

# Dyslexia Placement

By Design Learning Center LLC

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**This Dyslexia Placement Assessment is designed to identify which of the ten common symptom areas may be most dominant for an individual. Each area includes five behavior- or experience-based questions.**

## **Scoring Guide:**

**1 = Never**

**2 = Sometimes**

**3 = Almost Always**

## **SET 1**

**1 2 3 - I avoid reading because it feels tiring or frustrating.**

**1 2 3 - I need to reread a sentence several times to understand it.**

**1 2 3 - I lose my place or skip lines while reading.**

**1 2 3 - I read words correctly one day but forget them the next.**

**1 2 3 - Reading aloud feels embarrassing or stressful for me.**

**Total in this SET: \_\_\_\_\_**

## **SET 2**

**1 2 3 - I spell words differently each time I write them.**

**1 2 3 - I often spell words the way they sound (e.g., “sed” for “said”).**

**1 2 3 - Even after learning a word, I continue to misspell it later.**

**1 2 3 - I rely heavily on spellcheck or asking others for spelling help.**

**1 2 3 - I find it hard to spot spelling errors in my own writing.**

**Total in this SET: \_\_\_\_\_**

### **SET 3**

- 1 2 3 - I sometimes write letters or numbers backward (e.g., b/d, p/q).
- 1 2 3 - I confuse similar-looking letters (e.g., m/n, u/n) while reading or writing.
- 1 2 3 - My handwriting often has mixed-up letter directions.
- 1 2 3 - When copying from the board, I sometimes mix up order or direction.
- 1 2 3 - I struggle distinguishing left from right when writing or reading.

Total in this SET: \_\_\_\_\_

### **SET 4**

- 1 2 3 - I write more slowly than others in class or at work.
- 1 2 3 - I find it hard to keep up with taking notes.
- 1 2 3 - My hand gets tired quickly when writing.
- 1 2 3 - I spend extra time organizing my thoughts before writing.
- 1 2 3 - I avoid writing tasks because they take too long.

Total in this SET: \_\_\_\_\_

### **SET 5**

- 1 2 3 - I can read the words but forget what I just read.
- 1 2 3 - I struggle to answer questions about what I've just read.
- 1 2 3 - I need to read passages more than once to understand them.
- 1 2 3 - I find it easier to understand stories when I hear them instead of reading them.
- 1 2 3 - I lose focus easily while reading longer texts.

Total in this SET: \_\_\_\_\_

## **SET 6**

**1 2 3 - I struggle to break words into their individual sounds (e.g., cat → c-a-t).**

**1 2 3 - I find it hard to rhyme or identify words that sound alike.**

**1 2 3 - I mix up sounds in words when speaking or reading.**

**1 2 3 - I have to sound out words letter by letter every time.**

**1 2 3 - Learning new sound patterns (like “ph” or “sh”) is confusing.**

**Total in this SET: \_\_\_\_\_**

## **SET 7**

**1 2 3 - I have trouble remembering the correct order of events or steps.**

**1 2 3 - I mix up days of the week, months, or number sequences.**

**1 2 3 - I forget instructions unless they are repeated or written down.**

**1 2 3 - I find it hard to follow multi-step directions.**

**1 2 3 - I often do things out of order by mistake.**

**Total in this SET: \_\_\_\_\_**

## **SET 8**

**1 2 3 - I know what I want to say but can't find the right word.**

**1 2 3 - I often use vague words like “thing” or “stuff.”**

**1 2 3 - I pause frequently to think of the correct word.**

**1 2 3 - People sometimes finish my sentences because I hesitate.**

**1 2 3 - I know the meaning of a word but can't recall it quickly when speaking.**

**Total in this SET: \_\_\_\_\_**

## **SET 9**

**1 2 3 - I find it very hard to learn new vocabulary in another language.**

**1 2 3 - I struggle to pronounce foreign words correctly.**

**1 2 3 - I mix up grammar rules or forget them easily.**

**1 2 3 - I avoid foreign language classes or feel anxious about them.**

**1 2 3 - I find listening comprehension in another language especially difficult.**

**Total in this SET: \_\_\_\_\_**

## **SET 10**

**1 2 3 - A parent, sibling, or close relative has trouble reading or spelling.**

**1 2 3 - Dyslexia or a similar learning difficulty runs in my family.**

**1 2 3 - Family members have mentioned similar struggles with reading or writing.**

**1 2 3 - Learning difficulties were discussed at home while growing up.**

**1 2 3 - I was told I reminded someone in my family of their own struggles with reading or writing.**

**Total in this SET: \_\_\_\_\_**

## Scoring and Interpretation

1. Add up the points for each section (maximum of 15 per area).
2. Identify which area(s) scored the highest.
3. The highest-scoring categories represent the most dominant areas of dyslexic-related difficulty.

**SET 1. Difficulty Reading: Total Score \_\_\_\_\_**

**SET 2. Difficulty Spelling: Total Score \_\_\_\_\_**

**SET 3. Reversals (Letters and Numbers): Total Score \_\_\_\_\_**

**SET 4. Slow Writing: Total Score: \_\_\_\_\_**

**SET 5. Reading Comprehension: Total Score: \_\_\_\_\_**

**SET 6. Phonological Awareness: Total Score: \_\_\_\_\_**

**SET 7. Sequence (Order and Organization): Total Score: \_\_\_\_\_**

**SET 8. Word Retrieval (Finding the Right Word): Total Score: \_\_\_\_\_**

**SET 9. Foreign Language Learning: Total Score: \_\_\_\_\_**

**SET 10. Family History: Total Score: \_\_\_\_\_**

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**Example Interpretation:**

- Reading Comprehension: 13
- Phonological Awareness: 12
- Word Retrieval: 11
- 👉 These are the dominant areas to focus on during support or intervention.