Dyscalculia Screening Checklist

Signs of Dyscalculia by Age

A Parent & Teacher Guide

Dyscalculia is a specific learning difficulty that affects the understanding and processing of numbers and mathematical concepts. Children with dyscalculia often struggle with number sense, place value, memorizing math facts, mental math, procedural calculations, sequencing, and understanding mathematical relationships.

This checklist was designed to help parents, teachers, tutors, and homeschoolers recognize possible warning signs of dyscalculia at different ages.

A checklist is not a diagnosis. Many children may occasionally show one or two of these signs. However, when several difficulties occur consistently over time and interfere with learning, further assessment and intervention may be beneficial.

Preschool and Kindergarten

Children with early signs of dyscalculia may:

- Struggle to learn to count in order
- Skip numbers while counting
- Have difficulty counting objects accurately
- Forget number names easily
- Struggle to recognize written numbers
- Confuse numbers that look similar
- Have difficulty understanding “more” and “less”
- Struggle to compare quantities
- Have trouble learning days of the week or sequences
- Struggle to recognize patterns
- Have difficulty learning simple number rhymes or counting songs
- Use fingers excessively for very small calculations
- Struggle to understand that numbers represent quantities
- Have difficulty estimating small groups of objects
- Become frustrated during counting activities

1st–2nd Grade

Children in the early elementary years may:

- Count slowly compared to peers
- Struggle with backward counting
- Have difficulty counting in 2s, 5s, or 10s
- Forget math facts repeatedly despite practice
- Rely heavily on fingers for calculations
- Struggle to understand place value
- Reverse numbers when writing them
- Confuse operational signs such as +, −, ×, and ÷
- Struggle with simple mental math
- Lose track during multi-step calculations
- Have difficulty understanding tens and ones
- Struggle to compare numbers accurately
- Have trouble estimating answers
- Struggle to tell time
- Have difficulty counting money
- Become anxious during math activities
- Work much more slowly than classmates

3rd–4th Grade

At this stage, difficulties often become more noticeable because mathematics becomes increasingly procedural.

Possible signs include:

- Difficulty memorizing multiplication tables
- Difficulty applying multiplication facts procedurally
- Struggling with long addition and subtraction
- Difficulty borrowing across multiple columns
- Difficulty understanding regrouping
- Weak understanding of place value and value
- Writing numbers incorrectly (for example, 69,007 as 6907)
- Difficulty with multi-step procedures

- Losing place during calculations
- Difficulty with long division
- Difficulty understanding fractions
- Difficulty understanding equivalent fractions
- Struggling to estimate answers reasonably
- Difficulty solving word problems
- Confusing procedural steps
- Working very slowly during math tasks
- Becoming emotionally overwhelmed during mathematics

5th–6th Grade

Older elementary students may:

- Continue relying on immature counting strategies
- Struggle to automate basic math facts
- Have difficulty with fractions, decimals, and percentages
- Struggle with procedural mathematics
- Forget steps in long division or multiplication
- Have difficulty estimating answers
- Struggle to apply previously learned skills independently
- Have difficulty understanding ratios and proportions
- Struggle with negative numbers and integers
- Avoid mathematics whenever possible
- Experience severe math anxiety
- Require significantly more repetition than peers
- Struggle to transfer skills to new situations
- Have difficulty with time management and sequencing
- Show weak confidence in mathematics despite effort

Teenagers and High School Students

Teenagers with dyscalculia may:

- Continue struggling with mental math
- Have difficulty understanding algebraic procedures
- Struggle with formulas and equations

- Forget procedural steps easily
- Avoid advanced mathematics courses
- Have difficulty estimating distances, time, or quantities
- Struggle with budgeting or financial calculations
- Have difficulty interpreting graphs and data
- Take much longer to complete math assignments
- Experience ongoing math anxiety and low confidence
- Struggle to explain mathematical reasoning
- Depend heavily on calculators for basic calculations
- Continue making place value or procedural errors

Common Dyscalculia Characteristics Across Ages

Many learners with dyscalculia also show:

- Weak working memory
- Weak processing speed
- Difficulty following sequences
- Difficulty remembering procedures
- Weak visual-spatial processing
- Difficulty organizing information
- Trouble understanding mathematical relationships
- Difficulty transferring learning automatically
- Inconsistent performance in mathematics
- Fatigue during mathematical tasks

When to Seek Help

Parents and teachers may want to seek further support when:

- Difficulties persist despite practice and repetition
- Math struggles are significantly below age expectations
- The child becomes highly anxious or emotional during math
- The child avoids mathematics whenever possible
- Difficulties interfere with everyday functioning or school progress
- Multiple warning signs occur together consistently over time

Early intervention is important. With the right support, many children with dyscalculia can make substantial progress in mathematical understanding, confidence, and procedural fluency.

About Edublox Online Tutor

Edublox Online Tutor provides individualized online intervention for learners with dyslexia, dyscalculia, and other learning difficulties. The program integrates cognitive skill development with structured academic intervention to help students strengthen foundational learning skills and mathematical understanding.