

LEARNING LINK TECHNOLOGIES

Dyscalculia Symptoms and Test

By Lisa Harp



Educational Therapist
Founder of The Harp Institute and Learning Link Technologies

<http://www.harpinstitute.com>

<http://www.learning-aids.com>

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Dyscalculia Symptoms

Does the student:

- understand math concepts but makes mistakes on easier computation?
- have a difficult time understanding order of operations and basic sequencing?
- mix up and confuse math symbols like +, -, x, = ?
- have a poor sense of direction, easily getting lost or confused?
- become anxious or nervous when asked to do math or algebra?
- transpose numbers, such as write 89 for 98?
- confuse 9's for 6's and 6's for 9's?
- have a difficult time understanding the concept of telling time and the passage of time?
- refuse to write down math steps but tries to do them mentally, which causes mistakes?
- have a difficult time counting backwards?
- prefer to doodle on sides of papers or draw/create instead of do math assignments?
- have a difficult time with sequencing and patterns?
- have a difficult time lining up math problems or produces sloppy pages?
- lose his/her place on multi-step math problems such as long division?
- have problems memorizing math facts, formulas, or steps?
- struggle with fractions and algebra concepts?
- have difficulty in understanding and setting up basic word problems?
- have a difficult time understanding oral directions?

- have organizational problems?
- have a difficult time estimating and gauging distances?
- have a difficult time putting puzzles together?
- have a difficult time switching from one math skill to the next – adding and then going to subtracting?
- fatigues after doing a few math problems

Answering yes to 20% or more of these question may indicate the presence of dyscalculia. Higher percentages could indicate a more acute problem.

Dyscalculia Test

1. Fill in the missing numbers.

3, 6, 9 ____, 15, 18, ____, 24, 27, ____, 33, 36, ____

2. Circle the number in columns 2-5 that match the number in column 1:

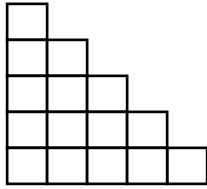
6	9	8	6	5
8	3	5	9	8
9	6	9	0	5
3	5	8	3	2

3. Count backward from 20 and then forward to 50.

4. Circle the figure in the second column that matches the first column :



5. Draw the next two figures in the pattern:



6. Copy the following problem to the right making sure the columns are lined up:

$$\begin{array}{r} 123987 \\ 35520 \\ 2352782 \\ 569 \\ 4789346 \\ + \quad 12 \\ \hline \end{array}$$

7. Do the following word problem. Show the number sentence.

Max, Sam, and Anna were collecting rocks. Max found 5 rocks. Sam found 6 rocks. Anna found 3 rocks. How many rocks did Sam and Max find all together?

8. What does sum mean?

9. How many hours are in a day?

10. How long would it take you to brush your teeth?

- a. three hours b. three minutes c. three seconds

11. $12 + 2 - 3 + 2 =$

12. Count out loud by 4's.

13. How long would a new pencil be?

- a. 12 feet b. 12 inches c. 12 meters

14. Copy the following numbers on the lines below.

6 12 9 6 9 21

15. Add 3 to each number:

7____ 6____ 9____ 5____ 4____

16. Now subtract 2 from each answer from above.

17. Circle all the 6's:

9 6 6 9 6 6 9 9 6 9 6 9 6
6 6 9 6 9 9 6 9 9 6 9 6 9
9 9 6 9 9 6 6 6 9 6 9 6 6

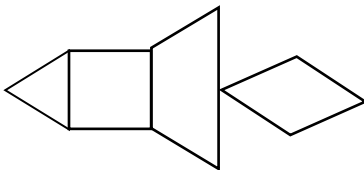
18. Look at the following number sequence. Cover it up and then write it on the line.

6 7 8 3 4 5 _____

19. Repeat the following number sequence back to me:

9 7 4 5 6 2

20. Look at the shape. Cover it up and copy it on the line.



21. Use the symbols to perform the math problems.

$$\text{Red Circle} = +2$$

$$\text{Blue Triangle} = -3$$

$$\text{Green Diamond} = +1$$

$$7 \text{ Red Circle} = \underline{\hspace{2cm}}$$

$$8 \text{ Blue Triangle} = \underline{\hspace{2cm}}$$

$$9 \text{ Green Diamond} = \underline{\hspace{2cm}}$$

$$4 \text{ Green Diamond} = \underline{\hspace{2cm}}$$

$$3 \text{ Blue Triangle} = \underline{\hspace{2cm}}$$

$$2 \text{ Red Circle} = \underline{\hspace{2cm}}$$

Answer Key:

1. Fill in the missing numbers.

3, 6, 9 , 12, 15, 18, 21, 24, 27, 30, 33, 36, 39

2. Match:

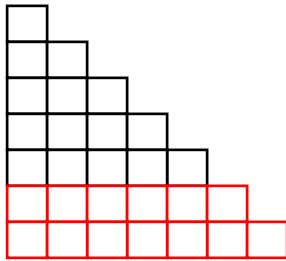
6	9	8	6	5
8	3	5	9	8
9	6	9	0	5
3	5	8	3	2

3. Count backward from 20 and then forward to 50. **Student is to count backward quickly and easily without missing any numbers and then easily switch to counting to 50 without missing any numbers.**

4. Match:



5. Draw the next two figures in the pattern:



6. Copy the following problem to the right making sure the columns are lined up: **Make sure student copies the problem with the columns lined up and the numbers in the correct order.**

$$\begin{array}{r} 123987 \\ 35520 \\ 2352782 \\ 569 \\ 4789346 \\ + \quad 12 \\ \hline \end{array}$$

7. Do the following word problem. Show the number sentence.

Max, Sam, and Anna were collecting rocks. Max found 5 rocks. Sam found 6 rocks. Anna found 3 rocks. How many rocks did Sam and Max find all together?

$$5 + 6 = 11 \quad 11 \text{ rocks}$$

8. What does sum mean? **to add numbers**

9. How many hours are in a day? **24**

10. How long would it take you to brush your teeth?

- a. three hours **(b.) three minutes** c. three seconds

11. $12 + 2 - 3 + 2 =$ **13**

Student should be writing steps down: $12 + 2 = 14$

$$14 - 3 = 11$$

$$11 + 2 = 13$$

12. Count out loud by 4's.

4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64

-student should not spend too much time processing this or use fingers to count

13. How long would a new pencil be?

- a. 12 feet **(b.) 12 inches** c. 12 meters

14. Copy the following numbers on the lines below.

6 12 9 6 9 21
____ _____ _____ _____ _____ _____

-make sure student copies the number correctly without transposing

15. Add 3 to each number:

7 10 6 9 9 12 5 8 4 7

16. Now subtract 2 from each answer from above.

8 7 10 6 5

17. Circle all the 6's:

9 (6) (6) 9 (6) (6) 9 9 (6) 9 (6) 9 (6)
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9 9 (6) 9 9 (6) (6) (6) 9 (6) 9 (6) (6)

18. Look at the following number sequence. Cover it up and then write it on the line.

6 7 8 3 4 5

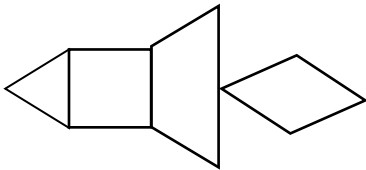
-make sure number sequence is covered and that the student copies it correctly

19. Repeat the following number sequence back to me:

9 7 4 5 6 2

-call out the above number sequence and have the student repeat it back to you. You may not repeat it for the student. The student must have all numbers repeated back correctly for it to count as a correct response.

20. Look at the shape. Cover it up and copy it on the line.



-check that the student was able to copy the shapes in the correct order. The shapes don't have to be precise, but you should be able to recognize the shape.

21. Use the symbols to perform the math problems.

$$\text{Red Circle} = +2$$

$$\text{Blue Triangle} = -3$$

$$\text{Green Diamond} = +1$$

$$7 \text{ Red Circle} = \underline{9}$$

$$8 \text{ Blue Triangle} = \underline{5}$$

$$9 \text{ Green Diamond} = \underline{10}$$

$$4 \text{ Green Diamond} = \underline{5}$$

$$3 \text{ Blue Triangle} = \underline{0}$$

$$2 \text{ Red Circle} = \underline{4}$$

Scoring:

The student should get 16 or more of the answers correct. If the student misses more than 5 of the answers, then this may be an indication of dyscalculia and intervention should take place.

For more information and tools for discovering and treating learning disabilities please go to

<http://www.learning-aids.com>