

# Dyslexia screening school entry test (Revised)



Child's name:

Year or Pre-school level:

DOB:

Date administered:

Age: \_\_\_ Years \_\_\_ Months

One of the best predictors of dyslexia and reading difficulties is poor phonemic awareness.

Children with a family history of dyslexia or reading difficulties, frequent early ear infections, or poor auditory memory, need to be carefully screened and monitored.

Administer prior to or upon entering the first year of schooling. This screening tool is designed for children who are English speaking for at least the past three years. (Note: This screening test is on trial to mid 2016).

Listen to words that rhyme. For example, get, let, met; hill, mill, till; top, hop, mop. Listen first then say these words. Next add a word that rhymes. (Support the child as they say the words). A rhyming word or rhyming non-word answer score 1. A word that does not rhyme gets a score of 0.		
1. bat, cat, _____	2. hot, cot, _____	3. bit, fit, _____
		Score: /3
Show the child 3 coloured pencils one at a time – a yellow, red and blue pencil. To score one point, the child must correctly name and pronounce each colour within 2 to 3 seconds. Point to each pencil and ask, 'What colour is this pencil?' Tick each correct response. Score 0 for colours that are named by immature pronunciations or incorrect colour name.		
4. yellow	5. red	6. blue
		Score: /3
Tell me a nursery rhyme, such as ' Mary had a little lamb', 'Baa, baa black sheep', 'Twinkle, twinkle little star'		
7. Can partially or fully recite a nursery rhyme		Score: /1
Draw a man or a person		
8. Draws a person that is more detailed than a 'tadpole person'		Score: /1
Write your name		
9. Child can write their first name.		Score: /1
Clap and say these words after me.		
10. birth / day	11. cat / er / pill/ ar	12. foot / ball
		Score: /3
Write the child's responses below. Say a word that rhymes with:		
13. dog _____	14. hand _____	15. mum _____
		Score: /3
		Total score: /15
<p><b>Score 0 - 7</b> Consider recommending a hearing assessment if not recently done. Formally assess phonological skills, see Psych4Schools <i>Working with children with dyslexia</i>, page 6</p> <p><b>Score 8 – 11</b> Monitor letter name and common sound learning during usual reading and writing instruction.</p> <p><b>Score 12 – 15</b> Test word recognition skills for possible inclusion in early reading instruction.</p>		