



Dyscalculia Screener Report

Report Last Updated: 05-04-2026 05:57 PM

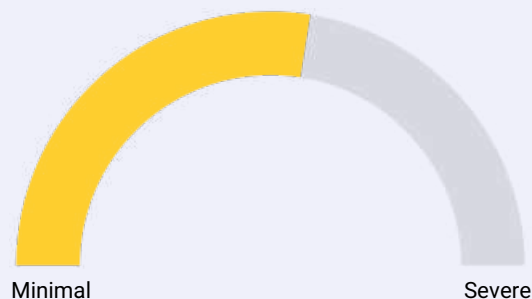


Disclaimer

This screener is not meant to diagnose dyscalculia. The sole function of this tool is to assist in identifying possible characteristics of dyscalculia in a structured manner. Each item on the screener has been validated against a globally well-researched indicator/symptom of dyscalculia. All responses selected as 'Always' and 'Often' must be paid attention to, as it can help establish the specific protocol for comprehensive assessment and remedial support.

ID: [REDACTED]
Gender: Male
Age: 10 Years

Date: Mar 19, 2026
Email: [REDACTED]
Academic level:

55 (Moderate)**Interpretation of total score**

Less than 30: Minimal signs of dyscalculia
31 to 60: Moderate signs of dyscalculia
More than 60: Severe signs of dyscalculia

Screener Completed By:
Self

Overall Dyscalculia Score

[REDACTED] has a score of 55. This indicates presence of some dyscalculia symptoms warranting closer observation. Additional assessment and potentially working with a learning specialist on specific areas for remediation is recommended. Individual areas or skills reported as challenging might require remediation or learning support. The following subtest scores and individual responses indicate issues with:

CLCS: Calculation and Computational Skills

MRWP: Mathematical Reasoning and Word Problems

TASA: Time and Spatial Awareness

Detailed findings

[REDACTED] showed SEVERE risk indicators consistent with dyscalculia type difficulties based on CLCS and MRWP. This is critical and requires urgent attention and remediation.

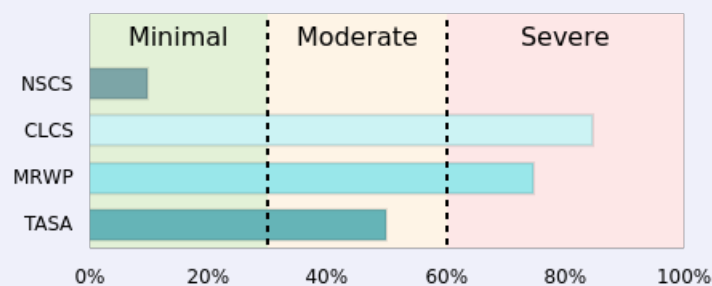
[REDACTED] also has MODERATE risk indicators consistent with dyscalculia type difficulties on TASA. Individual responses should be reviewed for specific support to be provided.

[REDACTED] showed No issues with NSCS.

The bar graph below indicates the severity levels by types of dyscalculia based on the responses.

Dyscalculia Types Performance

All the scores above the line of significance indicate areas of reported difficulties.



NSCS: Number Sense and Counting Skills

CLCS: Calculation and Computational Skills

MRWP: Mathematical Reasoning and Word Problems

TASA: Time and Spatial Awareness

[REDACTED] individual responses indicating issues

[View Responses](#)

Interpretation of Scores

1. **Calculation and Computational Skills: Severe** - [REDACTED] shows significant challenges with basic mathematical operations including simple addition and subtraction errors, difficulty with mental math, trouble remembering multiplication tables, and confusion with multi-step procedures like long division. At age 10 and in 5th grade, these foundational computational skills are essential for academic progress and indicate a need for intensive support in building mathematical fluency.
2. **Mathematical Reasoning and Word Problems: Severe** - He demonstrates substantial difficulty understanding mathematical concepts including ratios, proportions, and logical mathematical arguments. His struggle to identify appropriate operations in word problems and challenges with mathematical reasoning suggest difficulties with the conceptual understanding that underlies mathematical problem-solving, which is critical for his current grade level expectations.
3. **Time and Spatial Awareness: Moderate** - [REDACTED] shows some challenges in this area, particularly with time estimation during activities, directional confusion (mixing up left and right), and difficulty following directions. He also demonstrates challenges understanding geometric shapes and their properties, which can impact both mathematical learning and daily functional skills.

Recommendations

1. Implement a structured, sequential math intervention program that focuses on building computational fluency through systematic practice with basic facts and operations, using concrete manipulatives and visual models before progressing to abstract concepts.
2. Provide explicit instruction in mathematical problem-solving strategies, including teaching him to identify key words, visualize problems through drawings or diagrams, and break multi-step problems into smaller, manageable parts.
3. Use multisensory approaches to teach mathematical concepts, incorporating tactile materials, visual representations, and verbal explanations to strengthen understanding and memory of mathematical procedures.
4. Implement assistive technology tools such as calculators for complex computations while building foundational skills, and consider math software programs that provide immediate feedback and adaptive practice.
5. Establish clear visual schedules and use concrete time-telling tools to support time awareness, and incorporate spatial reasoning activities through hands-on geometry work with physical shapes and building materials.
6. Develop an Individualized Education Program (IEP) or 504 plan with appropriate accommodations including extended time for math assignments, reduced problem sets, and the use of reference sheets for basic facts.
7. Monitor for potential co-occurring conditions such as attention difficulties (ADHD), working memory challenges, or other specific learning disorders that may compound mathematical learning difficulties.

This dyscalculia screener is designed to assess specific mathematical abilities and identify potential indicators of dyscalculia, a learning disability related to math difficulties. Its purpose is to highlight areas where an individual may struggle, indicating a need for further assessment or targeted interventions. Similar to other screeners, a dyscalculia screener serves as an initial tool to identify potential challenges and guide educators and specialists in providing appropriate support and resources. The screener covers the following areas:

1. **NSCS (Number Sense and Counting Skills):** This refers to a foundational understanding of numbers and their relationships, including the ability to count accurately, recognize number patterns, and understand the meaning of quantities.
2. **CLCS (Calculation and Computational Skills):** This involves the capability to perform arithmetic operations effectively and efficiently, including addition, subtraction, multiplication, and division. It also encompasses understanding mathematical symbols and executing calculations accurately.
3. **MRWP (Mathematical Reasoning and Word Problems):** This skill involves applying logical thinking and mathematical principles to solve complex problems presented in verbal or written formats. It includes the ability to interpret and analyze mathematical information within real-world contexts.
4. **TASA (Time and Spatial Awareness):** This pertains to understanding and applying concepts related to time, space, and measurement. It includes skills such as understanding calendars, clocks, distances, and geometric shapes in both two-dimensional and three-dimensional contexts.

Notes:

Clinical Commentary

██████████ profile reveals a clinically important dissociation: his Number Sense and Counting Skills (NSCS) are intact, but both Calculation/Computational Skills (CLCS) and Mathematical Reasoning/Word Problems (MRWP) register Severe, with Time and Spatial Awareness (TASA) at Moderate. This pattern matters. It tells us the foundational number concept layer is solid. ██████████ understands what numbers *are*. The breakdown is happening one level up: in procedural fluency and conceptual application. This is similar to a learner who understands the alphabet perfectly but cannot yet compose sentences. The building blocks exist but the assembly instructions are missing.

The self-completion at age 10 is critical. That ██████████ himself identifies these struggles suggests strong metacognitive awareness which is a genuine asset for intervention responsiveness. It would have been ideal if parent and/or teacher perspective was available for comparison.

The dual severity in CLCS and MRWP at age 10 is urgent. Fifth-grade mathematics is the inflection point where cumulative skill gaps begin compounding exponentially. Without intervention, the gap widens every semester.

Immediate next steps that can start even without a formal dyscalculia diagnostic assessment:

At home, begin daily 10-minute sessions using concrete manipulatives (base-ten blocks, fraction tiles) to rebuild arithmetic fact fluency through touch and see rather than rote memorisation. Use real-world contexts e.g. cooking, shopping, measuring to anchor word problem comprehension in lived experience.

At school, ██████████ needs explicit, systematic math intervention using a CRA (Concrete–Representational–Abstract) progression. Provide a multiplication reference chart to remove the retrieval bottleneck lets him access reasoning he already possesses. Extended time on math tasks and reduced problem sets should be sought if possible.

Additionally, screen for ADHD and working memory difficulties. The CLCS-MRWP pattern with intact NSCS frequently co-occurs with executive functioning weaknesses that amplify procedural breakdowns.

The intact number sense is the leverage point. Building up from there needs to start at the earliest

Apr 5, 2026

Responses

The following items were indicated as 'ALWAYS', 'OFTEN', and 'SOMETIMES' and should be reviewed individually to come up with a targeted remediation plan for [REDACTED]

C **Counting and Computational Skills**

- 1. I can count objects in order to find out how many there are. (Always)
- 2. I can count on from a given number to find out how many more there are. (Always)
- 3. I can count backwards from a given number. (Always)
- 4. I can add two numbers together to find out how many there are in total. (Always)
- 5. I can subtract one number from another to find out how many more there are. (Always)

M **Measurement, Money and Word Problems**

- 6. I can measure objects to find out how long they are. (Always)
- 7. I can compare the length of two objects to find out which one is longer. (Always)
- 8. I can tell the time to the hour. (Always)
- 9. I can tell the time to the half hour. (Always)
- 10. I can tell the time to the quarter hour. (Always)
- 11. I can tell the time to the minute. (Always)
- 12. I can tell the time to the second. (Always)

T **Time and Spatial Awareness**

- 13. I can tell the time to the hour. (Always)
- 14. I can tell the time to the half hour. (Always)
- 15. I can tell the time to the quarter hour. (Always)
- 16. I can tell the time to the minute. (Always)
- 17. I can tell the time to the second. (Always)