



findyourneurotype

SAMPLE REPORT

PREMIUM REPORT

Dyslexia Screener

Neurodevelopmental Screening Report

PREPARED FOR

Marco Rossi

Report date: March 2, 2026



Table of Contents

Click any section below to jump straight to it.

01	Overview & Score	Page 3
02	Category Breakdown	Page 3
03	Your Responses	Page 3
04	Your Personalized Interpretation	Page 5
05	Important Notice	Page 6



Dyslexia Screener

Neurodevelopmental Screening Report

42
/ 60
Score

70%
Percentage

Result

Category Breakdown

Category	Distribution	Pts
Phonological awareness		16
Rapid naming		14
Reading fluency		12

Your Responses

Each answer contributed to your score.

#	Question	Your answer	Pts
1	I read slowly compared to others, even when I was young Reading	Often	2
2	I frequently lose my place when reading or have to re-read lines Reading	Often	2
3	Letters or words appear to move, blur, or swap around when I read Reading	Often	2



#	Question	Your answer	Pts
4	Reading aloud is difficult or embarrassing for me Reading	Often	2
5	After reading a page, I often realize I haven't taken in the content Reading	Often	2
6	My spelling is poor or inconsistent, even for common words Writing	Often	2
7	I reverse or confuse similar-looking letters (e.g. b/d, p/q, m/n) Writing	Often	2
8	My written work does not reflect the quality of my ideas - I express myself much better verbally Writing	Often	2
9	Writing takes me much longer than reading and is more tiring Writing	Often	2
10	I make many errors when copying text, even when I can clearly see it Writing	Often	2
11	Sounding out unfamiliar words is very difficult for me Phonology	Often	2
12	I frequently mispronounce words or use the wrong word (even though I know the right one) Phonology	Often	2
13	I have difficulty with rhyming, word games, or tongue twisters Phonology	Often	2
14	I find it hard to identify the individual sounds in words or to blend sounds together Phonology	Often	2



#	Question	Your answer	Pts
15	Learning a foreign language has always been particularly difficult for me (especially reading/writing) Phonology	Often	2
16	I have difficulty remembering sequences (e.g. alphabet order, days of week, months of year) Memory	Often	2
17	Following spoken instructions is difficult, especially when there are multiple steps Memory	Often	2
18	My short-term memory is poor - I forget what someone just said or what I just read Memory	Often	2
19	I confuse left and right, or have difficulty telling directions (e.g. north/south) Memory	Often	2
20	These reading or spelling difficulties have been present since childhood and have affected my education or career Memory	Often	2

**Your Personalized Interpretation**

Written by Claude (Anthropic)

Thank you for taking the time to complete this self-report screening and for engaging so thoughtfully with questions about how your brain processes written language. Reaching a total score of 42 out of 60 suggests that many of the experiences described in this checklist genuinely resonate with your day-to-day life, and that likely feels both validating and, perhaps, a little overwhelming to see reflected back so clearly. Please know that whatever you're feeling right now—relief at finally having language for these struggles, or perhaps some worry—is a completely normal response, and you are far from alone in this experience.

Looking at your category breakdown, the pattern that emerges is worth understanding in plain terms. Your phonological awareness score (16) points to possible challenges with recognizing and manipulating the



sound structures of language—things like blending sounds together or noticing rhymes and syllables. Your rapid naming score (14) suggests it may take extra effort to quickly retrieve and say familiar words, letters, or numbers, even when you know them well. Meanwhile, your reading fluency score (12) indicates that the mechanical process of reading—decoding words smoothly and maintaining pace—might feel more effortful than it does for others. Together, these three areas often work in tandem, and difficulty in one can compound the others, which may explain why reading-heavy tasks sometimes feel disproportionately tiring.

The encouraging news is that there are concrete, practical tools that many people with similar profiles find genuinely helpful. Text-to-speech software and audiobooks can reduce the burden of decoding so you can focus on comprehension and enjoyment. Breaking reading or writing tasks into shorter chunks with built-in breaks can preserve mental energy and reduce fatigue. Additionally, using color-coded organizers, digital reminders, and speech-to-text tools for writing can ease the load on working memory and processing speed.

Importantly, difficulties like these have no bearing on intelligence, creativity, or potential—many people with dyslexic profiles are exceptional storytellers, problem-solvers, and big-picture thinkers. This screening is not a diagnosis, but it can be a meaningful starting point. Consider sharing these results with a psychologist or learning specialist who can offer a comprehensive evaluation and tailored strategies. You're taking a brave and proactive step, and support is very much within reach.

Important Notice

This report is a screening tool only and does not constitute a medical or psychological diagnosis.

This test does not replace a professional evaluation. For a reliable diagnosis, please consult a neuropsychologist, psychiatrist, or qualified healthcare professional.