

Checklist for Dyscalculia

Name Age Date

Does the learner

Rank as 1,2, 3 or simply 'Yes/No'

1. Find it impossible to 'see' that four objects are 4 without counting (or 3 objects, if a young chi

2. Have difficulty counting objects accurately and lack the ability to make 'one to one
correspondence'

3. Find it much harder to count backwards compared to counting forwards.

4. Count on for addition facts, for example, for $6 + 3$, counting on '7, 8, 9' to get the answer.

5. Have difficulty with retrieving addition facts from memory

6. Count all the numbers when adding, for example, for $5 + 3$, counting '1, 2, 3, 4, 5 6, 7, 8'

7. Find it difficult to count fluently sequences that are less familiar, such as:

1, 3, 5, 7....or 4, 14, 24, 34...

- 8. Use tally marks for addition or subtraction problems

- 9. Have difficulty in progressing from the materials and images, for example, counters, blocks, tallies, to the symbols/numbers

- 10. Have poor skills with money, for example, is unable to calculate change from a purchase

- 11. Think an item priced at £4.99 is '£4 and a bit' rather than almost £5.

- 12. 'See' numbers literally and not inter-related, for example, count up from 1 to get 9, rather than using 10-1.

- 13. Find it difficult to write numbers which have zeros within them, such as, 'three hundred and four' or 'four thousand and twenty one'

- 14. Find estimating impossible

- 15. Find it difficult to judge whether an answer is right, or nearly right

- 16. Organise written work poorly, for example, not lining up columns of numbers properly

- 17. Not 'see' automatically that $7 + 5$ is the same as $5 + 7$ (or that 7×3 is the same as

- 18. Write 51 for fifteen or 61 for sixteen (and the same ‘reversal’ for all the teen numbers)

- 19. Forget the question asked in mental arithmetic

- 20. Struggle with mental arithmetic

- 21. Learn multiplication facts, but then forget them overnight

- 22. Only know the 2x, 5x and 10x multiplication facts

- 23. Count on to access the 2x and 5x facts

- 24. Make ‘big’ errors for multiplication facts, such as $6 \times 7 = 67$ or $6 \times 7 = 13$

- 25. Like to use formulas, but uses them mechanically without any understanding of how they work

- 26. Forget mathematical procedures, especially as they become more complex, such as decomposing or borrowing for subtraction and, almost certainly, the ‘traditional’ method for division.

- 27. Get very anxious about doing any mathematics

- 28. Refuse to try any mathematics, especially unfamiliar topics

29. Become impulsive when doing mathematics, rather than being analytical, rushing to get it over with?

30. Show an inability to 'see' patterns or generalisations, especially ones that are incompatible with previous patterns, for example, seeing that $1/2, 1/3, 1/4, 1/5$ is a sequence that is getting smaller.

31. Think that algebra is impossible to understand.

Note: There is no 'score' that classifies a learner as being dyscalculic. The items focus in on common problems and help create a learner profile and an Individual Intervention Plan.