

Appendix 4: The Dyscalculia Assessment Summary Numeracy Profile

Name _____ Date of birth _____

Date of assessment _____ Age at assessment _____

NUMBER SENSE AND COUNTING

- Subitising
- Estimating
 - up to 10
 - more than 10
- Counting forwards
 - in 1s
 - in 10s
 - in 5s
 - in 2s
- Counting backwards
 - in 1s
 - in 10s
 - in 5s
 - in 2s
- Reading
 - two-digit numbers (TU)
 - larger numbers
- Writing
 - two-digit numbers (TU)
 - larger numbers

CALCULATION

- Addition +1, +2
 - one more +1
 - two more +2
- Subtract -1, -2
 - one less -1
 - two less -2
- Dot patterns 1-6
- Doubles
 - up to 10
 - up to 20
- Near doubles
 - up to 10
 - up to 20
- Bonds of ten
 - addition
 - subtraction
- Number bonds 1-9
 - addition
 - subtraction
- Bonds of tens
 - addition (e.g. $47 + ? = 50$)
 - subtraction (e.g. $70 - 6 = ?$)
- Bonds multiples of 10
 - addition (e.g. $30 + ? = 100$)
 - subtraction (e.g. $100 - 80 = ?$)

PLACE VALUE

- Principle of exchange
- 10 plus a single digit/Tens plus
 - 10 plus a single digit (10+ n)
 - tens plus a single digit (20 + n)
- Bridging
 - units + units (e.g. 8 + 5)
 - tens + units (e.g. 34 + 7)
- Place value HTU
 - same units subtraction (e.g. 36 - 6)
- Addition +10
 - ten more
- Subtraction -10
 - minus ten
- Subtraction strategies
 - doubles
 - bridging back
 - counting on (shopkeeper's method)

MULTIPLICATION AND DIVISION

- Multiplication
 - demonstration of meaning
- Key tables:
 - x5 x10
- Other tables:
 - x2 x4 x6 x8
 - x3 x7 x9
- Division
 - grouping concept
 - sharing concept

WORD PROBLEMS

- addition
- subtraction
- multiplication
- division

FORMAL WRITTEN NUMERACY

- addition
- subtraction
- multiplication
- long multiplication
- short division