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| **Description: Description: cfe%20logo** | | | | | | | |
| **Collaborative Assessment Collation Form**  **Holistic overview for the identification of Dyslexia** | | | | | | | **Insert**  **School/**  **authority logo** |
| **Date** |  | | **School** |  | | |
| **Pupil name** |  | | | | **Date of birth** |  | |
| **Year and Class** |  | | | | **Chronological age** |  | |
| **Positive strengths of pupil.** | | | | | | | |
| These assessments do **not** have to be ‘standardised’ formal/commercial assessments.  Assessment information is available on [The Addressing Dyslexia Toolkit](http://www.addressingdyslexia.org/) . | | | | | | | |
| **Area of assessment and information gathering** | | **Comments** – Provide a short summary of assessment results. | | | | | |
| **Pupil Dyslexia checklist**  Pupil’s own thoughts on their experiences. | |  | | | | | |
| **Observation** -Information from class and home. | |  | | | | | |
| **Reading** Evidence of reading levels and comprehension ability | |  | | | | | |
| **Writing** -Example of ‘Free writing’ to examine spelling, grammar, composition and handwriting. | |  | | | | | |
| **Spelling** - evidence of pupils spelling ability | |  | | | | | |
| **Numeracy** -times tables,  Number bonds, digit placement | |  | | | | | |
| **Handwriting** -Speed and legibility of writing. | |  | | | | | |
| **Sequencing** -Organisational skills | |  | | | | | |
| **Motor skills** - Spatial awareness, fine & gross motor control. | |  | | | | | |
| **Sensory Perceptions** | |  | | | | | |
| **Other assessments** | |  | | | | | |
| **Suggested Approaches/Strategies.** | | | | | | | |
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