|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | | | | | | | | | |