Dysgraphia Screening Test

WARNING: This is a screening tool, not a diagnostic test. The dysgraphia Screening Test will give you indications of dysgraphia. If your student scores within the ranges that indicate dysgraphia, it is advised that you seek professional help for the student.

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Dysgraphia Screening Test

Directions: Have the student answer the questions. Some of the questions will be timed, so be prepared to have a stopwatch or timer available. In addition, on the untimed questions, please notice if the student is taking and exceptionally long time to answer the questions. This in itself could be an indication of dysgraphia.

Please have the student use a pencil that is comfortable. Also, this test does NOT have to be taken at one setting. Check to see if the student is fatigued. If so, do not continue and give the student a break.

1. Grip your pencil. (Make note of how the student grips the pencil)

2. Draw a circle in the space provided. The student may NOT erase.

3. Copy each shape in the space provided. The student may NOT erase.
STOP: If student is in Kindergarten to grade 2.

STOP: If student is in grade 3 to 5.
4. You will be timing the student on this question. Show Card 1 to the student for 5 seconds, then take it away. Have the student wait to copy the shapes on the blank forms provided until you have taken the card away, then instruct the student to copy the shapes from memory. (You may want to cut out the cards.) The student does not have to copy the card number.

For Card 2, allow 10 seconds. Card 3 is to be held up for 15 seconds. STOP when the student makes a mistake.
Blank Cards for Student:

1.

2.

3.
5. Have the student circle the matching shape from the figure on the left.
5. Have the student copy the sentence provided in the space below it, and time how long it takes. The student may use cursive or manuscript. This question is not to be used for Kindergarten students or those who do not yet know how to write letters.

Five boys and girls went out into the dark night to look for frogs, but they were quite surprised when all they found were three turtles.

6. Draw a straight line in between the two lines provided.
7. Draw a straight line in between the two lines provided.

8. Trace each line or figure, trying to stay on the line as much as possible.
9. Give the student a marker or pencil and the age appropriate trapping sheet. Instruct the student to use the marker to circle the objects on the page. The student is to circle an object as quickly as possible without lifting the marker or pencil and then move on to the next object and circle it. The student is not to touch any of the objects with his/her marker. The student can start anywhere on the page and is not to stop or lift the marker until finished circling every object. There will be a line from one object to the next. The student cannot cut across an object on his/her way to another object.

For Kindergarten to 2nd Grade Students
Scoring:

Each question will be given a point value and a line at the side to mark the point value. Mark up your child’s points and total them. The results are only a guideline for indications of dysgraphia. This screening test cannot give you a firm diagnosis, but only a measure to give you an idea if your child does indeed have dysgraphia.

For Kindergarten through 2nd grade, the student should have a score of 12 to 14. Anything less is an indication of dysgraphia.

For 3rd through 5th grade, the student should have a score of 15 to 17. Anything less is an indication of dysgraphia.

For 6th grade and above, the student should have a score of 20 to 21. Anything less is an indication of dysgraphia.

Other indications of dysgraphia include:
- poor spelling
- frustration when writing
- poor organization of ideas when writing
- avoidance of writing
- discrepancy between vocabulary and writing abilities
- mixing print and cursive when writing
- saying letters or words out loud when writing
- staring into space and saying “I’m thinking,” when asked to write
- tiring and fatigue when writing
- poor self-esteem
- poor grades
- taking too long to complete a simple written assignment
- difficulty understanding and applying grammar in writing

Following is the specific scoring for each question. Mark the points to the side according to the specifications. Leave it blank or mark with a 0 if incorrect or not the applicable grade level of your child.
1. Grip your pencil.

If the student has any other grip than the one shown at the right, this is marked as an incorrect answer. This is a symptom of motor dysgraphia. Give the student 1 point if the grip is correct.

2. Draw a circle in the space provided. The student may NOT erase.

Make sure the student starts the circle at the top and moves from left to right. If the student circles in any other manner, mark the question as incorrect. Make sure that the shape resembles a circle. If the student circles from bottom to top or in the wrong direction, it is a symptom of spatial dysgraphia or dyslexia. (or both) Give the student 1 point if the circle is formed correctly and in the right direction starting from the top.
3. Copy each shape in the space provided. The student may NOT erase.

STOP: If student is in Kindergarten to grade 2.
STOP: If student is in grade 3 to 5.

For students Kindergarten through 2nd grade, all three shapes must be copied correctly. If the line is shaky or crooked, this is a sign of motor dysgraphia, and mark it as incorrect. If the shape does not closely resemble the one given, mark it as incorrect. Give the student 1 point for each shape that is copied correctly. The highest score possible for this level of student is 3.

Do the same thing for students in 3rd through 5th grade. Give a point for every shape that was copied correctly, starting with the first set of shapes. The total number of correct points would be 6.
For students 6th grade and older, they must copy all nine shapes. Give them a point for every correctly copied shape. The total number of correct points would be 9.

4. You will be timing the student on this question. Show Card 1 to the student for 5 seconds, then take it away. Have the student wait to copy the shapes on the blank forms provided until you have taken the card away, then instruct the student to copy the shapes from memory. (You may want to cut out the cards.) The student does not have to copy the card number.

For the Card 2, allow 10 seconds. Cards 3 is to be held up for 15 seconds. STOP when the student makes a mistake.
Mark the shape correct if it is close to the actual figure presented. If the general shape is recognizable it is a correct answer. All parts of the shape must be present for the student to have a correct response. If the student does not fall into the guidelines given below, this is a symptom of processing dysgraphia.

If the shape is upside down, tilted, or in general not the same as the one presented, then mark it as incorrect. If parts of the shape are missing, mark it as incorrect.

Count up all of the student's correct answers.
Total number correct:__________

K - 1 shape
Grades 1 and 2 should have two correct shapes and 1 point.
Grades 3 and 4 should have three correct shapes and 1 point.
Grades 5 and higher should have four correct shapes and 1 point.

Only give the student a point if he/she copies the amount of shapes for his/her grade level correctly:
5. Have the student circle the matching shape from the figure on the left.

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Total number of correct answers: __________
If the student struggles in this area, it is a symptom of spatial dysgraphia. For grades Kindergarten through 2nd grade, give a point for 8 correct answers.

For grades 3rd through 5th, give a point for 10 correct answers.

For 6th grade and up, give a point for all of the answers correct.

5. Have the student copy the sentence provided in the space below it, and time how long it takes. The student may use cursive or manuscript. This question is not to be used for Kindergarten students or those who do not yet know how to write letters.

 Five boys and girls went out into the dark night to look for frogs, but they were quite surprised when all they found were three turtles.

Spacing:
Adequate— the words do not run together, no letters or words are omitted, and no letters or words are out of order. Give 1 point for adequate spacing.

Inadequate – the words run together or are jumbled, letters are omitted or broken at the end of the line, there are substituted letters, letters are not in order, words are not in order.
Letter Formation

**Adequate** – letters are formed correctly, lower case and capital letters are in proportion with each other, there are no reversals or upside down letters. There is no mixing of manuscript and cursive writing. Letters that go below the line actually do, such as j, g, instead of resting the bottom portion on the line. Give 1 point for adequate letter formation.


**Inadequate** – letters are incorrectly formed, capital and lower case letters are approximately the same size, reversals and/or upside down letters are present. Bottoms of letters that go below the line don’t, such as j, g. There is mixing of manuscript and cursive writing.

Speed

**Adequate** – speed is consistent throughout the test and falls within or near grade level expectancies as given below.

**Inadequate** – very slow with great variability in speed of copying. Speed does not fall on or near grade level expectancies as given below.

Kindergarten: 3 ½ minutes, give 1 point
Grades 1-2: 2 ½ minutes, give 1 point
Grades 3-4: 2 minutes, give 1 point
Grades 5-6: 1 ½ minute, give 1 point
Grades 7-8: 1 minute, give 1 point
Grades 9 and above: 50 seconds, give 1 point
If your child struggles with questions 6 through 9, this is an indication of motor dysgraphia.

6. Draw a straight line in between the two lines provided.

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Give 1 point for all grades if the line is approximately in the middle and is straight and not shaky. If the student turns the page, has shaky lines, or presses extremely hard on the pencil, then do not give the student a point.

7. Draw a straight line in between the two lines provided.

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Give 1 point for all grades if the line is approximately in the middle and is straight and not shaky. If the student turns the page, has shaky lines, or presses extremely hard on the pencil, then do not give the student a point.
8. Trace each line or figure, trying to stay on the line as much as possible.

Each line or figure should be traced over the actual line. Mark as incorrect if:

- tracing has crooked or shaky writing
- tracing is not directly on the shape
- lines are not in the approximate middle of the two vertical or horizontal lines
- student turns the paper to trace
• student is leaning over desk/table at an odd position or is close to the desk/table instead of sitting up straight.

Give the student a point for each correctly traced symbol that matches the criteria from above. The total possible number of points is 5.

9. Give the student a marker or pencil and the age appropriate trapping sheet. Instruct the student to use the marker to circle the objects on the page. The student is to circle an object as quickly as possible without lifting the marker or pencil and then move on to the next object and circle it. The student is not to touch any of the objects with his/her marker. The student can start anywhere on the page and is not to stop or lift the marker until finished circling every object. There will be a line from one object to the next. The student cannot cut across an object on his/her way to another object.

Following is an example of how the objects should be circled:
For 6th Grade and Above Students

For grades Kindergarten to 2nd, give 1 point if the student follows the directions without lifting pencil or marker or touching any objects within 20 seconds.

_________

For grades Kindergarten to 2nd, give 1 point if the student follows the directions without lifting pencil or marker or touching any objects within 30 seconds.

_________

For grades Kindergarten to 2nd, give 1 point if the student follows the directions without lifting pencil or marker or touching any objects within 40 seconds.

_________
Total score:____________

For more information and tools for discovering and helping student overcome dysgraphia, please visit:

www.learning-aids.com
www.learningsuccess.net

**The Harp Learning Success System** contains all the materials necessary to change your non-writer into a writer by addressing all three areas of dysgraphia:

motor dysgraphia
spatial dysgraphia
processing dysgraphia.

I hope you have found this dysgraphia screening test to be useful.

~ Lisa Harp, founder of Harp Learning Institute

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