

	<div>Alternative Form i - Collaborative Assessment Summary</div> <div>Holistic overview for the identification of Dyslexia <a href="http://www.AddressingDyslexiaToolkit.org">www.AddressingDyslexiaToolkit.org</a></div> <div>To be used with the Identification Pathway</div>				<div>curriculum for excellence</div> <div></div> <div></div> <div>getting it right for every child</div>	
Date		School				<b>Support notes - Referenced to the <a href="#">Scottish Working Definition of Dyslexia</a>.</b> <ul style="list-style-type: none"><li>Start with highlighting the learner's strengths</li><li>This is not a prescriptive list</li><li>This document is only a summary overview and will support the development of a learner profile</li><li>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</li><li>Further assessment information is available on <a href="#">The Addressing Dyslexia Toolkit</a></li></ul>
Name			Date of birth			
Year and Class			Chronological age			
<b>Positive strengths.</b> <ul style="list-style-type: none"><li></li></ul>						
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	
<b>Learner Dyslexia Questionnaire</b> learner's own thoughts on their experiences						
<b>Parental Questionnaire</b>						
<b>Observation</b> - information from class and home						
<b>Curricular assessments</b> Examples of class work Standardised assessments						
<b>Processing of language-based information (auditory and/or visual)</b>						
<b>Oral language skills and reading fluency</b>						
<b>Phonological Awareness</b>						
<b>Reading e.g.</b> evidence of reading levels <b>and</b> comprehension ability , reading fluency and other						

areas highlighted in the PDF <a href="#">Reading Circle</a>				
<b>Writing</b> e.g. sample of free writing to examine spelling, grammar, composition, handwriting and other areas highlighted in the PDF <a href="#">Writing Circle</a>				
<b>Short-term and working memory</b> Following instructions Remembering and manipulating information				
<b>Sequencing and directionality</b> Awareness of left and right Speed and legibility of writing				
<b>Motor skills and coordination</b> Fine & gross motor control				
<b>Organisational skills</b> Time management Planning and organisation of tasks				
<b>Numeracy</b> Spatial awareness, sequencing, working memory, times tables, number bonds, digit placement				
<b>Additional comments</b>				
When making a decision on the identification of dyslexia reference was made to the <a href="#">Scottish Government's working definition of Dyslexia (2009)</a>				
<b>Conclusion:</b>  <input type="checkbox"/> An identification of dyslexia  <input type="checkbox"/> Evidence at this stage does not indicate dyslexia				

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

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

<b>Effective tracking and monitoring of Support</b> Support meeting arranged with parent/carers and class teacher to discuss agreed future planning and actions.
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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)