

Informal Dyscalculia Checklist

Student: _____ ID: _____ School: _____
 Age: _____ DOB: _____ Grade: _____ Date: _____

Dyscalculia is a condition that makes learning and completing math tasks difficult. It can manifest in different signs and symptoms according to the individual and their age. Dyscalculia can equally present early or manifest late.

Background	YES	NO	
Is there a family history of dyscalculia, dysgraphia or dyslexia?			
If so, who: Mother <input type="checkbox"/> Father <input type="checkbox"/> Sibling <input type="checkbox"/> Other <input type="checkbox"/>			
Does the child have a history of struggling with math?			
Early Years and Primary Symptom Identification. <i>The student being evaluated...</i>	Always	Some-times	Never
Has trouble remembering math facts (e.g., time tables)			
Has trouble understanding math logic			
Has trouble learning to count			
Has difficulty transitioning from counting using aides (fingers, tally) to singularly using numbers			
Must count randomly placed objects to know how many objects there are			
Has trouble understanding the relationship between symbols and words (number "7" and the word "seven" represent the same concept)			
Struggles to understand that 6 is one more than 5, and 7 is one more than 6, etc.			
Has trouble partitioning numbers, or understanding that 5 can be made up of 4 + 1, 2 + 3, or 1+1+1+1+1			
Has trouble understanding the relationship between numbers (e.g., that 8 is close in magnitude to 9, while there is a greater difference in magnitude between 2 and 9)			
Mixes numbers when verbally recalling a given sequence			
Has trouble ordering numbers on a number line			
Confuses "teen" and "ty" (e.g., 30 and 13)			
Has trouble remembering numbers while mentally solving problems			
Has difficulty counting backwards			
Has difficulty counting a group of different objects			
Has trouble recognizing patterns			
Has difficulty "counting on" from a number as opposed to start counting from one (e.g., 8 + 3: rather than count "eight, nine, ten, eleven", they would start from "one, two, three, four, ...")			
Has difficulty learning odd and even			
Incorrectly remembers number facts			
Is unable to derive from information already known (e.g., if 7 + 2 = 9, then 7 + 3 must be 9)			
Has trouble connecting numbers to quantity (e.g., "3" can refer to three objects)			
Has trouble grasping concepts like largest or smallest			
Has difficulty remembering basic math facts (e.g., 9 - 3 = 6)			
Has difficulty remembering math signs (+, -, ×) and their function			
Has difficulty remembering that vocabulary can represent signs (e.g., "plus" = "+")			
	A	S	N
Page totals			

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Early Years and Primary Symptom Identification. <i>Continued...</i>	Always	Some-times	Never
Counts on their fingers as opposed to using alternative strategies (mental)			
Overgeneralizes when solving problems (e.g., $5 + ? = 7$ ($? = 2$), $5 - ? = 7$ ($? = 2$))			
Has difficulty understanding and solving word problems			
Has difficulty explaining how an answer was derived			
Experiences difficulty with place value (e.g., numbers put into the incorrect column)			
Produces poorly written assignments (e.g., creates disorganized columns or places numbers in the wrong column)			
Reverses the order of numbers with two or more digits (e.g., "72" reversed to "27")			
Has difficulty understanding mathematical language (e.g., plus; minus; greater than)			
Has difficulty estimating speed or distance			
Has difficulty reading an analogue clock			
Has difficulty estimating time			
Seemingly forgets math concepts or processes from one day to the next			
Has difficulty counting uncommon sequences (e.g., 1, 4, 8, 12 or 12, 22, 32, 42)			
Knows only the simplest multiplication tables (e.g., 2s, 5s, 10s)			
Uses incorrect or inappropriate order when performing everyday tasks (e.g., while getting dressed or preparing for school)			
Recalls events in the wrong order whether acquired verbally, written, or visually			
Can remember details but not main ideas			
Makes obvious mistakes when solving math problems (e.g., $2 \times 10 = 12$; $4 \div 2 = 42$)			
Has difficulty selecting strategies to solve math problems			
Is unable to recognize the relationship between certain processes (e.g., $+/ -$ or \div/\times)			
Avoids using math (inside and outside of the classroom)			
Has difficulty using currency (e.g., calculating cost, making change)			
Uses the same function to solve all math problems no matter the symbol (+, -, etc.)			
Does not recognize that subtraction is the inversion of addition, or division is the inversion of multiplication			
Performs math calculations notably slower than their peers			
Has difficulty differentiating objects by size			
Has difficulty estimating quantities or volume			
Forgets instructions or the problem when presented verbally			
Fails to relate known facts to newly learned facts			
Has difficulty making generalizations			
Has difficulty writing/transcribing numbers with zeros (e.g., "two hundred one" written as 2001)			
Has difficulty remembering or keeping track of numbers in memory (e.g., the score while playing a game)			
Is unable to remember the physical layout of a space (e.g., setting a table, the classroom)			
	A	S	N
Section totals			
(Page 1 and above Section) Younger Student Totals			

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Secondary and Older Students. <i>The student being evaluated...</i>	Always	Some-times	Never
Finds multiple step tasks difficult			
Hastily completes math work without consideration of the given task, symbols, etc.			
Refuses to use math or to learn new math concepts or processes			
Misunderstand word problems and/or cannot select the proper operation to solve the problem			
Has difficulty applying math concepts in measuring volume, distance, size			
Struggles with decimals, fractions and percentages			
Is unable to plan in advance or manage time wisely			
Is unable to estimate whether a solution is accurate or close for a given problem			
Is unable to estimate the cost of numerous items (e.g., in a shopping basket)			
Is unable to manage a budget			
Has difficulty reading timetables, charts and graphs			
Is unable to locate the place value of a digit in any number			
Incorrectly inserts numbers or symbols into a calculator			
Does not understand commutativity ($8 + 5$ is = to $5 + 8$)			
Is unable to identify and use different approaches to solve a math problem			
Is unable to solve relatively simple math problems mentally (e.g., $7 + 38 - 38 =$)			
Does not understand the concept and practice of multiplying or dividing whole numbers or decimals by 10, 100, 1000			
Lacks abstract reasoning for determining time and orientation			
Forgets sequence, order and/or processes of more complex math procedures			
Uses formulas and procedures without understanding their true function			
Believes that higher level math is impossible to learn			
	A	S	N
Section totals			
Overall Totals			

The observations noted on this checklist were derived from the following sources: (select all that apply)

Student interview	<input type="checkbox"/>	Teacher interview	<input type="checkbox"/>	Teacher's Name	_____
Student observation	<input type="checkbox"/>	Parent interview	<input type="checkbox"/>	Other: <input type="checkbox"/>	_____
Work samples	<input type="checkbox"/>	Benchmarks	<input type="checkbox"/>		_____
CBM	<input type="checkbox"/>	RTI data	<input type="checkbox"/>		_____

References

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