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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
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| **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**  |