The Dyscalculia Network

A Dyscalculia Checklist

Instructions

This checklist is to help teachers and parents to informally identify children or young adults who may have difficulties with maths or dyscalculia. It is intended as a guide NOT as a diagnostic tool.

There are 32 statements in the checklist related to, feelings about maths, number sense, counting, place value, addition and subtraction, multiplication and division, time and money.

Administering the checklist

Always record the child/young adult's age, at the time of the checklist being completed, and the relevant date.

Instead of a pure checklist we find colour coding easier for the adult administering the test to interpret afterwards. It does involve having a green, orange and red pen at the ready; we find three highlighters most useful!

For each statement colour in the relevant check box –

Red - Often seen

Orange - Sometimes seen

Green – Not seen

If you have not observed the contents of the statement when working with the child or young adult, please leave that statement blank.

Review

If a child or young adult gets a lot of red or orange boxes on the checklist it is indicative of possible maths difficulties/dyscalculia. We would recommend further investigation by a dyscalculia specialist or Educational Psychologist, and following their recommendations, a targeted intervention programme of work.

If a child gets mostly green with a few orange/red it would be advisable to note the areas they are finding more challenging and create an intervention programme to target these areas.

The accurate and adequate completion of the checklist is related to the depth of the adult's knowledge of the child/ young person and is of course subjective. The review is also subjective – there are not a given number of red/orange boxes checked that mean the child/young person has dyscalculia/ a maths difficulty, but it does provide a, literal, red flag if a child or young adult displays many of these signs of maths difficulties/ dyscalculia.

Please note - The Dyscalculia Network holds no responsibility for any actions taken as a result of the completion of the checklist or its review.

© The Dyscalculia Network Ltd – Company Number 13124713

The Dyscalculia Network

Dyscalculia Checklist

Name _____ Date of Checklist _____

Date of Birth _____ Age_____

Checklist	Red - Often seen	Orange – Sometimes seen	Green – Not seen
Has high levels of maths anxiety			
Avoids maths activities or uses diversion tactics			
Is slow to perform calculations			
Finds it difficult to follow verbal instructions			
Finds it difficult to move from using concrete resources to abstract sums			
Has difficulty with mental arithmetic			
Finds it difficult to organise written work			
Misunderstands or doesn't retain maths language			
Can't see that 4 counters are 4 without counting them (can't subitise)			

© The Dyscalculia Network Ltd – Company Number 13124713

Checklist	Red - Often seen	Orange – Sometimes seen	Green – Not seen
Finds it hard to count objects correctly (poor 1:1 correspondence)			
Has difficulty when counting backwards			
Doesn't notice patterns in counting e.g., patterns for 2s			
Mis-understands the count e.g., counts from 1 not 0 or counts 80/90/20			
Doesn't group to help count larger numbers of objects			
Makes errors when sequencing numbers e.g., 2, 4, 6, 8 ,10, 11, 13			
Has difficulty with recall of number bonds e.g., bonds of 10 and doubles			
Counts in 1s as a default strategy e.g., 6 and 4 counts from 6 so 6, 7, 8, 9, 10 or 1, 2, 3, 4, 5, 6, and then continues 7, 8, 9, 10			
Finds it hard to estimate- doesn't notice if an answer is incorrect e.g., 6+ 4 counted in 1's gives answer of 9 not 10			
Often uses fingers to count as a default strategy			
Uses tally or other marks to aid counting (not in groups of 5)			
Doesn't recognise commutative properties e.g., 4+6 is the same as 6+4 or 5x4 is the same as 4x5			

© The Dyscalculia Network Ltd – Company Number 13124713

Checklist	Red - Often seen	Orange – Sometimes seen	Green – Not seen
Finds it difficult to understand place value and the role of zeroes as place holders			
Confuses -ty and -teens numbers e.g., 13/30			
Reverses digits e.g., 45 writes 54 and doesn't notice the place value error			
Finds it hard to learn or retain times tables facts			
Doesn't recognise that division is the inverse of multiplication			
Forgets more complex procedures even when taught repeatedly e.g., short division			
Doesn't link column addition or subtraction to place value and finds it hard to line up columns correctly			
Doesn't link place value to multiply and divide by 10, 100 or 1000			
Can't tell the time on an analogue clock			
Doesn't have a sense of time – often early or late			
Doesn't know coin/note money values			
Totals			

© The Dyscalculia Network Ltd – Company Number 13124713