

Dysgraphia Risk Screener
(For Ages 6–Adult — not diagnostic)

Instructions for Parents:

For each statement, mark:

0 = Not true

1 = Sometimes true

2 = Often true

Section 1: Written Output / Motor Signs

- My child's handwriting is very hard to read.
- Writing by hand is slow and laborious.
- My child tires quickly during handwriting tasks.
- Letter size, spacing, or formation is inconsistent.

Section 2: Spelling / Writing Conventions

- My child spells the same word differently in the same paragraph.
- My child struggles to spell unfamiliar words.
- My child makes frequent punctuation or capitalization errors.
- My child knows grammar rules orally but does not apply them well in writing.

Section 3: Auditory / Phonological Processing in Writing

- My child struggles to break words into sounds for spelling.
- My child leaves out sounds or syllables when writing words.
- My child writes words the way they sound, even when they are not spelled correctly for age.
- My child misses endings such as **-ed**, **-s**, or **-ing** when writing.

Section 4: Working Memory

- My child loses track of what they want to say while writing.
 - My child starts a sentence but forgets how it was supposed to end.
 - My child has trouble holding ideas, spelling, and grammar in mind at the same time.
 - Multi-step writing tasks overwhelm my child quickly.
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Section 5: Long-Term Memory / Retrieval Fluency

- My child struggles to quickly recall spelling patterns they have already learned.
 - My child often pauses for a long time trying to think of a word.
 - Writing seems effortful because my child has to “figure out” too much as they go.
 - Previously learned writing skills do not seem to stick consistently.
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Section 6: Processing Speed / Fluency

- My child writes much more slowly than they speak.
 - Timed writing tasks significantly reduce the quality of my child’s work.
 - My child cannot get ideas onto paper fast enough to keep up with their thinking.
 - Writing assignments take much longer than expected.
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Section 7: Visual Processing / Written Organization

- My child has trouble spacing words or organizing writing neatly on the page.
 - My child omits words, repeats words, or skips lines while writing.
 - Copying from a board, book, or screen is unusually difficult.
 - Written work may look disorganized even when my child understands the material.
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Section 8: Reasoning / Composition / The Writing Process

- My child can explain ideas verbally better than they can write them.
 - My child struggles to organize ideas into a clear paragraph or response.
 - Writing may seem repetitive, short, or underdeveloped.
 - My child has trouble planning, expanding, or revising written work.
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Scoring Guide

Add up your total score.

0–8 points

Some writing difficulty may fall within typical variation but continue monitoring. If symptoms increase or do not alleviate with time, testing is recommended.

9–16 points

Some indicators of writing weakness are present. Additional support may be helpful and an assessment is prudent.

17–24 points

Your child shows multiple indicators of a possible underlying written language difficulty. A comprehensive evaluation is warranted and recommended.

25+ points

Your child shows significant indicators of a possible dysgraphia or related writing disorder. A professional evaluation is strongly recommended.

If you marked “often true” on 3 or more items in any one section, that area likely deserves closer attention.

Quick Interpretation by Pattern

If the highest scores are in:

Section 1 → motor-based handwriting weakness may be present

Sections 2-3 → language-based / spelling-based dysgraphia may be present

Sections 4-6 → cognitive-based dysgraphia involving memory, retrieval, or fluency may be present

Sections 7-8 → organization, visual processing, or executive writing weakness may be present

Many students show a **mixed profile**.