

Full report

Logan Roberts

Secondary | Maths & dyscalculia

This report explores Logan's maths skills, screening signs and support needs, with practical recommendations for school and home.

Assessment completed on **15/09/26**

Knowledge is power



In this report

Results, insights and practical support for Logan.



Results

Scores are shown with their assessment dates, score ranks, percentile ranks and confidence intervals.



Insights

The level of need describes the amount of support Logan may require. The screening indicators are explained separately, alongside strengths and areas of difficulty.



How to support

Recommendations are grouped for the classroom, extra support and home. Choose priorities with Logan, their teachers and parents or carers, then review how well the support is working.

This is a dyscalculia screener, not a diagnosis. A formal assessment is needed to confirm whether Logan has dyscalculia. Consider classroom work, observations and the conditions during testing alongside the results.

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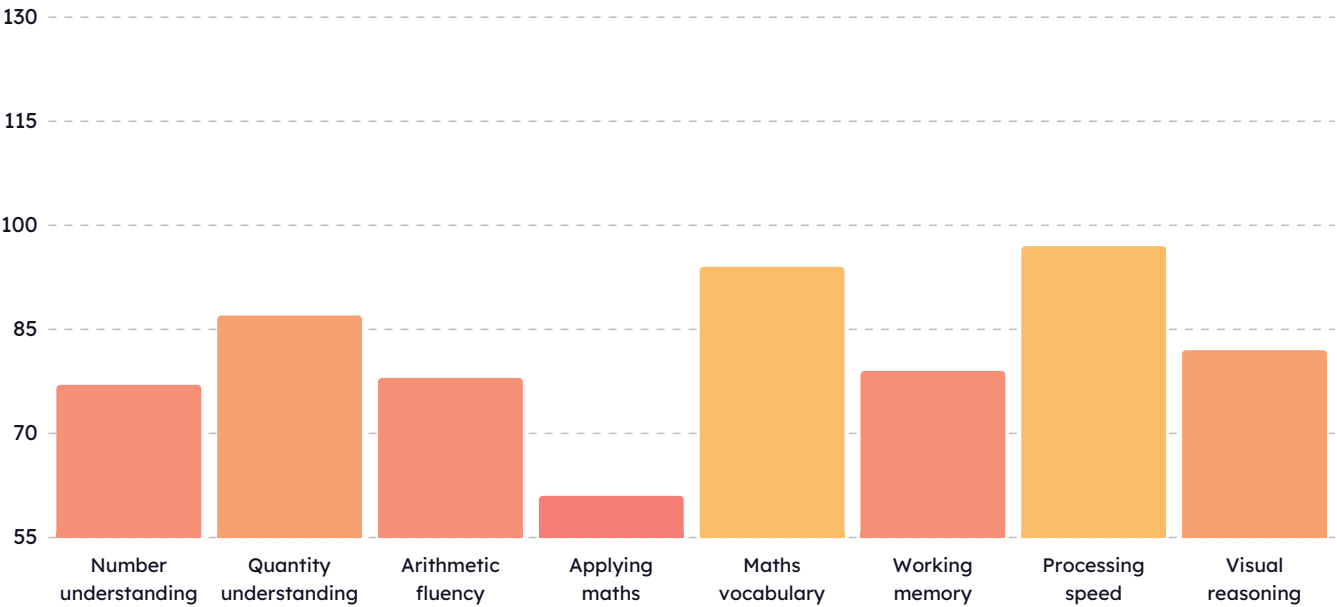


Results

Maths & dyscalculia

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Assessment completed 15/09/26



This chart shows Logan's standardised scores in each area assessed. These scores compare their performance with that of children of the same age.

Results

Scores

	Standard score	Score rank	Percentile rank	95% conf. int
Number understanding	77	Low	6	72 - 82
Quantity understanding	87	Low Average	19	80 - 94
Arithmetic fluency	78	Low	7	73 - 83
Applying maths	61	Very Low	1	54 - 68
Maths vocabulary	94	Average	34	85 - 103
Working memory	79	Low	8	70 - 88
Processing speed	97	Average	42	90 - 104
Visual reasoning	82	Low	12	73 - 91

How to read the scores

Standard score: performance compared with children of the same age.

Score rank: the descriptive band reported for that standard score.

Percentile rank: the percentage of same-age children expected to score lower.

95% confidence interval: the reported range reflecting uncertainty around the score.

Insights

Level of need

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High

A high level of need describes difficulties that may affect everyday learning across several areas. Support may include classroom adjustments alongside targeted teaching for particular gaps. This is Logan's overall rating across completed assessments. In maths, the clearest needs concern applying maths, number skills and working memory.

Maths screening

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Signs of dyscalculia

Logan's very low applying-maths score and low number understanding and arithmetic fluency form a pattern associated with dyscalculia. Quantity understanding is low average and maths vocabulary is average. This explains the 'Signs of dyscalculia' result. A formal assessment would be needed to confirm whether Logan has dyscalculia.

Strengths and challenges



Applying maths very low

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Applying maths is very low (61). Choosing a method and following the steps of a word problem are key areas for support.



Number understanding and arithmetic fluency low

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Number understanding (77) and arithmetic fluency (78) are low. Place value, calculation facts and familiar methods need focused practice.



Quantity understanding low average

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Quantity understanding is low average (87). Check how securely Logan compares amounts, including when they are shown briefly.



Working memory low

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Working memory is low (79). Keeping steps, useful facts and intermediate answers visible may help with multi-step maths.



Visual reasoning low

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Visual reasoning is low (82). Use simple, labelled models and explain them aloud; check which representations Logan finds useful.



Maths vocabulary and processing speed average

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Maths vocabulary (94) and processing speed (97) are relative strengths. Support can focus on understanding and applying the maths.

How to support

In the classroom

For subject teachers. Practical strategies for secondary lessons.

These suggestions do not all need to be introduced at once. Agree a small number of priorities and keep support consistent across lessons.

Maths

Draw or model the problem before calculating

Activity

Logan's very low applying-maths score suggests visible problem-solving steps may help.

Before calculating, help Logan show how the quantities in a word problem connect using one familiar drawing, bar model or equation. Label each part and identify what must be found. Keep the layout uncluttered, explain it aloud and choose the calculation once Logan can describe the relationship.

Use an understand-plan-solve-check routine

Activity

Logan's very low applying-maths score suggests visible problem-solving steps may help.

Use the same four stages for maths problems: understand the question, plan an approach, solve it and check the answer. Model the routine with a current class example and keep a short prompt beside the work. Gradually pause before each stage so Logan decides what to do next.

Use known facts to unlock word problems

Activity

Logan's very low applying-maths score suggests visible problem-solving steps may help.

Help Logan identify a known fact that could unlock a calculation within a problem. For example, use 7×10 to work out 7×9 in a cost or measurement question. Record the known fact, the adjustment and what the answer means. Start with facts already secure and vary the context.

Check place value before using a number

Activity

Logan's lower number-understanding score suggests place-value practice may help.

When Logan misreads or uses a number incorrectly, pause to identify the value of each digit. Use expanded form or a clear place-value grid, including decimals in money or measurement when these are being taught. Keep the prompt brief and reduce it as accuracy improves.

Maths

Use short number talks to compare and order

Activity

Logan's lower number-understanding score suggests place-value practice may help.

Build in brief discussions comparing or ordering numbers from current work, such as measurements, prices or decimals. Ask Logan which is larger, why and how to check. Use one clear number line or place-value model, then connect the explanation back to the written numbers.

Mix calculations and choose the method

Activity

Logan's lower arithmetic fluency suggests focused fact and method practice.

Once Logan can use each method accurately, mix two or three familiar calculation types from current work. Before solving each one, ask what the calculation requires and which method fits. Keep the set short and revisit any method that is not yet secure before adding complexity.

Use worked examples, then remove the steps

Activity

Logan's lower arithmetic fluency suggests focused fact and method practice.

Place a completed example beside a similar calculation. Talk through why each step is used, then ask Logan to complete the parallel example. Move to partially completed examples before independent practice. Keep the layout consistent and restore the model briefly if the same errors return.

Memory & processing speed

Break tasks into a short visible sequence

Adjustment

Logan's lower working-memory score suggests visible steps may help.

Put the stages of a multi-step problem or set of instructions beside Logan's work. Ask Logan to identify the first step, record intermediate answers and mark progress. Use the same short sequence consistently before reducing prompts as the method becomes familiar.

Teach a quick way to record key information

Activity

Logan's lower working-memory score suggests notes may help keep track of lessons.

Model a brief note format for maths: key fact or rule, worked example and one common mistake to check. Ask Logan to record only the information needed again, using clear labels and short steps. Check that the notes help with a later question before introducing a more complex format.

How to support

Extra support

For the SENCo or specialist staff. Match teaching and programme choices to Logan's assessed gaps, coordinate support and review progress.

Maths

Build a reliable problem-solving routine

Intervention

Logan's very low applying-maths score suggests visible problem-solving steps may help.

Use targeted teaching to check whether Logan's difficulty lies in understanding the problem, representing it or choosing and completing the calculation. Teach one problem structure at a time using a simple model and spoken explanation. Practise an understand-plan-solve-check routine, then use familiar facts to solve related problems in new subject contexts.

Secure the missing facts and methods

Intervention

Logan's lower arithmetic fluency suggests focused fact and method practice.

Use a short, structured intervention for facts or methods Logan uses slowly or inconsistently. Model an efficient approach and revisit it through spaced practice. Once it is accurate, apply it to secondary maths topics so the link to classwork is clear. Select the starting point from assessment.

Suggested programmes

Number Sense Maths

Foundation fact practice: Number Facts Fluency for addition and subtraction, or Times Tables Fluency for multiplication and division. Select gaps and suitable materials for Logan.

How to support

At home

For parents or carers. Simple ways to support Logan at home.

Maths

Show the problem before calculating

Activity

Logan's very low applying-maths score suggests planning before calculating may help.

Ask Logan to explain a homework problem using the same simple model or equation taught in school. Label the quantities and identify what needs to be found before choosing a calculation. Keep the page uncluttered and offer a verbal prompt if the representation is difficult to follow.

Use the school's steps for word problems

Activity

Logan's very low applying-maths score suggests planning before calculating may help.

Ask the maths teacher for the agreed problem-solving steps and a completed example. Keep these beside homework and prompt only the next stage: what are we finding, what information matters and what could we try first? Reduce help as Logan starts using the sequence independently.

Compare everyday numbers, then check

Activity

Logan's lower number-understanding score suggests comparing numbers may help.

Use prices, sports statistics, journey distances or measurements to compare numbers, including decimals when relevant. Let Logan decide which is larger first, then explain the place value or use a familiar number line to check. Keep the conversation brief and linked to a real purpose.

Keep a worked example beside the homework

Activity

Logan's lower arithmetic fluency suggests short, focused practice may help.

Keep one completed example from school beside a similar homework question. Ask Logan to explain and follow the same stages, with help only when needed. Gradually cover some steps as the method becomes more secure, then check that Logan can use it independently.

Maths

Practise a few calculation facts regularly

Activity

Logan's lower arithmetic fluency suggests short, focused practice may help.

Choose a small set of facts identified by the maths teacher and practise for three to five minutes several times a week. Use short retrieval questions and explain useful relationships between facts. Prioritise accurate recall and connect the facts to current homework before introducing any timing.

Memory & processing speed

Follow the routine from a checklist

Activity

A visible plan may help Logan keep track of tasks and routines.

Encourage Logan to keep one short checklist for a routine such as packing maths equipment, checking homework instructions or recording deadlines. Keep essential items in consistent places and agree one check at the end. Reduce reminders as Logan begins managing the routine independently.

Make a mind map before starting

Activity

A visible plan may help Logan keep track of tasks and routines.

For a revision topic or project, help Logan make a simple plan with a main heading and a few labelled branches. Explain each link aloud and keep the layout uncluttered. If a diagram is hard to follow, use a short linear checklist instead. Let Logan use and update the plan while working.