

Teacher Checklist

Name of Learner:		Establishment:	
D.O.B:		Class Teacher:	
Stage:		Date & Session:	

Scottish Working Definition of Dyscalculia 2022

Dyscalculia can be described as a specific difficulty in understanding number and number processes which persists despite the provision of appropriate learning opportunities. It is distinguishable from other challenges associated with numeracy and mathematics due to the:

- Persistent inability to understand and or retrieve numerical facts from memory
- Use of underdeveloped procedures and processes
- Severity of difficulties with number sense.

Associated difficulties can include:

- Subitising - immediately recognising quantity without counting
- Estimating
- Ordering, sequencing and directionality
- Recognising and understanding number symbols
- How numbers and amounts relate to each other in their representation
- Learning and recalling basic maths facts and processes
- Applying number skills to solve problems
- Everyday tasks involving number e.g. money, time
- Short-term and working memory.

Select her for further information. [Dyscalculia | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

This checklist has been designed to help identify learners who may have difficulties with Numeracy and Mathematics. It should be used as part of a holistic assessment process to identify areas of strengths and development, not as a diagnostic tool.

General Mathematics and Numeracy					
		Often	Sometimes	Rarely / Never	Comments
1	Has a high level of anxiety around maths				
2	Slow when performing calculations in comparison to peers				
3	Lacks confidence in their own answers				
4	Adopts avoidance or diversion tactics during lessons				
5	Is reluctant to ask for help even when he/she does not understand				
6	Dislikes whole group interactive sessions				
7	Finds it difficult to organise written work e.g., columns of numbers not properly lined up				
8	Is easily distracted/overloaded by worksheets with lots of calculations				
9	Uses maths procedures mechanically without understanding				

Subitising					
		Often	Sometimes	Rarely / Never	Comments
1	Unable to recognise small quantities without counting e.g. unable to see that 4 objects is 4				
2	Unable to identify the number of objects by partitioning collections into smaller quantities				
3	Unable to recognise regular dot patterns				
4	Unable to recognise irregular dot patterns				

Counting, ordering, sequencing, and directionality					
		Often	Sometimes	Rarely / Never	Comments
1	Finds it hard to count objects correctly (poor 1-1 correspondence)				
2	Finds it difficult associating numerals and number names with appropriate quantities				
3	Uses fingers to work out simple addition and subtraction calculations				
4	Uses tally marks to aid counting but doesn't group 5				
5	Finds it difficult to move from concrete materials to work in the abstract				
6	Counts from 1 when adding e.g. $6+3$, 1,2,3,4,5,6...7,8,9,				
7	Uses counting on or back by 1 as a default strategy e.g., $6+3$... 7,8,9				
8	Has difficulty ordering numbers				
9	Has difficulty counting backwards compared to forwards				
10	Has to subvocalise numbers when counting by 2 e.g. 1,2,3,4,5,6,7,8...				
11	Finds it difficult to count fluently less familiar sequences e.g. 1,3,5,7,9				
12	Has difficulty recognising, continuing, identifying missing numbers and describing number patterns				
13	Confuses left and right				

Place Value					
		Often	Sometimes	Rarely / Never	Comments
1	Is unable to identify the value of digits				
2	Misreads/writes numbers 36/63				
3	Has difficulty reading and writing numbers that contain zeros as place holders e.g. 4021				
4	Confuses teen and -ty numbers e.g. 13 and 30				
5	Struggles to link knowledge of place value to x by 10,100,1000 etc.				

Recognising and understanding number symbols

		Often	Sometimes	Rarely / Never	Comments
1	Does not recognise the commutative law e.g. $7+5/5+7$, $7 \times 3/3 \times 7$				
2	Does not see the relationship between addition/ subtraction and multiplication/division				
3	Confuses mathematical terms e.g. total, sum, equals				

Estimating

		Often	Sometimes	Rarely / Never	Comments
1	Is unable to estimate answers to simple calculations				
2	Is unable to judge whether an answer is reasonable				
3	Has difficulty estimating measurements e.g. time, distance, volume				

Language of Maths

		Often	Sometimes	Rarely / Never	Comments
1	Finds it difficult to explain his/her thinking				
2	Has sound technical reading skills but fails to understand mathematical language				

Learning and recalling basic maths facts and processes

		Often	Sometimes	Rarely / Never	Comments
1	Has difficulty recalling number bonds from memory e.g. bonds of 10, doubles				
2	Finds it difficult to learn and retain times tables or can only recall the x2, x5 and x10 table facts				
3	Unable to use known table facts to work out other tables e.g. use 2x table to work out 4x table				
4	Uses skip counting to recall facts for times tables e.g. 2, 4, 6, 8...				

Short term and working memory

		Often	Sometimes	Rarely / Never	Comments
1	Forgets the questions asked in mental maths				
2	Loses track of the 'sum' when completing a longer word problem				
3	Forgets previously mastered procedures				
4	Loses place/track when counting				
5	Has difficulty following verbal instructions				

Applying number skills to solve problems					
		Often	Sometimes	Rarely / Never	Comments
1	Difficult to applying number skills to solve problems				
2	Has difficulty interpreting/choosing the right strategy to unpick a word problem				
3	Has difficulty solving problems with 2 or more steps				
4	Has difficulty transferring to different contexts				
5	Finds it difficult to recognise and apply number skills in other areas of the curriculum				

Everyday tasks involving number					
		Often	Sometimes	Rarely / Never	Comments
1	Has difficulties with all aspects of money e.g. confuses value of coins and notes, unable to work out change, doesn't know that £3.99 is nearly £4				
2	Unable to tell the time on an analogue clock.				
3	An inability to manage time in their daily lives e.g. is often late or early				
4	Finds it difficult to read timetables				
5	Confuses the axes on graphs and co-ordinates				

Supporting Information	
Any further information you would like to add:	

You may have ticked several 'yes' boxes – this does not necessarily mean that the learner has dyscalculia. Your responses will contribute towards a range of information which is considered when identifying dyscalculia.