information retention weakness, reinforce the need for a comprehensive psychoeducational or neuropsychological assessment as the definitive next step.

What should happen now (before a formal diagnosis can be completed)

At home, parents should begin daily multi-sensory letter-sound practice (10–15 minutes), using tactile methods like sand tracing or finger-writing while saying sounds aloud. High-frequency sight word exposure through low-pressure games, not worksheets, will build automaticity without compounding frustration. Audiobooks paired with print will strengthen comprehension while decoding catches up.

At school, █████ needs immediate tier-2 structured literacy intervention using a systematic synthetic phonics programme (e.g., Orton-Gillingham based). Classroom accommodations - verbal repetition of instructions, reduced copying demands, extended time, should be implemented now, not deferred pending diagnosis. Progress monitoring every 4–6 weeks will establish a response-to-intervention baseline that will itself inform the diagnostic process.

Early, structured intervention at this age yields the strongest outcomes. The window is open. Use it.

Apr 5, 2026

s 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

Reading and Decoding Skills

- 1. I understand words that are spelled correctly. (Always)
- 2. I know the sound of the words and can read them. (Always)
- 3. I can read words that are spelled correctly. (Always)
- 4. I can read words that are spelled correctly. (Always)
- 5. I can read words that are spelled correctly. (Always)
- 6. I can read words that are spelled correctly. (Always)

Writing and Spelling Skills

- 1. I can write words that are spelled correctly. (Always)
- 2. I can write words that are spelled correctly. (Always)
- 3. I can write words that are spelled correctly. (Always)
- 4. I can write words that are spelled correctly. (Always)
- 5. I can write words that are spelled correctly. (Always)
- 6. I can write words that are spelled correctly. (Always)

Vocabulary and Language Comprehension Skills

- 1. I can understand words that are spelled correctly. (Always)
- 2. I can understand words that are spelled correctly. (Always)
- 3. I can understand words that are spelled correctly. (Always)
- 4. I can understand words that are spelled correctly. (Always)
- 5. I can understand words that are spelled correctly. (Always)
- 6. I can understand words that are spelled correctly. (Always)

Cognitive Processing and Memory Skills

- 1. I can understand words that are spelled correctly. (Always)
- 2. I can understand words that are spelled correctly. (Always)
- 3. I can understand words that are spelled correctly. (Always)
- 4. I can understand words that are spelled correctly. (Always)
- 5. I can understand words that are spelled correctly. (Always)
- 6. I can understand words that are spelled correctly. (Always)