Alternative Form i - Collaborative Assessment Summary
Holistic overview for the identification of Dyslexia www.AddressingDyslexiaToolkit.org
To be used with the Identification Pathway

Date		**School**		
Name			**Date of birth**	
Year and Class			**Chronological age**	

Positive strengths.

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Support notes - Referenced to the Scottish Working Definition of 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 not have 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

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**				
Writing e.g. sample of free writing to examine spelling, grammar, composition, handwriting and other areas highlighted in the PDF **Writing Circle**				
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 coordination 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				

When making a decision on the identification of dyslexia reference was made to the Scottish Government's working definition of Dyslexia (2009)

Conclusion:

- ☐ An identification of dyslexia
- ☐ Evidence at this stage does not indicate dyslexia

Suggested Approaches/Strategies to track and monitor What will we do? How often? By whom?	**Time Scale/ Review:** **Tick ✔** if successful	**Review - questions, assessments & discussions** How successful were the tools/strategies? How do we know? (Tracking/monitoring)	**Next steps** Will this support continue or be adapted? Try something else?

Actions required to maximise development and learning at home		
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Completed by:	**Date complete:**	**Review Date:** Support meeting arranged with parent/carer and class teacher to discuss agreed future planning and actions.

Effective tracking and monitoring of Support
Support meeting arranged with parent/carer and class teacher to discuss agreed future planning and actions.

Not all learners with dyslexia will require an IEP as significant adaptations often do not have to be made to meet their needs. IEPS are usually provided when the curriculum planning is required to be ‘significantly’ different from the class curriculum. Involvement with group work or extraction for a number of sessions a week does not normally meet the criteria for an IEP. (Dyslexia Scotland)