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Sample report

Dyscalculia Test

Neurodevelopmental self-assessment

Prepared for	Date	Questions	Reference
Marco Rossi	**March 1, 2026**	**18**	**00000009**

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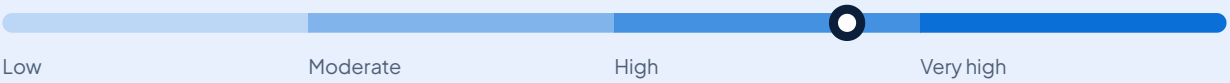
This report is a self-assessment tool. It is not a medical or psychological diagnosis.

Your result

31 / 45

Marked Dyscalculia Indicators

69 % of the maximum score



Your responses show clear difficulties with numbers in several areas of daily life (calculation, money, time, sequences), a pattern often reported by adults with dyscalculia.

What your answers say

Written by Claude (Anthropic) from your answers.

Thank you for taking the time to complete this dyscalculia screening—reflecting on how you experience numbers, calculations, and mathematical reasoning takes genuine self-awareness, and that effort matters. Your overall score of 31 out of 45, or about 69%, suggests that you may encounter some noticeable challenges with math-related tasks in daily life. Please know that whatever patterns emerged here are simply a snapshot of your current experience, not a judgment of your intelligence, capability, or worth. Many people navigate similar difficulties with numbers, and there is nothing to feel ashamed of in seeking to understand your own mind a little better.

Looking at the breakdown, your results show some variation across different areas. Number sense (8) and arithmetic fluency (7) appear to be areas where you might experience more friction—things like quickly estimating quantities, recognizing number relationships, or performing calculations with ease. Math reasoning (16), on the other hand, seems to be a relative area of strength, suggesting that when it comes to logical problem-solving and understanding mathematical concepts more broadly, you may feel more confident. This kind of pattern is common and simply reflects that different cognitive processes contribute to how we work with numbers.

In terms of practical steps, consider incorporating everyday numerical practice into low-pressure moments—estimating grocery totals, playing number-based games, or using apps designed to build fluency gently and progressively. Visual and hands-on tools, such as number lines, physical counters, or color-coded systems, can also make abstract numerical concepts feel more concrete and manageable. Additionally, giving yourself permission to use supports like calculators or written notes for routine calculations isn't a shortcut—it's a smart accommodation that frees up mental energy for the reasoning tasks where you already shine.

This screening is not a diagnostic tool, and it cannot capture the full picture of how your mind works. If these results resonate with your lived experience, reaching out to a qualified professional—such as an educational psychologist or learning specialist—could offer deeper insight and personalized strategies. There is real hope here: understanding how you think is the first step toward finding approaches that work with your strengths, not against them.

Next steps

Pick one or two. Regularity matters more than duration.

Recommendation

Marked Dyscalculia Indicators

Consider an assessment by an educational psychologist or a specialist in learning difficulties. Knowing your profile gives access to suitable support and adjustments.

To talk about it with a professional

Psychologist, therapist, doctor: this report can start the conversation.

- Bring page 2 (result by dimension).
- Note one or two situations that were hard for you lately.
- Say what you would like to change, even vaguely.

This report is a self-assessment tool. It does not replace an assessment by a professional. For a reliable diagnosis, see a neuropsychologist, a psychiatrist or another qualified healthcare professional.

Prepare your appointment

Doctor, psychiatrist, psychologist, neuropsychologist: bring this page. Fill it in a few days before, when examples come to mind.

My key figures

Dyscalculia Test · 31 / 45 (69 %) · Marked Dyscalculia Indicators

Test taken on March 1, 2026 · reference 00000009

Examples from my daily life

Work or studies, home, relationships: two or three concrete situations, with what happened.

Since when?

Was it already there in childhood or adolescence? School reports or a relative's memories can help.

What I would like to change

Even vaguely: what costs you the most energy today.

Questions I can ask

- ☐ Is a full assessment useful in my case, and with whom?
- ☐ How long is the wait, and what can I do in the meantime?
- ☐ Could something else explain this (sleep, stress, thyroid, another condition)?
- ☐ What support exists, at work or in my studies?
- ☐ What should I bring next time?

Your answers

Scale from “Never” to “Almost always”.

#	Question	Your answer	Pts
1	I struggle to recognize numbers quickly (e.g. telling 6 from 9, or 17 from 71)	Sometimes	1
2	Remembering number sequences (phone numbers, codes, dates) is particularly difficult for me	Sometimes	1
3	I have difficulty understanding which of two numbers is larger without counting	Sometimes	1
4	I count on my fingers even for simple additions or subtractions	Sometimes	1
5	I feel anxious or distressed when I have to deal with numbers or maths	Sometimes	1
6	I have difficulty understanding the concept of fractions, percentages or proportions	Sometimes	1
7	Mental arithmetic (e.g. calculating change, tip, or splitting a bill) is very difficult for me	Often	2
8	I often make errors in basic calculations even when using a calculator	Sometimes	1
9	I struggle to understand graphs, charts, or statistical data	Sometimes	1
10	I confuse mathematical symbols or operations (e.g. + with x, or forget whether to add or multiply)	Often	2
11	I have difficulty understanding the passage of time or estimating durations	Sometimes	1
12	I have always performed poorly in maths at school, despite effort	Sometimes	1
13	Handling money, making change, or budgeting is very stressful for me	Sometimes	1
14	I struggle to read a clock or understand timetables and schedules	Sometimes	1
15	I avoid jobs, activities, or situations that involve numbers or maths	Sometimes	1
16	I find it hard to follow numerical instructions (e.g. in recipes, assembly guides, or dosage directions)	Sometimes	1
17	My difficulties with numbers have affected my confidence or career choices	Sometimes	1
18	These difficulties with numbers have been present since childhood, not just recently	Sometimes	1