Table 6.3 Dyscalculia Checklist

| DYSCALCULIA CHECKLIST |  or  |
| --- | --- |
| Difficulty counting in order – may omit or mis-sequence numbers or count randomly |  |
| Difficulty remembering number names |  |
| Lack of 1:1 correspondence |  |
| Does not understand cardinality, that the final number in the count is the quantity of the set |  |
| Over reliance on counting strategies – cannot ‘see’ small numbers of objects (e.g. 3) |  |
| Difficulty with non-symbolic magnitude comparison (e.g. which set has more objects?) |  |
| Difficulty with symbolic magnitude comparison (e.g. which is bigger 7 or 6?) |  |
| Does not see relationship between numbers (e.g. that seven is made up of five and two) |  |
| Does not understand 1 more/1 less than |  |
| Uses finger counting in simple calculations |  |
| Forgets where s/he is up to in calculations |  |
| Difficulty counting forwards from a given number |  |
| Difficulty counting backwards from a given number (particularly across a decade) |  |
| Slow/inaccurate recall of basic number facts (e.g. number bonds) |  |
| Difficulty generalising from one situation to another (e.g. 3 5 8 to 3p 5p 8p) |  |
| Uses tally marks when peers are able to use mental calculation |  |
| Finds it difficult to ‘count on’ (e.g. 3  4, counts ‘1 2 3 ... 4 5 6 7’) |  |
| Has difficulty understanding problems with addends (e.g. 2   9) |  |
| Poor estimation skills – makes wild guesses |  |
| Cannot adjust their estimation on basis of previous answer |  |
| Finds it difficult to visualise an empty number line and where a number (e.g. 5) belongs |  |
| May have poor time estimation and discrimination |  |
| Finds telling the time on an analogue clock difficult |  |
| Counting errors continue throughout Key Stage 2 or beyond (11) |  |
| Confuses similar sounding numbers (e.g. thirteen and thirty) |  |
| Difficulty with place value (does not understand the concept of zero) |  |
| Reverses or transposes numbers (e.g. 17 for 71 or 324 for 423) |  |
| Does not see patterns easily (e.g. 17 27 37) |  |
| Difficulty learning times tables |  |
| Learns addition or multiplication facts and then forgets them |  |
| Does not understand commutative property (e.g. that 4 5  5  4 or 2 × 6  6  2) |  |
| Confuses the order in division (e.g. is it 4 divided by 2 or 2 divided by 4?) |  |
| May not understand the mathematical language used in calculations or procedures |  |
| Poor setting out on the page, numbers in the wrong column |  |
| Finds rounding numbers difficult |  |
| Difficulty remembering and understanding multi-step procedures |  |
| Difficulty explaining their answer or method |  |
| Follows procedures mechanically without understanding them |  |
| Cannot reason logically (e.g. 38 38  76 so 38 37 ?) |  |
| May not use visual images and so may find spatial reasoning difficult |  |
| Has difficulty calculating change in money problems |  |
| Has difficulty choosing the correct operation in word problems |  |
| Difficulty understanding simple algebraic equations (e.g. 2 x  6 or 3x  1  7) continues at KS3 |  |
| Difficulty simplifying equations at Key Stage 3, e.g. (3x 2)2  (2x 1) (4x 2)  |  |