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| **Insert school/authority logo** | **Collaborative Dyscalculia Assessment Summary Form 3**  **To be used with the Dyscalculia Identification Pathway** | | | | | | | | | | | **Description: Description: cfe%20logo** |
| **Date** |  | | **School** | | |  | | | | **Support notes - referenced to the** [Scottish Working Definition of Dyscalculia.](https://education.gov.scot/improvement/learning-resources/dyscalculia/)   * 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 | | |
| **Name** |  | | | | | | | **Date of birth** |  |
| **Year and Class** |  | | | | | | | **Chronological age** |  |
| **Dyscalculia Identification** | **Yes** |  | | | **No** | |  | **In progress** |  |
| **Holistic overview of learner** | | | | | | | | | |
| **Focus areas** | | | | **Comments** – **Provide a short summary of assessment results** | | | | | | **Identified strengths** | **Areas for development** | **Current and suggested interventions and support – Including SQA Assessment Arrangements for course work and examinations** |
| Learner’s own thoughts on their experiences | | | |  | | | | | |  |  |  |
| Parental observations/concerns | | | |  | | | | | |  |  |  |
| Observation - information from class and home | | | |  | | | | | |  |  |  |
| Curricular assessments  Examples of class work  Standardised assessments | | | |  | | | | | |  |  |  |
| **Subitising** | | | |  | | | | | |  |  |  |
| Recognising small quantities without counting (familiar patterns) | | | |  | | | | | |  |  |  |
| Recognising small quantities without counting (unfamiliar patterns) | | | |  | | | | | |  |  |  |
| Identify the number of objects by partitioning collections into smaller quantities | | | |  | | | | | |  |  |  |
| **Estimating** | | | |  | | | | | |  |  |  |
| Estimating answers to simple calculations | | | |  | | | | | |  |  |  |
| Determining the reasonableness of solutions to problems | | | |  | | | | | |  |  |  |
| Estimating measurements e.g. time, distance, volume | | | |  | | | | | |  |  |  |
| Gauging the accuracy of estimates | | | |  | | | | | |  |  |  |
| **Ordering, sequencing and directionality** | | | |  | | | | | |  |  |  |
| Following instructions | | | |  | | | | | |  |  |  |
| Remembering and manipulating information | | | |  | | | | | |  |  |  |
| Awareness of left and right | | | |  | | | | | |  |  |  |
| Speed and legibility of writing, numerical layout | | | |  | | | | | |  |  |  |
| Identifying patterns in everyday situations | | | |  | | | | | |  |  |  |
| Recognising, continuing and describing patterns in numbers | | | |  | | | | | |  |  |  |
| Ordering numbers | | | |  | | | | | |  |  |  |
| Identifying missing numbers in a sequence | | | |  | | | | | |  |  |  |
| **Counting** | | | |  | | | | | |  |  |  |
| The one-one principle (matching one number name to one object) | | | |  | | | | | |  |  |  |
| The stable-order principle (understanding that the order of the numbers never change) | | | |  | | | | | |  |  |  |
| The cardinal principle (understanding that the last number name counted represents the total number in the group.) | | | |  | | | | | |  |  |  |
| The abstraction principle (understanding that what is counted could be things they can touch (tangible) or things they can’t (intangible)) | | | |  | | | | | |  |  |  |
| The order-irrelevance principle (understanding that they can count from any starting point, in any arrangement and this does not affect the total number in the group) | | | |  | | | | | |  |  |  |
| Identifying number before/after | | | |  | | | | | |  |  |  |
| Identifying which number is greater/less than | | | |  | | | | | |  |  |  |
| **Recognising and understanding number symbols** | | | |  | | | | | |  |  |  |
| Using symbols in appropriate ways | | | |  | | | | | |  |  |  |
| **How numbers and amounts relate to each other in their representation.** | | | |  | | | | | |  |  |  |
| Understanding place value | | | |  | | | | | |  |  |  |
| Partitioning | | | |  | | | | | |  |  |  |
| Associating numerals and number names with the appropriate quantities | | | |  | | | | | |  |  |  |
| Matching visual representations and concrete materials to quantities | | | |  | | | | | |  |  |  |
| **Learning and recalling basic maths facts and processes** | | | |  | | | | | |  |  |  |
| Addition/subtraction facts | | | |  | | | | | |  |  |  |
| Multiplication/division facts | | | |  | | | | | |  |  |  |
| **Applying number skills to solve problems** | | | |  | | | | | |  |  |  |
| Applying addition/subtraction in context | | | |  | | | | | |  |  |  |
| Applying multiplication/division in context | | | |  | | | | | |  |  |  |
| Solving problems with 2 or more steps | | | |  | | | | | |  |  |  |
| **Everyday tasks involving number e.g. money, time** | | | |  | | | | | |  |  |  |
| Organisational skills | | | |  | | | | | |  |  |  |
| Awareness of time | | | |  | | | | | |  |  |  |
| Telling the time | | | |  | | | | | |  |  |  |
| Time management | | | |  | | | | | |  |  |  |
| Planning and organisation of tasks | | | |  | | | | | |  |  |  |
| Understanding the value of and using money | | | |  | | | | | |  |  |  |
| **Learning Environment** | | | |  | | | | | |  |  |  |
| Using concrete materials | | | |  | | | | | |  |  |  |
| Using pictorial approaches | | | |  | | | | | |  |  |  |
| Using calculation aids | | | |  | | | | | |  |  |  |
| Using other supports | | | |  | | | | | |  |  |  |
| Recognising and applying numeracy skills in other areas of the curriculum | | | |  | | | | | |  |  |  |
| **Additional comments** | | | | | | | | | | | | |