Dyscalculia Network
Unlocking Numbers

MEI
Because maths matters!

Maths Assessment

How the Maths and Dyscalculia Assessment

helps to provide a focused teaching intervention plan

Rob Jennings

2nd July 2026

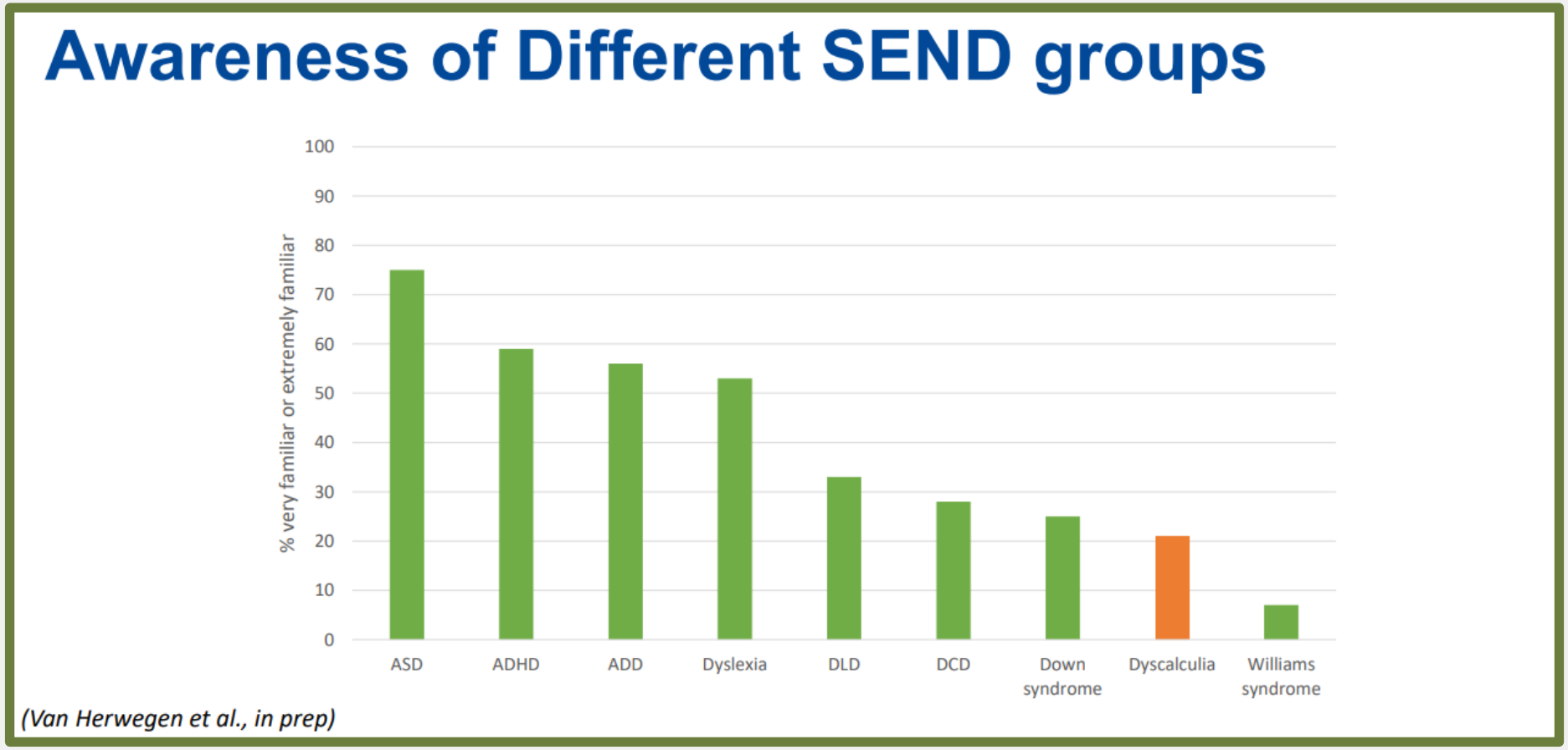
Introduction to The Dyscalculia Network

The Dyscalculia Network CIC is a not-for-profit community interest company, run largely by volunteers to support and advocate for people with Dyscalculia and maths learning difficulties.

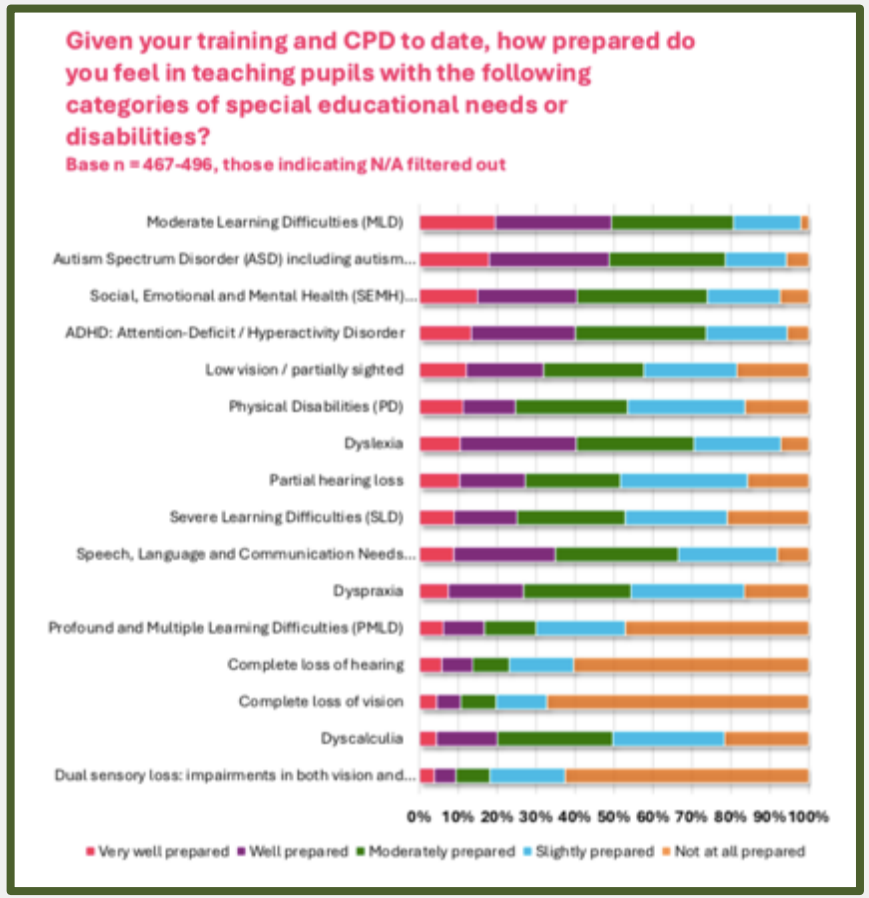
Our work is spread across three areas: educational and workplace support, advocacy, and raising awareness of Dyscalculia and maths learning difficulties across the UK.

We offer Dyscalculia and maths learning difficulty training across the UK to schools and other educational establishments, workplaces, and community services. We provide the UK's only exclusive Dyscalculia specialist assessor and tutor directory We work with adults with Dyscalculia to amplify their voices and raise awareness of this under-researched yet widespread form of neurodivergence.

Awareness of Dyscalculia



Awareness of Dyscalculia

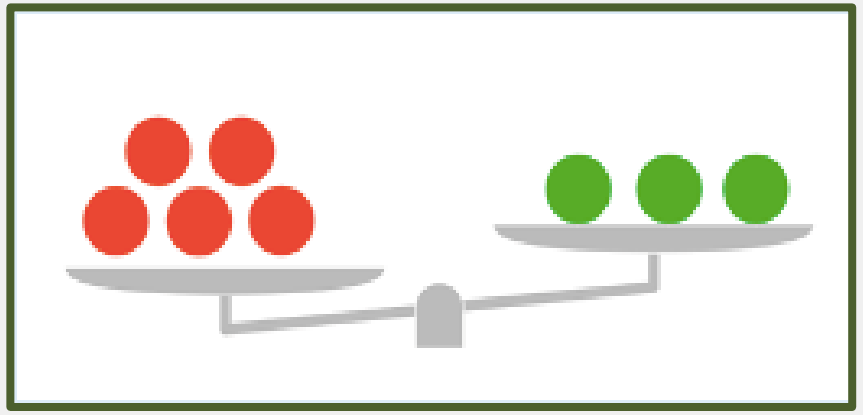


Levels of Teacher Preparedness for teaching SEND Children © Shift Insight SEND Report – December 2025

What is Dyscalculia?

New 2025 SASC Dyscalculia Definition:

Dyscalculia, the most-commonly observed cognitive impairment is a **pronounced** and **persistent** difficulty with:



- **numerical magnitude processing** and **understanding**
  It presents age related difficulties with **naming, ordering** and **comparing physical quantities** and **numbers**
- **estimating**
- **place value**

It occurs across all age ranges, levels of education and abilities

Can occur singly but often occurs with other conditions (“it comes with a friend!”)

Specific Learning Difficulty (SpLD) in Mathematics

A specific learning difficulty in mathematics is a set of processing difficulties that affects the acquisition of arithmetic and other areas of mathematics. (SASC 2025)

A SpLD in mathematics frequently co-occurs with other neurodivergent conditions.

Dyscalculia

Includes a pronounced and persistent difficulty with numerical magnitude processing and understanding that presents in age related difficulties with naming, ordering and comparing physical quantities and numbers, estimating and place value. (SASC 2025)

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SpLD in Mathematics Indicators

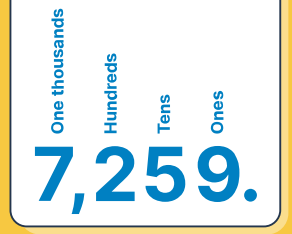
Dyscalculia

Numerical magnitude processing

- **Estimating**

- **Naming, ordering and comparing physical quantities and numbers**

- **Place value**

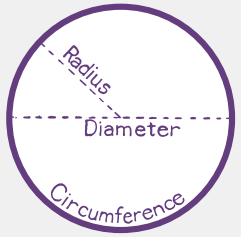


Basic calculations

Flexibility, fluency and mathematical problem solving

Processing speed

Language, including maths-specific vocabulary



Visual and spatial processing

Executive function: working memory, inhibition and task shifting

Phonological awareness seen in younger children

10 Ten

Limited experience of mathematics

Maths anxiety

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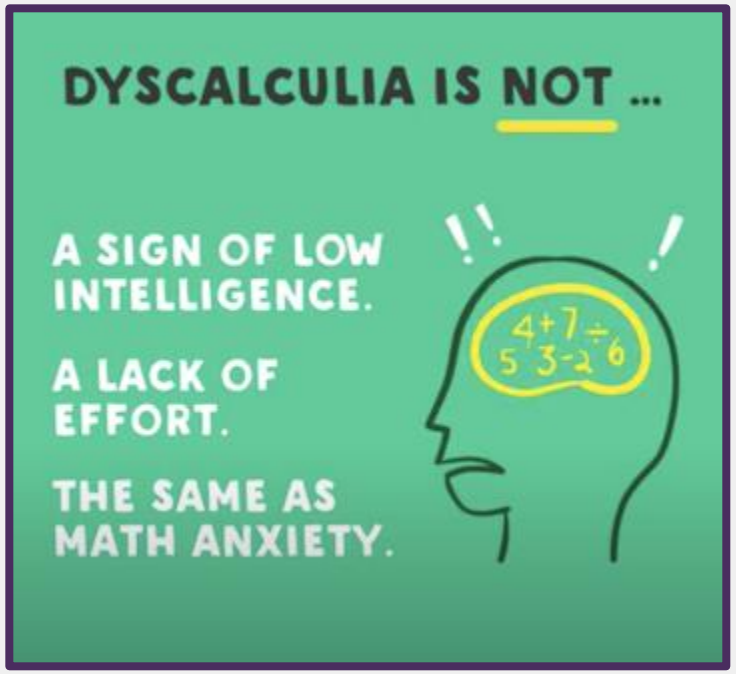
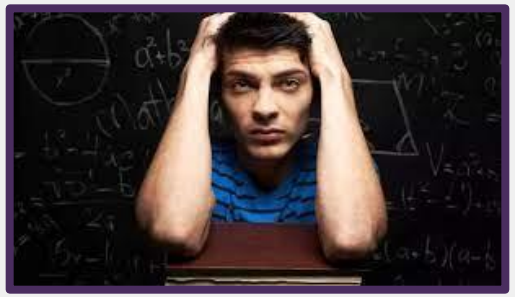
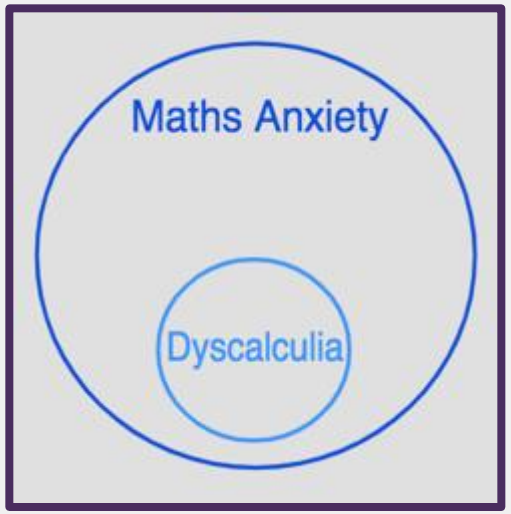
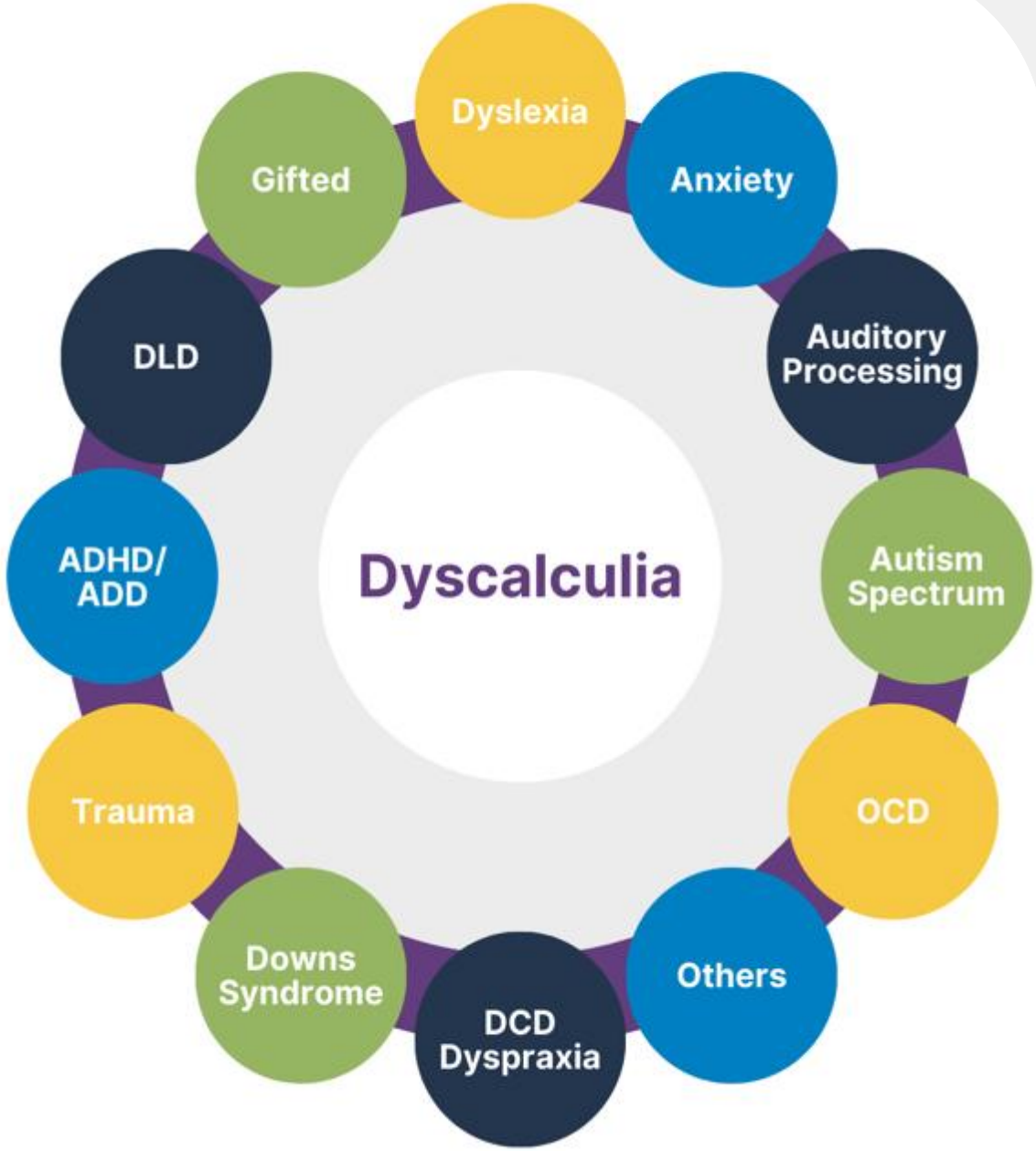
Co-occurrence of Dyscalculia and Maths Anxiety









Website - co-occurrence

What is Co-occurrence?

Maths difficulties are not always caused by dyscalculia and can be caused by many other factors.

However, there can also be some co-occurrence between dyscalculia and other learning differences. 20% to 60% (twenty to sixty percent) of people with dyscalculia also have other learning differences. We say that dyscalculia can 'come with a friend'.

- + Dyslexia
- + DCD / Dyspraxia
- + DLD- Developmental Language Disorder
- + ASD (Autism Spectrum)
- + ADHD -Attention Deficit Hyperactivity Disorder
- + Down Syndrome

- https://dyscalculianetwork.com/co-occurrence/

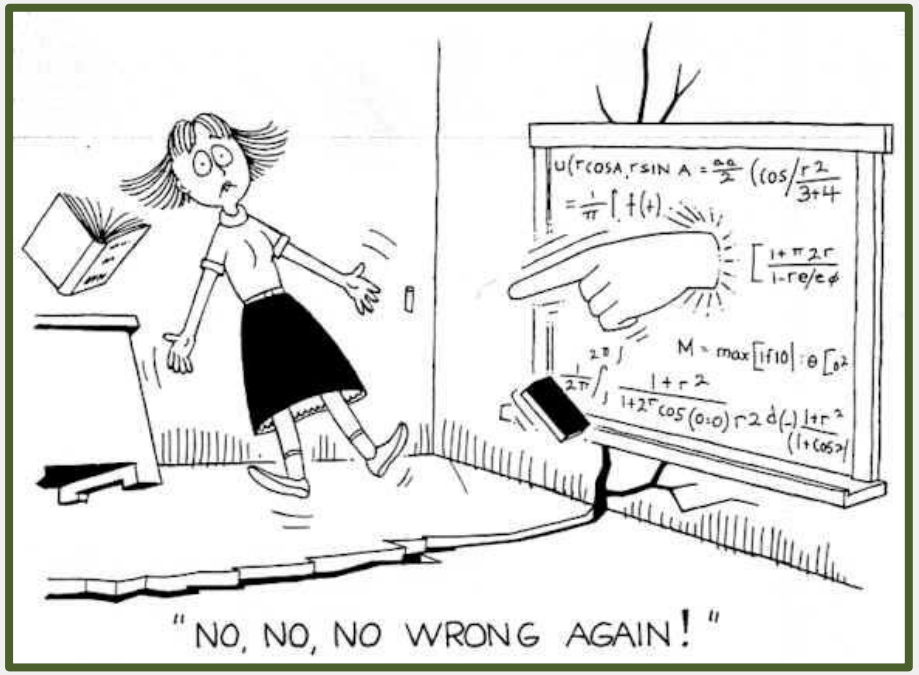
Why can’t some learners ‘do maths’ ?

General Factors -

- Maths is a particularly abstract subject to learn
- Maths is complex involving quantity, language (some of which is unique to maths) and space

The way maths is taught in some schools –

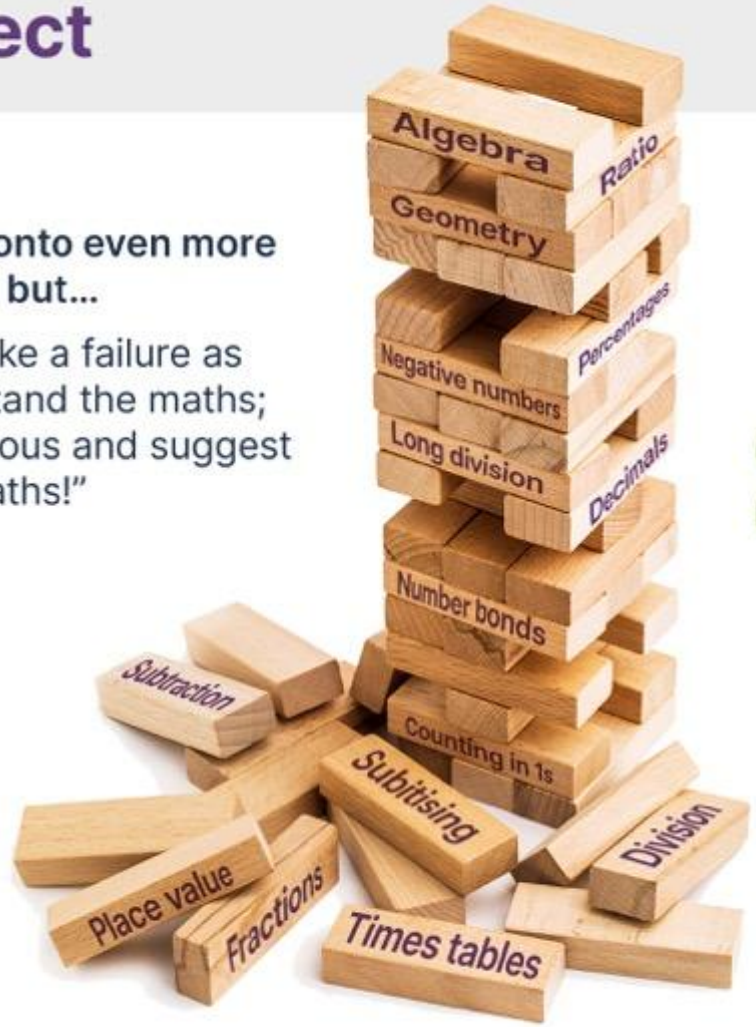
- Too fast
- A lack of concrete resources
- Not enough repetition
- Reliance on rote learning



The Jenga Effect

3 Teaching moves onto even more advanced topics, but...

the learner feels like a failure as they can't understand the maths; they are very anxious and suggest that they "hate maths!"



2 Teaching moves onto the next steps, but...

the learner feels like nothing makes sense and begins to believe they 'can't do maths'

1 The foundations of maths are taught, but..

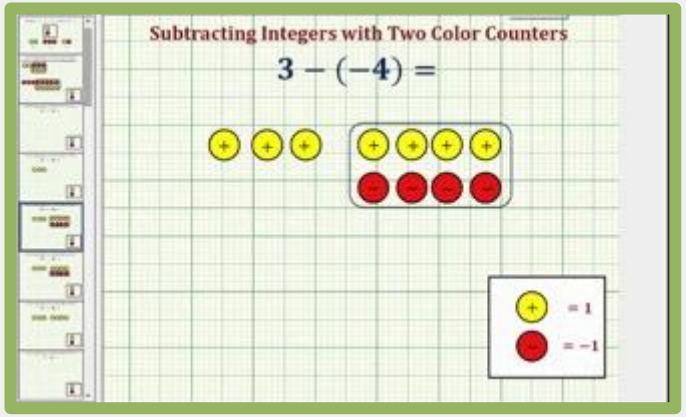
the learner didn't really understand and started to feel a bit wobbly and anxious about maths

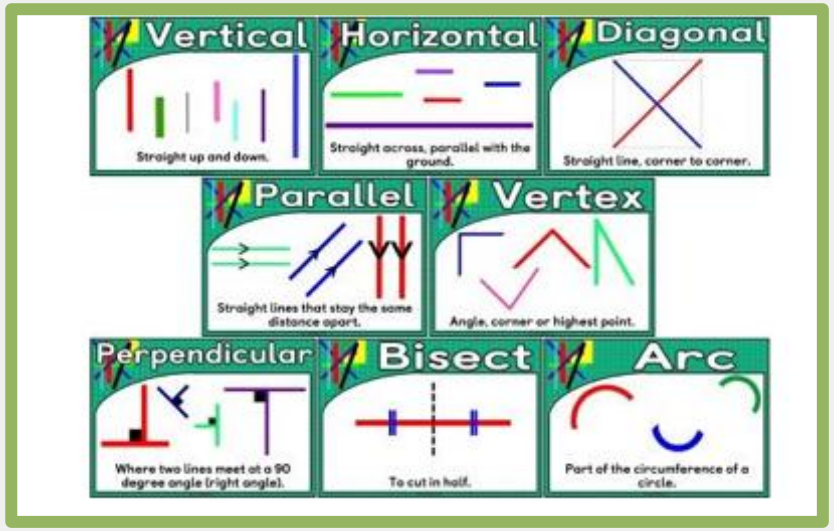
An effective maths intervention should:

- Assess where the learner is in their current knowledge and understanding: **use assessment for learning to identify gaps.**
- Begin intervention early and just before the level of breakdown: **don't be afraid to peel right back to build from what the learner already knows.**
- Use the **Concrete, Pictorial, Visualise, Verbalise, Abstract** approach
- Use a multi-sensory approach: **hands-on manipulatives are helpful.**
- Give handouts/ work that is on the board in advance: **avoid copying from the board.**

An effective maths intervention in a school should:

- Make sure the learner knows they can use any strategy they may find useful: **but it helps to ensure consistent strategies are taught throughout the school**
- Give learners extra time and time to answer: **don't put them on the spot.**
- Ensure the learner understands the vocabulary: **explicitly teach maths vocabulary.**
- Encourage maths talk: **this ensures we spot and challenge misconceptions.**





https://www.instantdisplay.co.uk/shapespacemeasures.html

An effective maths intervention in a school should:

- Differentiate class work; **work needs to always be accessible for the learner.**
- Give differentiated homework: **preferably not online.**
- Make sure the learner has access arrangements in place: **access arrangements can be given just for maths difficulties and make sure they are used for all tests.**
- Praise and celebrate each success: **praise is the key to developing confidence.**

Supporting at school:

Intervention – Top Tips

- + Dyscalculic learners in Primary Schools
- + Dyscalculic learners in Secondary Schools
- + Dyscalculic learners in Further Education

https://dyscalculianetwork.com/dyscalculia-for-educators/

Assessment of maths difficulties

Key Steps

The Assessment Process

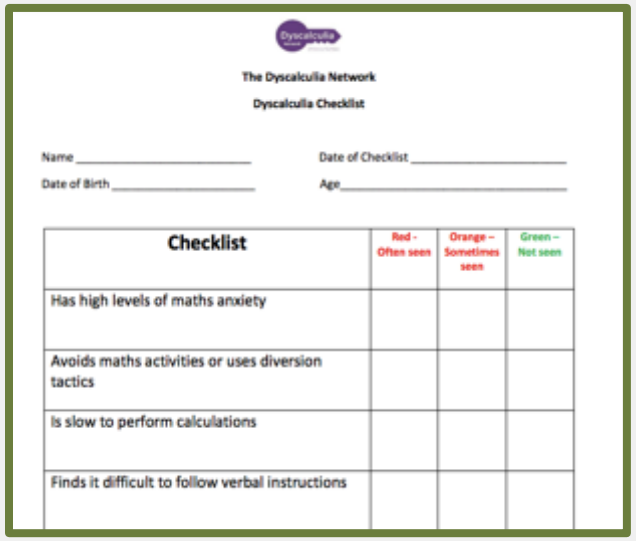
- An educator identifies that a pupil is struggling with maths
- The **assess plan, do, review** cycle begins - the educator and/or colleagues carry out an **assessment for intervention** to find out where the pupil is getting stuck, and support is put in place within the classroom
- On review, the learner is not making expected progress – a **checklist or screener** is used to gather more evidence along with conversations with colleagues, parents and the pupil
- **Plan, do, review** cycle continues – small group intervention may be put in place
- On review, the learner is still not making expected progress – a **diagnostic assessment** is recommended
- Following assessment, **targeted 1:1 with specialist maths teaching support** begins – (funding)

Assessment - Gathering Evidence

A checklist or a screener can help educators to informally identify children or young adults who may have difficulties with maths or dyscalculia.

The are intended as guides NOT as diagnostic tools.

Our free dyscalculia checklist can be downloaded from our website.



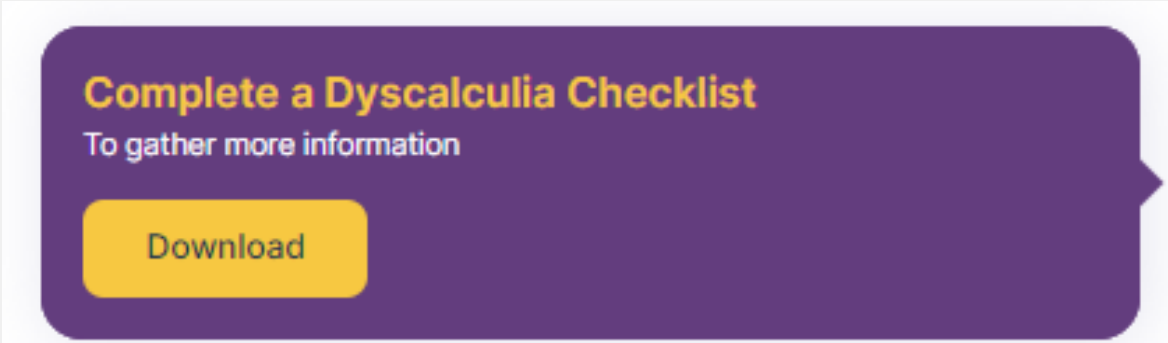
The Dyscalculia Network

Dyscalculia Checklist

Name _____ Date of Checklist _____

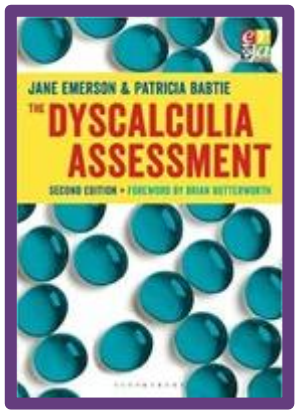
Date of Birth _____ Age _____

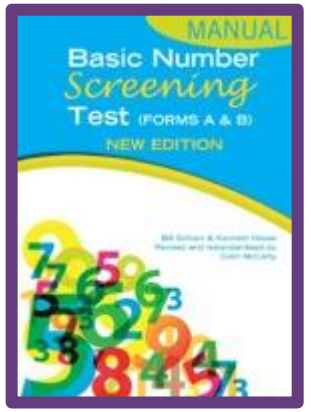
Checklist	Red - Often seen	Orange – Sometimes seen	Green – Not seen
Has high levels of maths anxiety			
Avoids maths activities or uses diversion tactics			
Is slow to perform calculations			
Finds it difficult to follow verbal instructions			

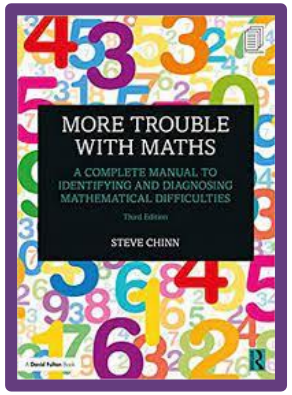


Screener Assessments

- SNAP maths
- Basic Number Screening Test
- Dynamo maths Developmental Dyscalculia Assessment
- IDL Dyscalculia Screener
- GL Dyscalculia Screener
- More Trouble with Maths -15 Minute Test
- The Maths and Dyscalculia Assessment (MDA)







Who can diagnose dyscalculia?

An Educational Psychologist

Looking for profile of strengths and challenges

with a list of recommendations for teaching

- Cognitive Profile
- Literacy skills (reading, writing and spelling)
- Maths confidence
- Order of testing (maths tests at end of a long day for Learner)

Who can diagnose dyscalculia?

Level 7 accredited Dyscalculia Assessor (APC)

Looking for profile of strengths and challenges

with a list of recommendations for teaching

- Cognitive profile
- Specialist maths knowledge
- Often teachers of maths difficulties
- Dyscalculia Network postcode finder on website

Getting a diagnosis … Job done?

Assessment for teaching Intervention

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Does it really matter if a pupil is dyscalculia or poor at maths?

* Tony Atwood of The Dyscalculia Centre says:

'… That seems to me like an important question because for many people the origin of their problem doesn't matter at all. What matters is how the individual can get help to become better at maths. Also recognising that just because an Educational Psychologist announces that a person is dyscalculic that doesn't affect the individual unless something else happens'.

* It is worth noting that as children become young adults a dyscalculia diagnosis can make them feel there is a 'reason' for their difficulty and can help them not to feel they are stupid. Lots of adults say they feel better once they know the have a diagnosis and they are not alone with their struggles with maths.

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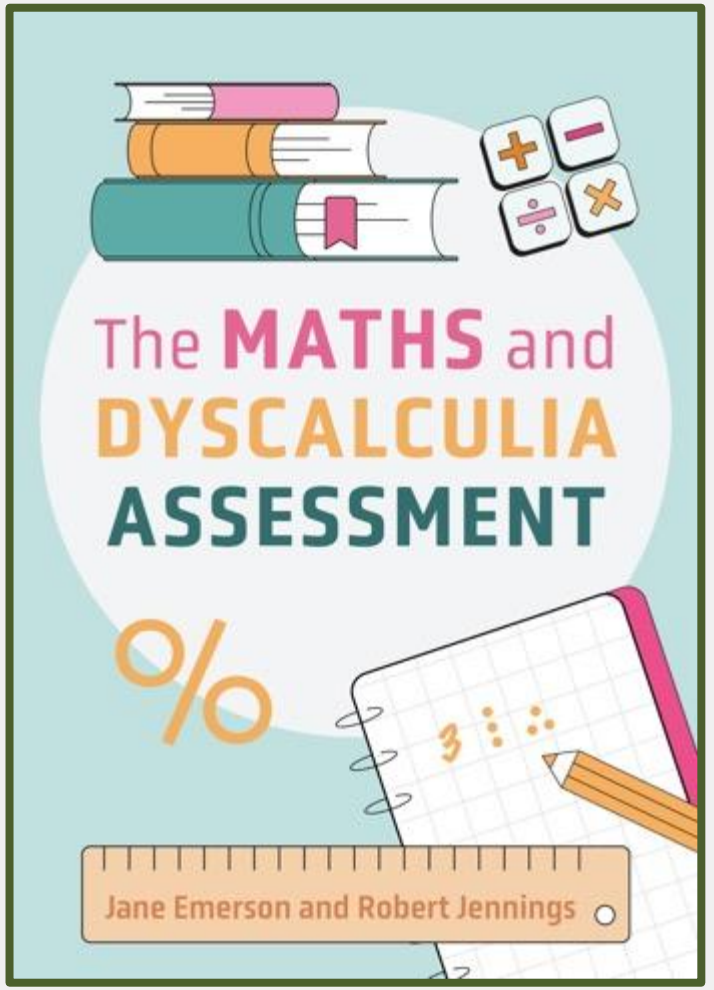
Assessment for Intervention: The MDA

The Maths and Dyscalculia Assessment

- Test Scores are not enough!
- The Learners speed of working
- Attitude to learning in general and specifically about maths
- Their knowledge and understanding of maths
- We need qualitative information (how) on the Key Foundation areas

  including the strategies employed when tackling questions

To build a profile of the child's strengths and challenges



Assessment for Intervention: The MDA

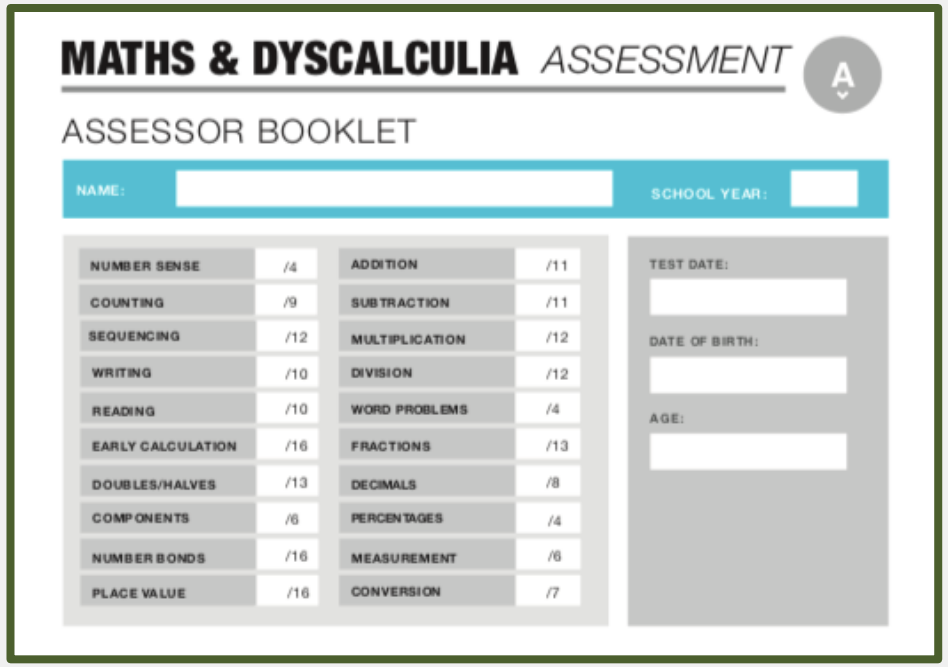
The Maths and Dyscalculia Assessment

- Two tests A & B to measure effectiveness of teaching intervention after 6 months
- Open Tests
- Clear and easy-to-use format
- Measures accuracy and speed of working
- No time pressure on learner to complete quickly
- Broken down into sections of key foundation maths
- Questions graduated in order of difficulty

Key Foundation Areas for Intervention:

- Number Sense: Magnitude Comparison, Counting and Subitising
- Place Value
- Early Calculation: Number Components, Bonds, Doubling and Halving
- Four Operations:

  addition, subtraction, multiplication and division
- Word Problems
- Fractions, Decimals and Percentages
- Measurement



MATHS & DYSCALCULIA ASSESSMENT A

ASSESSOR BOOKLET

NAME: SCHOOL YEAR:

NUMBER SENSE	/4	ADDITION	/11
COUNTING	/9	SUBTRACTION	/11
SEQUENCING	/12	MULTIPLICATION	/12
WRITING	/10	DIVISION	/12
READING	/10	WORD PROBLEMS	/4
EARLY CALCULATION	/16	FRACTIONS	/13
DOUBLES/HALVES	/13	DECIMALS	/8
COMPONENTS	/6	PERCENTAGES	/4
NUMBER BONDS	/16	MEASUREMENT	/6
PLACE VALUE	/16	CONVERSION	/7

TEST DATE:

DATE OF BIRTH:

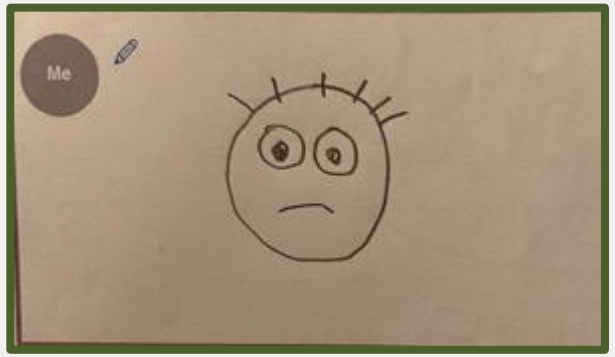
AGE:

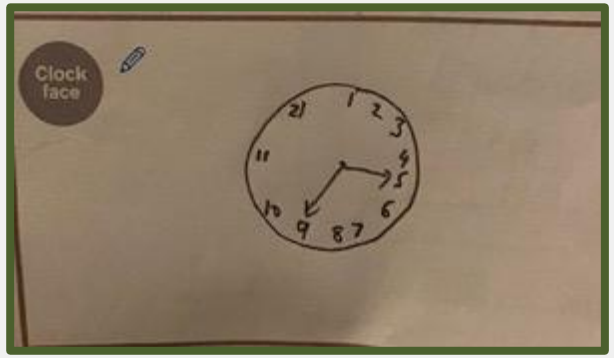
Beginning to use the MDA

- **Draw Pictures:**

- We find that getting the person being assessed to draw a picture of:
- Themselves
- A clock face

- **Reduce Maths Anxiety, develop teacher pupil relationship and build trust**

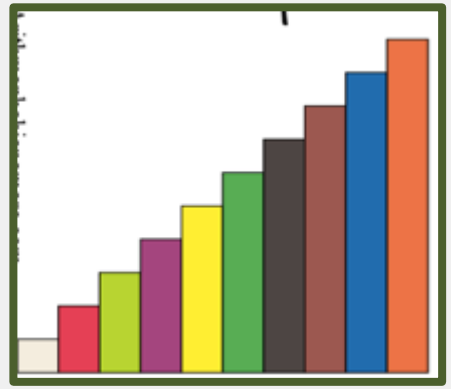




Counting

- Counting forms the basis for all calculations, it should be fluent without undue hesitation or pauses. The person should be able to count on from any number.
- Pupils with weak auditory and/or auditory sequential memory may have difficulty in counting in the correct order forward in ones to ten.
- **Counting forward orally**

- Ones (from 1 to 20)/ Tens (from 10 to 100 & from 100 to 200)/ Fives (from 5 to 50)/ Twos (from 2 to 20)



- **Counting in tens: … 70, 80, 90, 20. (‘Teen’/ ‘Ty’ number confusion)**

- **Counting Backwards orally**
- Counting backwards will help understand the relative size of a number. As to count backwards the numbers will ‘decrease’.
- Many pupils with working memory weaknesses will have difficulty counting backwards from 10 or any number in the counting sequence, due to a limitation of their rote and working memory. They will need to fix the last digit in their memory and reduce the number by one (calculation) before saying it out loud.

Sequences

- Sequencing refers to our ability to perceive items in a specific order and to remember that sequence. This is the number equivalent to non-verbal reasoning.
- In this assessment we will investigate what numbers come **'before**' and **'after'** a given number. This will highlight issues with place value and if the pupil has specific issues moving up or backwards with number patterns.

- **Orally**
- E.g. What number comes immediately *before* 60?

- **Written**
- E.g. What number comes immediately *after* 199?

Doubling/ Halving

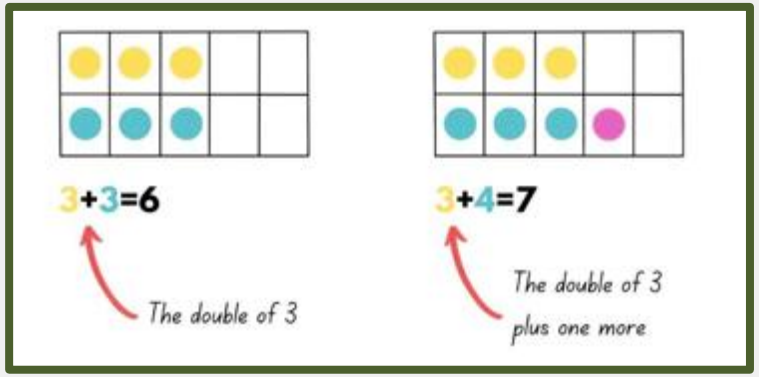
A **double** is a number that is added to itself to obtain another number e.g. 2 + 2 = 4

- Check definition understanding and recall of double facts
- Start with single digits and move to higher doubles – both verbally and written
- Near Doubles e.g. 6 + 7 = ?

A **half** is one of two equal parts which equals one whole

- Check definition and understanding of inverse relation to double facts

If 6 + 6 = 12 … what is 12 – 6 ?



Assessing Early Calculations and Number Bonds

Recognising quantities and patterns

Counting

Add or subtract 1 or 2

Number Bonds for 10 and to 10

Component parts of numbers e.g. doubles and near doubles

Estimation

Measurement

Problem Solving

Assessing Early Calculations and Number Bonds

Early Calculation

- Add 1 or 2 — Subtract 1 or 2

  7 + 2 = 31 − 2 =

- Language

Number Bonds / Number Components

- Doubles and halves

  4 + 4 = 16 − 8 =

- Bonds for 10 /100 7 + 3 = 60 + ... = 100
- Number components 3 + ... = 7 6 − 4 =

Assessing Place Value

Reading and recording numbers

Component parts of numbers

Ordering and comparing numbers

Adding and subtracting 1, 10, 100 etc

Carrying out calculations

Assessing Place Value

Place Value

- Add 1/ 10/ 100 & 1000 Subtract 1/ 10/ 100 & 1000

  367 + 10 213 − 10

- Identify tens and hundred number

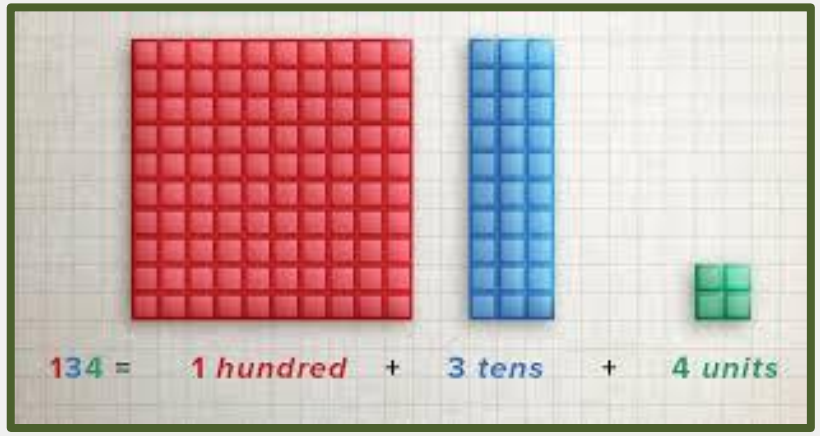
  5 6 → tens number 3 25 → Hundred

- Partition

  1 35 = 100 + 30 + 5

- Calculation

  54 − 50 = 124 − 20 =



MILLIONS			THOUSANDS			UNITS		
Hundreds	Tens	Units	Hundreds	Tens	Units	Hundreds	Tens	Units
H	T	U	H	T	U	H	T	U

Hundreds	Tens	Units

Assessing Four Operations

Ten(s) plus a single digit
10 + 7 / 50 + 4

Adding across a decade boundary
8 + 5 / 67+7

Formal Column Addition
125 + 89

Language of addition and ‘go-to’ strategy choice

Assessing Four Operations

Addition

- Tens plus a number

10 + 6 = 7 +30 =

- Adding across a decade boundary

8 + 5 = 26 + 8 =

- Addition Language

34 plus 26 is Add 23 and 45

- Formal column addition

```
  1 0 5
+ 6 5 7
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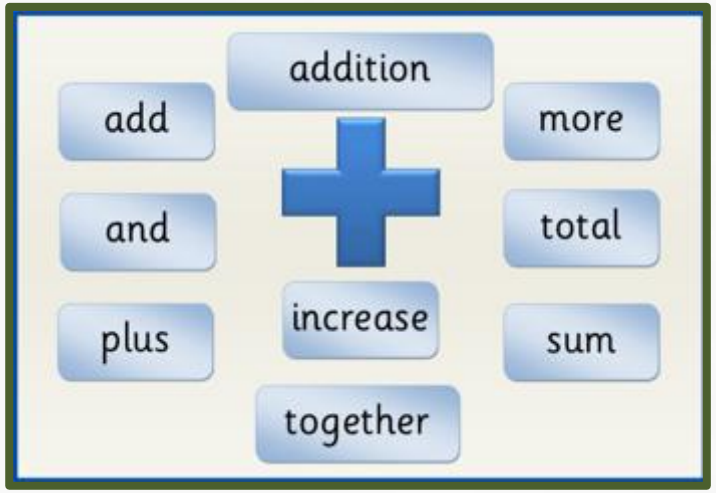
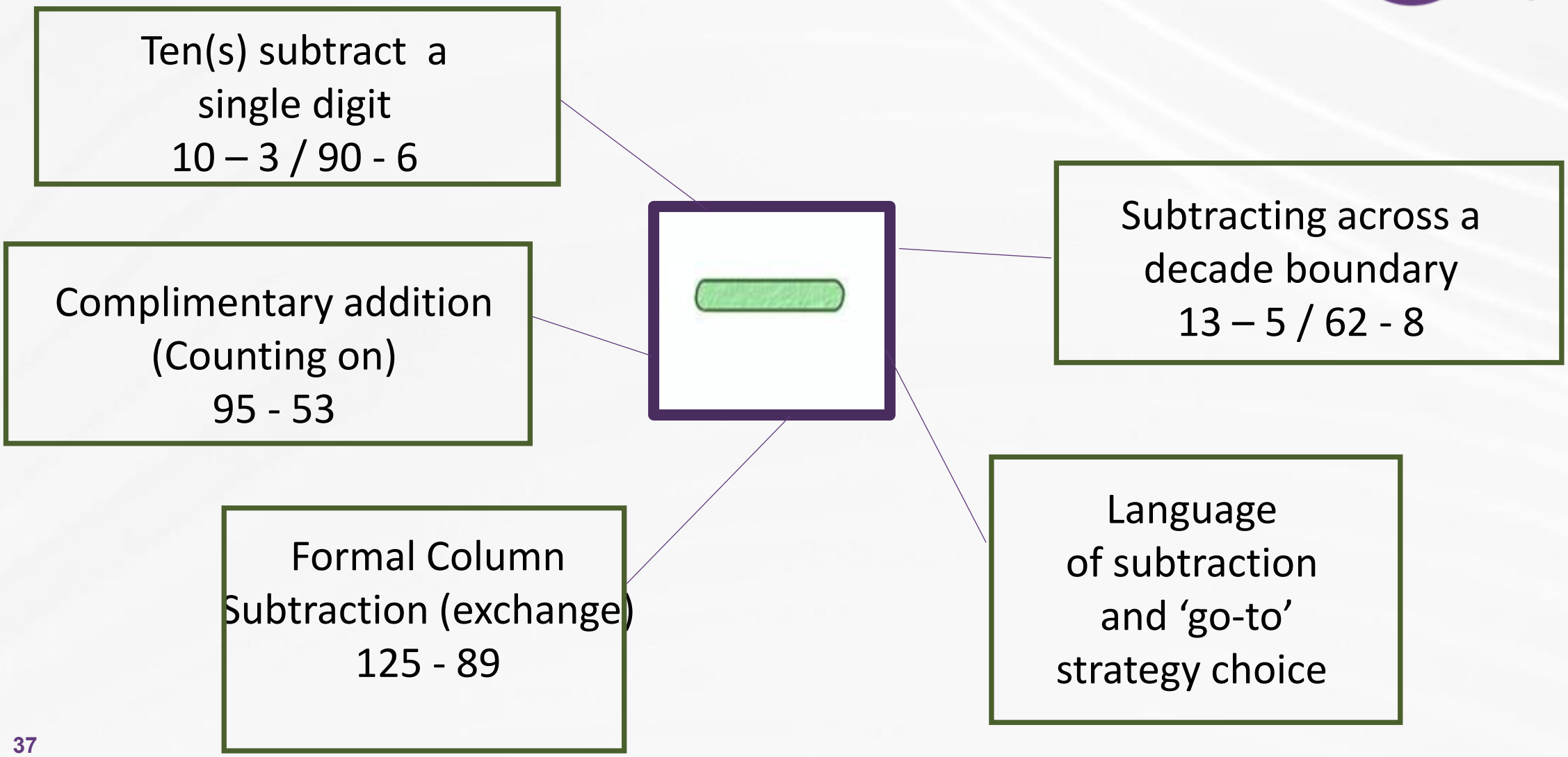


Assessing Four Operations



Assessing Four Operations

Subtraction

- Ten minus a number

10 - 7 = 40 - 4 =

- Subtraction Back across a decade boundary

12 - 5 = 23 - 4 =

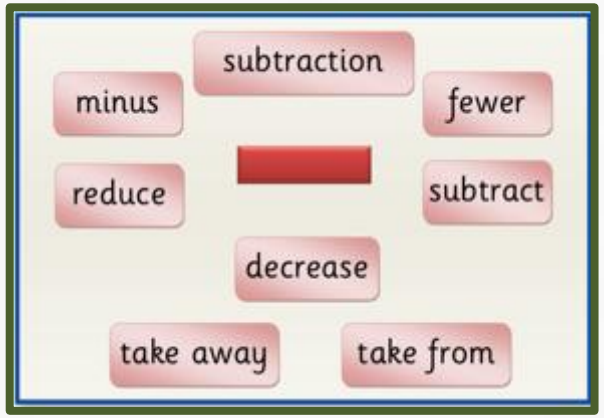
- Language for subtraction

what is the difference between 82 and 47?

- Formal column method for subtraction

$$\begin{array}{r} 27 \\ -\ 13 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 810 \\ -\ 178 \\ \hline \\ \hline \end{array}$$

exchange

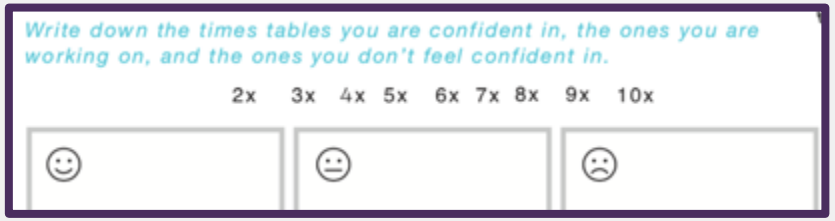


Multiplication and Division

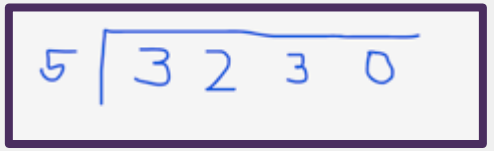
Pupils are often confused by the language of multiplication as they do not understand the difference between 5 times 3 and 3 times 5. May be better to fix in place initially.

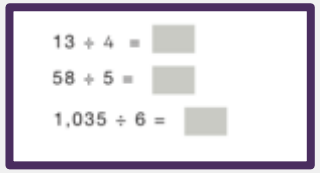
Multiplication questions
e.g. 3 x 5 = ? or 9 x 4 = ?

Times Tables
Ranking into ‘confident’, ‘working on’ and ‘not confident at all’



Formal multiplication (Columns or grid method)
e.g. 12 x 3 = ? or 27 x 15 = ?





Multiplying by 10/ 100/ 1000
e.g. 12 x 10 = ? or 27 x 100 = ?

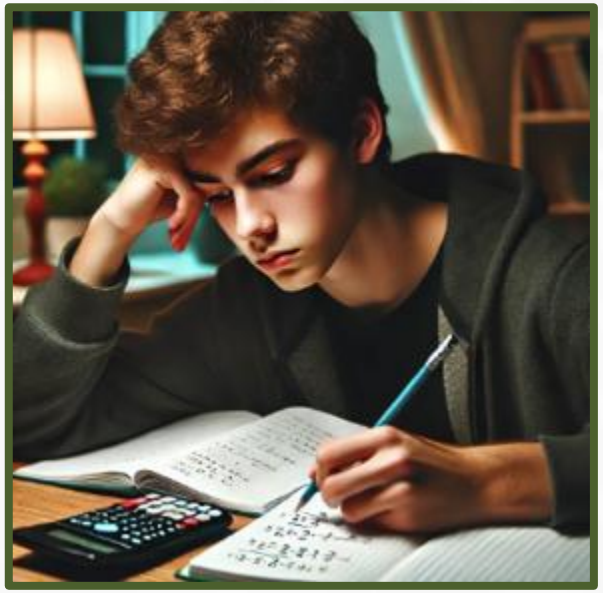
The **concept of division** involves either grouping or sharing a quantity. Many pupils do not realise that division is the inverse of multiplication and should be taught together rather than separately.

Assessing Word Problems

- Ensure **all four operations** are involved
- Reading and comprehension
- Confusion with symbols
- Anxiety and difficulty following steps
- Cognitive overload with multiple steps

- **Read the questions** if the learner cannot access the question

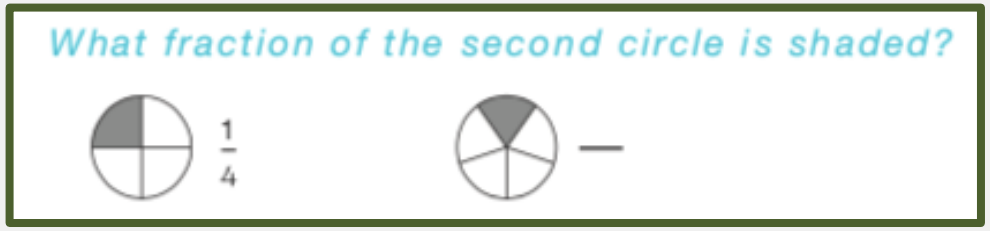
- **Solutions include:**
- ‘numberless word problems’
- Start with familiar ‘fun’ topics
- Small numbers used
- Verbalise the problem and encourage diagrams to reflect it
- Use highlighters to identify key terms and parts of the question
- Use concrete materials to show relationship
- Simple colloquial language

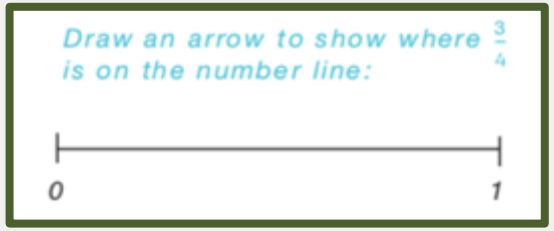


Fractions

Visual Pattern understanding

- Identifying fraction from a given diagram
- Applying fraction onto a number line scale appropriately





Calculating fractions

- Understanding and finding equivalent fractions
- Adding, subtracting, multiplying and dividing fractions
- Understanding of mixed numbers/ Improper fractions
- Converting between them

Fractions of numbers

Decimals and Percentages

This is the opportunity to look at the pupil's understanding of these different concepts.

Place Value - Decimals
- Arranging decimal numbers in order of size

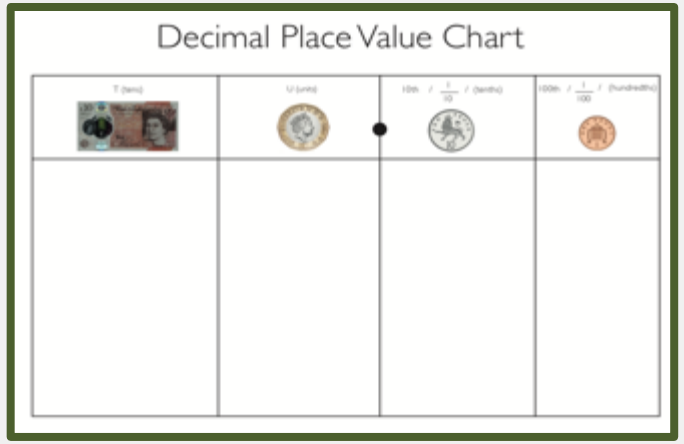
Calculating Decimals
- Adding, subtracting, multiplying and dividing decimal numbers

Recognition of Percentage sign

Definition of a percentage

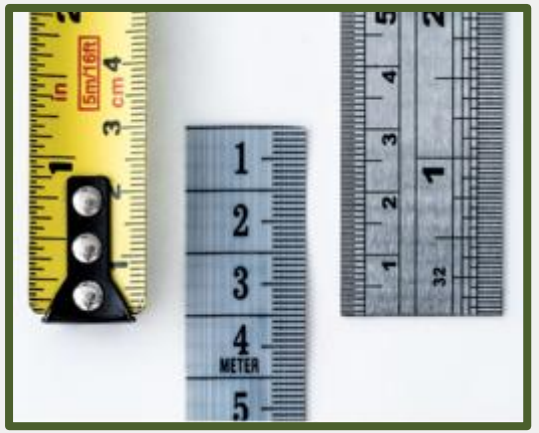
Finding percentages of numbers

Converting between percentages, decimals and fractions



Measurement

This is the opportunity to look at the pupil's understanding of different units of measurement and to compare relative size.



Definition of terms
What does mm, cm and m mean?

Use of a ruler to draw and measure length of a straight line

Comparing different units of measurements to determine longest
Arrange in order of size starting with smallest (6cm, 50mm and 1m)

Additional units of measurement
- Measuring weight
- Liquid
- Time

Summary Report and Teaching Plan

Summary Report and Teaching Plan

Name: John Doe

Date of Assessment: 28-4-24

Number Sense: 2 / 4
Counting: 5 / 9
Sequencing: 6 / 12
Writing: 5 / 10
Reading: 6 / 10
Early Calculation: 12 / 16
Doubles & Halves: 9 / 13
Components: 4 / 6
Number Bonds:6 / 16
Place Value: 6 / 16

Addition: 6 / 11
Subtraction: 2/ 11
Multiplication: 2 / 12
Division: 1 / 12
Word Problems: 1 / 4
Fractions: 2 / 13
Decimals: 1 / 8
Percentages: 1 / 4
Measurement: 2 / 6
Conversion: 0 / 7

TOTAL SCORE: 79 / 200

The assessment was carried out over two periods which lasted one hour in total.

Additional Information:

- John worked incredibly hard over the two sessions of the assessment and tried his best to answer as many questions as possible.
- He lacks confidence in maths and worked at a slow pace throughout. He displayed considerable Maths Anxiety at the outset suggesting: "I don't really like maths at all."
- He had an inefficient left-handed pencil grip which often affected the layout of his work. His writing is very small and he was seen to reverse digits 2, 5 and 7. He said that his hand often ached when he was asked to do too many calculations.
- He used his fingers (under the table) for calculations, where he counted up and back in ones. John did not self-check his work.
- John was not very resilient and would often give-up when attempting a calculation which he found challenging.
- His reading was slow and hesitant which impacted on his understanding of the word problems. He did not draw or model problems visually.
- He suggested that he can never remember the way to tackle problems for subtraction and division. He finds it hard to remember the times tables and when pushed for a quick answer, this makes things worse. He is unable to count backwards and often misses numbers in the sequence, especially for larger numbers around one hundred plus. John prefers to write things down and much prefers written questions than oral ones.
- There is an Educational Psychologist report dated 15.10.2023, which does not provide detail into John's maths abilities. There is also a completed school and family questionnaire which is dated 10.9.2023.

Summary Report and Teaching Plan

Strengths:

- Good understanding of grouping
- Subitising
- Sequencing and identifying what number is positioned just before and after a given number up to 100
- Counting up in ones, twos, fives and tens (up to 100)
- Read and record numbers up to 1000
- Doubles and halving (although he does not always recognise them)
- Components of numbers when adding
- Good understanding and application for column addition, which seems to be his go to strategy
- Understands and can apply 'exchange' for column subtraction.
- Multiplication single digit numbers (times tables)
- Basic fraction understanding using visual prompts
- Recognise Percentage sign
- Able to work hard for short periods of time

Challenges:

- Sequencing numbers above 100
- Counting backwards in tens, fives and twos is a real difficulty
- Counting forward in tens above 100
- Read and record large numbers above 1000
- Calculation technique (he reverts back to counting in ones, often using his fingers, even when just adding two units)
- Does not recognise that can use components for subtraction. EG, 2 + 3 + 5, so 5 – 3 is 2.
- Subtraction is challenging generally as he preferred to draw 6 dots for 6 – 4 question
- Use bonds 10 in TU numbers 15 + 5 … got correct answer but counted in ones.
- Could not extend bonds knowledge to hundred. 70 + __ = 100, he drew 30 dots!
- Place value … even for addition questions she used column addition. He is not able to partition a number… 325 = 300 + 20 + 5 to show value of each digit
- Formal column addition tends to be overused … 78 + 5 for example, was put into columns. Occasionally he 'carries' the wrong digit into next column… 5 + 7 for example, he recorded 1 and carried 2 into next column
- Column subtraction, where he confused what was being subtracted. For example, 64 – 18 he recorded as 54 and 0 – 8 was recorded as 8.
- Does not apply bonds 10 facts for subtraction.
- Formal double-digit multiplication
- Multiplying and dividing by 10/100/1000
- Language of maths… 'does subtract mean the same as divide?'
- Division with remainder

Recommendations of Teaching Topics:

- It is important to peel back and address the important foundation area of Maths. John would benefit from working using visual techniques and the use of concrete materials to consolidate the learning.
- Maths Language Focus
- Correct number Formation using the right-hand-side margin
- Components of Numbers 1 to 9 using dice patterns. The dice patterns will provide a visual hook to retain what numbers are made up of. This can also be used to introduce equations for addition and subtraction.
- Rainbow Number Bonds for 10 (Reasoning) and encourage the application of these facts.

RE-ASSESSMENT DATE: From 1st November 2024

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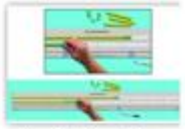
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Thank you!

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