findyourneurotype

SAMPLE · fictional data

Sample report

Dyslexia Test

Neurodevelopmental self-assessment

Prepared for	Date	Questions	Reference
Marco Rossi	**March 2, 2026**	**20**	**00000016**

Contents

1 Your result p. 2

2 What your answers say p. 3

3 Next steps p. 4

4 Prepare your appointment p. 5

5 Your answers p. 6

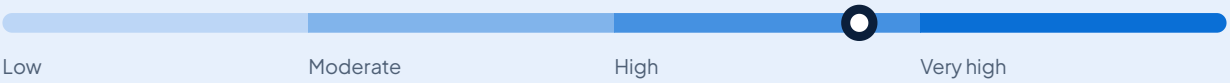
This report is a self-assessment tool. It is not a medical or psychological diagnosis.

Your result

42 / 60

Marked Dyslexia Indicators

70 % of the maximum score



Your responses show clear reading, spelling and phonological difficulties that seem to have affected your studies or daily life, a pattern often reported by adults with dyslexia.

By dimension

As a percentage of each dimension's maximum, so they can be compared.

Reading	**67 %**	10 / 15
Writing	**67 %**	10 / 15
Phonology	**67 %**	10 / 15
Memory	**67 %**	10 / 15

Least marked Most marked

What your answers say

Written by Claude (Anthropic) from your answers.

Least marked

Memory · 67 %

Phonology · 67 %

Most marked

Reading · 67 %

Writing · 67 %

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.

Next steps

Pick one or two. Regularity matters more than duration.

Recommendation

Marked Dyslexia Indicators

Consider an assessment by an educational psychologist or a speech and language therapist. A formal assessment opens access to adjustments at work or in education.

To talk about it with a professional

Psychologist, therapist, doctor: this report can start the conversation.

- Bring page 2 (result by dimension).
- Note one or two situations that were hard for you lately.
- Say what you would like to change, even vaguely.

This report is a self-assessment tool. It does not replace an assessment by a professional. For a reliable diagnosis, see a neuropsychologist, a psychiatrist or another qualified healthcare professional.

Prepare your appointment

Doctor, psychiatrist, psychologist, neuropsychologist: bring this page. Fill it in a few days before, when examples come to mind.

My key figures

Dyslexia Test · 42 / 60 (70 %) · Marked Dyslexia Indicators

Most marked: Reading (67 %), Writing (67 %)

Test taken on March 2, 2026 · reference 00000016

Examples from my daily life

Work or studies, home, relationships: two or three concrete situations, with what happened.

Since when?

Was it already there in childhood or adolescence? School reports or a relative's memories can help.

What I would like to change

Even vaguely: what costs you the most energy today.

Questions I can ask

- ☐ Is a full assessment useful in my case, and with whom?
- ☐ How long is the wait, and what can I do in the meantime?
- ☐ Could something else explain this (sleep, stress, thyroid, another condition)?
- ☐ What support exists, at work or in my studies?
- ☐ What should I bring next time?

Your answers

Scale from “Never” to “Almost always”.

#	Question	Your answer	Pts
Reading · 10 / 15			
1	I read slowly compared to others, even when I was young	Often	2
2	I frequently lose my place when reading or have to re-read lines	Often	2
3	Letters or words appear to move, blur, or swap around when I read	Often	2
4	Reading aloud is difficult or embarrassing for me	Often	2
5	After reading a page, I often realize I haven't taken in the content	Often	2
Writing · 10 / 15			
6	My spelling is poor or inconsistent, even for common words	Often	2
7	I reverse or confuse similar-looking letters (e.g. b/d, p/q, m/n)	Often	2
8	My written work does not reflect the quality of my ideas - I express myself much better verbally	Often	2
9	Writing takes me much longer than reading and is more tiring	Often	2
10	I make many errors when copying text, even when I can clearly see it	Often	2
Phonology · 10 / 15			
11	Sounding out unfamiliar words is very difficult for me	Often	2
12	I frequently mispronounce words or use the wrong word (even though I know the right one)	Often	2
13	I have difficulty with rhyming, word games, or tongue twisters	Often	2
14	I find it hard to identify the individual sounds in words or to blend sounds together	Often	2
15	Learning a foreign language has always been particularly difficult for me (especially reading/writing)	Often	2
Memory · 10 / 15			
16	I have difficulty remembering sequences (e.g. alphabet order, days of week, months of year)	Often	2
17	Following spoken instructions is difficult, especially when there are multiple steps	Often	2

#	Question	Your answer	Pts
18	My short-term memory is poor - I forget what someone just said or what I just read	Often	2
19	I confuse left and right, or have difficulty telling directions (e.g. north/ south)	Often	2
20	These reading or spelling difficulties have been present since childhood and have affected my education or career	Often	2