Checklist for Dyscalculia and Maths Learning Difficulties **© Steve Chinn, 2016**

Name ..... dob ..... date .....

Does the learner ..... 1 .. not often 2 .. sometimes 3 .. always

1) Have difficulty counting objects accurately. For example, lacks the ability to make 'one to one correspondence' when counting objects (match the number to the object) or does not organise objects to help monitor counting ☐

2) Find it impossible to 'see' that four randomly arranged objects are 4 without counting (or 3, if a young child) ☐

3) Have little sense of estimation for bigger quantities ☐

4) Reverse the digits in numbers, for example, writes 51 for fifteen or 45 for fifty-four ☐

5) Have difficulty remembering addition facts, which may be revealed by:

a) counting on for addition facts, for example, for 7 + 3, counting on 8, 9, 10 to get the answer, or ☐

b) counting all the numbers when adding, as for 7 + 3 again, count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 ☐

6) Not 'see' immediately that 7 + 5 is the same as 5 + 7 or that 7 x 3 is the same as 3 x 7. ☐

7) Find it difficult to progress from using concrete aids (fingers, blocks, tallies) to using only numbers as symbols ☐

8) Find it much harder to count backwards compared to forwards ☐

9) Find it difficult to count fluently less familiar sequences, such as: 1,3,5,7,9,11…..or 14,24,34,44,54,64…….. ☐

10) Only know the 2x, 5x and 10 multiplication facts. ☐

11) Count on to access the 2x and 5x facts ☐

12) Manages to learn other basic multiplication facts, but then forgets them overnight ☐

13) Make 'big' errors for multiplication facts, such as 6 x 7 = 67

or 6 x 7 = 13 ☐

14) a) Fail to 'see' the relationships between addition and subtraction facts ☐
b) Fail to 'see' the relationships between multiplication and division facts ☐

15) Use lots of tally marks for addition or subtraction problems ☐

16) NOT group the tallies as in the 'gate' (~~𝍸~~) pattern ☐

17) Not understand and use place value knowledge when doing addition and subtraction problems ☐

18) Find it difficult to write numbers which have zeros within them, such as 'four thousand and twenty one' ☐

19) NOT know, and understand the underlying place value concept, how to multiply and divide by 10, 100, 1000 and above ☐

20) Find it difficult to judge whether an answer is right, or nearly right ☐

21) Find estimating impossible for.
a) addition ☐

b) subtraction ☐

c) multiplication ☐

d) division ☐

22) Forget: (these are short-term memory problems)
a) the question asked in mental arithmetic ☐

b) instructions (which can cause the learner to be slow to start work in class) ☐

23) Struggle with mental arithmetic (which can be a working memory problem) ☐

24) 'See' numbers literally and not inter-related, for example, counts from 1 to 9, rather than subtracting 1 away from 10. ☐

25) Have poor skills with money, for example, unable to calculate change from a purchase. ☐

26) Think an item priced at £4.99 is '£4 and a bit' rather than almost £5 (see also Item 21) ☐

27) Prefer to use formulas and procedures (even if difficult to retain in long-term memory), but uses them mechanically without any understanding of how they work ☐

28) Forget mathematical procedures completely or in part, especially as they become more complex, such as 'long' division. ☐

29) Organise written work poorly, for example does not line up columns of numbers properly. ☐

30) Not see and pick up patterns or generalisations, especially ones that are new or challenge consistency, for example that 1/2, 1/3, 1/4, 1/5 is a sequence that is getting smaller. ☐

31) Enter data into a calculator in the incorrect sequence ☐

32) Find clocks and time difficult to read and understand ☐

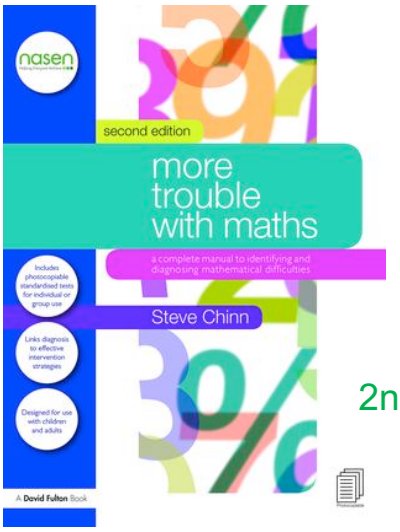
33) Think that algebra is impossible to understand ☐

34) Work slowly, for example, attempt less questions than his/her peers ☐

35) Get very anxious about doing ANY maths ☐

37) Show reluctance to try any maths, especially unfamiliar topics. ☐

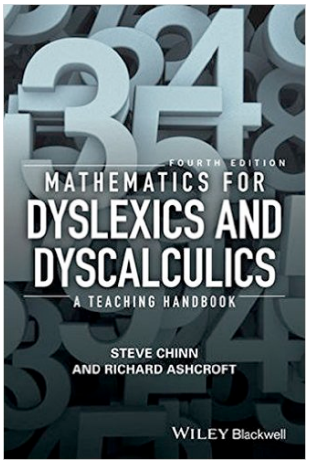
38) Become impulsive, rather than being analytical, when doing maths and rush to get it over with? ☐



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NOTE: The Checklist can also guide the construction of an Individual Intervention Plan.