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| **Insert School/authority logo**  | **Form 3 - Collaborative Assessment Summary** **Holistic overview for the identification of Dyslexia.** [**www.AddressingDyslexiaToolkit.org**](http://www.AddressingDyslexiaToolkit.org)**To be used with the Identification Pathway**  | **Description: Description: cfe%20logo** |
| **Date**  |  | **School**  |  | **Support notes - Referenced to the** [Scottish Working Definition of Dyslexia](http://addressingdyslexia.org/what-dyslexia).* Start with highlighting the learner’s strengths
* This is not a prescriptive list
* This document is only a summary overview and will support the development of a learner profile
* Evidence gathered for the assessment areas highlighted below does nothave to be from standardised/formal/commercial assessments. The evidence can be gathered collaboratively through effective monitoring and assessment within Curriculum for Excellence
* Further assessment information is available on [The Addressing Dyslexia Toolkit](http://www.addressingdyslexia.org/)
 |
| **Name** |  | **Date of birth** |  |
| **Year and Class**  |  | **Chronological age** |  |
| **Positive strengths.**  |
| **Information gathered and assessments - including associated difficulties**  | **Comments** – **Provide a short summary of assessment results** | **Strengths identified in assessment areas**  | **Areas for development**  | **Suggested interventions and support – Including SQA Assessment Arrangements for course work and examinations**  |
| **Learner Dyslexia Questionnaire** learner’s own thoughts on their experiences |  |  |  |  |
| **Parental Questionnaire**  |  |  |  |  |
| **Observation** - information from class and home  |  |  |  |  |
| **Curricular assessments** **Examples of class work** **Standardised assessments**  |  |  |  |  |
| **Processing of language-based information (auditory and/or visual)**  |  |  |  |  |
| **Oral language skills and reading fluency**  |  |  |  |  |
| **Phonological Awareness**  |  |  |  |  |
| **Reading e.g.** evidence of reading levels **and** comprehension ability , reading fluency and other areas highlighted in the PDF [**Reading Circle**](http://addressingdyslexia.org/sites/default/files/resources/Reading%20Circle%20%20Summary%20ADT.pdf) |  |  |  |  |
| **Writing** e.g. sample of free writing to examine spelling, grammar, composition, handwriting and other areas highlighted in the PDF [**Writing Circle**](http://addressingdyslexia.org/sites/default/files/resources/Writing%20Circle%20Summary%20ADT.pdf)  |  |  |  |  |
|  |  |  |  |  |
| **Short-term and working memory** |  |  |  |  |
| Following instructions  |  |  |  |  |
| Remembering and manipulating information  |  |  |  |  |
|  |  |  |  |  |
| **Sequencing and directionality** |  |  |  |  |
| Awareness of left and right  |  |  |  |  |
| Speed and legibility of writing |  |  |  |  |
|  |  |  |  |  |
| **Motor skills and co-ordination** |  |  |  |  |
| Fine & gross motor control |  |  |  |  |
|  |  |  |  |  |
| **Organisational skills** |  |  |  |  |
| Time management  |  |  |  |  |
| Planning and organisation of tasks  |  |  |  |  |
|  |  |  |  |  |
| **Numeracy**  |  |  |  |  |
| Spatial awareness, sequencing, working memory, times tables, number bonds, digit placement |  |  |  |  |
|  |  |  |  |  |
| **Additional comments**  |