Dyscalculia & Math Processing
Risk Screener

(For Ages 5–Adult — not diagnostic)

Instructions for Parents:
Mark each item:

0 = Not true
1 = Sometimes true
2 = Often true

Note: If your child is older and can now more easily complete some of the tasks asked about below but struggled previously to do so, answer according to wher they previously had difficulties.

Section 1: Early Number Sense (Cardinality & Subitizing)

- ☐ My child must count even 2–3 objects instead of instantly recognizing the quantity.
- ☐ After counting objects, my child recounts because the total doesn't "stick."
- ☐ My child loses track when counting past 20.
- ☐ My child skips numbers or double counts frequently.

Section 2: Magnitude & Comparison

- ☐ My child hesitates when deciding which of two numbers is larger (e.g., 47 vs 52).
- ☐ My child struggles to estimate quantities (e.g., "about how many?").
- ☐ My child has difficulty understanding that 9 is much bigger than 3.
- ☐ My child cannot quickly identify numbers that are "close together" (like 29 and 31).

Section 3: Mental Number Line

- ☐ When placing numbers on a number line (0–100), placements are very inaccurate.
- ☐ My child struggles with concepts like "between," "before," or "after" in number order.
- ☐ My child has difficulty understanding place value (tens vs ones).

Section 4: Part–Whole Understanding

- [ ] My child struggles to break numbers apart (e.g., 8 = 5 + 3).
- [ ] My child relies on counting fingers long after peers have moved on.
- [ ] Math facts do not become automatic despite repetition.
- [ ] My child forgets math facts that were memorized previously.

Section 5: Working Memory & Quantitative Integration

- [ ] Multi-step math problems overwhelm my child quickly.
- [ ] My child loses track of numbers mid-problem.
- [ ] Word problems are especially difficult.
- [ ] My child becomes unusually anxious when working with numbers.

SECTION 6: Long-Term Memory (Math Fact Storage)

- [ ] My child memorizes math facts but forgets them days or weeks later.
- [ ] My child struggles to recall previously learned math concepts.
- [ ] My child must "re-figure out" basic facts each time instead of retrieving them.
- [ ] Spelling or other memory tasks are also difficult.

Why this matters:
Math fluency requires stable storage and retrieval in long-term memory.

SECTION 7: Processing Speed (Fluency)

- [ ] My child understands concepts but works very slowly.
- [ ] Timed math tests significantly reduce my child's performance.
- [ ] Homework/Schoolwork takes much longer than expected even when concepts are understood.
- [ ] My child appears mentally fatigued during math work.

Why this matters:
Slow processing speed makes math feel overwhelming and exhausting.

SECTION 8: Visual Processing & Spatial Organization

- ☐ My child misaligns numbers in columns (e.g., place value errors).
- ☐ My child struggles to copy math problems accurately.
- ☐ My child reverses numbers (e.g., 63 for 36) past early elementary years.
- ☐ Geometry, graphs, or spatial math concepts are especially difficult.
- ☐ My child loses place on the page easily.

Why this matters:
Math is highly spatial — place value, alignment, fractions, graphs all require strong visual processing.

Scoring Guide

Add up your total score.

0–5 points
Math challenges may fall within typical variation but continue monitoring development and provide strong number sense support. An assessment will provide insight but close observation is also prudent.

6–12 points
Indicators of **number sense or math processing weakness** are present.
An assessment and additional support are recommended to gain clarity on needs.

13–20 points
Your child shows **multiple indicators of difficulty with number processing**.
A comprehensive evaluation can help identify the underlying causes and guide appropriate intervention and is strongly recommended.

21+ points
Your child shows **significant indicators of a potential math learning difficulty such as dyscalculia**. A professional evaluation and treatment plan is strongly recommended.

If you marked **“often true” on three or more items**, your child may benefit from a comprehensive evaluation of cognitive and math processing skills.

Interpretation Guidance

If highest scores are in:

Sections 1–3 → Core number sense weakness (possible dyscalculia)

Sections 6–7 → Memory or processing speed weakness

Section 8 → Visual-spatial math weakness

Sections 4–5 → Integration / working memory overload

Often children show a mixed profile.