Appendix 4: The Dyscalculia Assessment Summary Numeracy Profile

<table>
<thead>
<tr>
<th>Name ____________________________</th>
<th>Date of birth ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of assessment ____________________________</td>
<td>Age at assessment ____________________________</td>
</tr>
</tbody>
</table>

### 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. 60 + 30 = ?)
  - subtraction (e.g. 90 – 30 = ?)

### 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**
- **Subtraction –10**
- **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**