

# Dyscalculia/SLD-Math:

## Possible Components of Comprehensive Evaluation

### **Background Information**

- › Birth history, family history, developmental history including speech and language, early educational history, risk factors associated with dyscalculia, early screening and benchmark assessments of numeracy

### **Documentation of Response to Intervention (Rate of Learning)**

- › Instructional response data using reliable and valid progress monitoring measures demonstrating response to increasingly intense interventions and supports provided with fidelity

### **Number Skills (Precursor Skills)**

- › Nonsymbolic magnitude judgment
- › Symbolic magnitude judgment
- › Subitizing
- › Counting (forward, backward, skip counting)
- › Rapid digit naming

### **Math Calculation**

- › Untimed calculation of math problems that gradually increase in difficulty

### **Math Fact Fluency**

- › Accuracy and speed with grade-appropriate math facts (i.e., addition, subtraction, multiplication, division)

### **Math Problem Solving / Quantitative Reasoning**

- › Using reading or listening comprehension and reasoning to set up computations to solve applied problems

### **Mental Computation**

- › The use of working memory and math skill to mentally solve orally presented math problems

### **Math Motivation / Math Anxiety\***

- › Student interview including questions about attitude toward and perceived competency in mathematics
- › Student interview including questions about feelings of anxiety when thinking about having to do math, when studying math, when working calculation or word problems, when taking a math test, when doing math homework, when waiting to receive a math grade, etc.
- › Self-report rating scale that includes attitudes toward school and/or test anxiety (e.g., BASC)

### **Other Areas as Appropriate**

- › Each student referred is entitled to a full and individual evaluation that is sufficiently comprehensive to identify all the student's special education and related service needs. If other disabilities are suspected or already confirmed, additional evaluation tools may be necessary (e.g., cognitive assessment, other academic areas, behavior rating scales, occupational or physical therapy evaluation).