**Assessment Profile**

Name: DoB: Stage:

Current School/Facility: Date:

Main Language: English

Other

# Stage 1a – Green Level: Class-Based Assessment and Planning

## Nature of Literacy/Numeracy Difficulty

## Areas of Strength

## Data and Views

Using the Falkirk Green Level Observation Guide, clarify sources of information, observation, parental and pupil perspective and views, identification of strengths and development, testing results, vision and hearing checks, intervention strategies used at stage 1, collation of multiagency involvement, and any other relevant data.

## Outcome

Note decision and date

Progress made: Continue with Stage 1 strategies Concerns, further assessment required

Signed: Date:

*Class Teacher*

**Assessment Record:**

Name: School Stage: Date:

# Stage 1b – Orange Level: Detailed Assessment:

## Contextual Assessment: Supplementary Information

*This form links to Addressing Dyslexia Toolkit, is compliant with assessment levels, captures key areas pertinent to literacy and language. It is designed to be updated.*

## Latest Standardised Assessments – Overview of Results

Schools in Falkirk use several measures to analyse literacy abilities: the Neale Analysis of Reading Ability (NARA), the York Assessment of Reading and Comprehension (YARC), the British Picture Vocabulary Scale (BPVS) and the GL Dyslexia Portfolio.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Area | Test | Date of Assessment | Age at Assessment | | Standard Score | Age Equivalence |
| Receptive Vocabulary | BPVS |  | yrs m | | ss. | Confidence Band: y m- y m) |
| Reading Accuracy | NARA  YARC |  | yrs m | | ss. | yrs m |
| Reading Comprehension | NARA  YARC |  | yrs m | | ss. | yrs m |
| SNSA’s | Chron Age: yrs m Reading: Writing: Numeracy: | | | | | |
| Alternative assessments (e.g. CEM) |  | | | | | |
| Dyslexia Portfolio | | | | | | |
| Single Word Reading | ss. |  | | Phonological Cluster | | ss. |
| Single Word Spelling | ss. |  | | Phoneme Deletion | | ss. |
| Processing Speed: | ss. |  | | Nonword Reading | | ss. |
| Naming Speed | ss. |  | | Working Memory: | | ss. |
| Reading Speed | ss. |  | | Digits Forward: | | ss. |
|  |  |  | | Digits Backwards: | | ss. |
|  |  |  | | Writing (free Writing | |  |

## Support for Learning Teacher and Teacher Analyses

## Outcome Note decision and date

Assessment evidence indicates that planning should continue at Stage 1

Assessment evidence indicates that consultation with Outreach Team is required: Proceed to

Stage 2 (complete ASLOT referral form with parental signature)

Signed: Date:

Support for Learning Teacher

**Specific Learning Difference Assessment Report:**

Name: School Stage: Date

# Stage 2 – Consultation with Education Services Specialists

Consultation between school and the Additional Support for Learning Outreach Team regarding assessment and evidence. Note: there is a greater degree of confidence in confirming specific learning difference for pupils in the **upper** primary stage.

## Outreach Team, Support for Learning Teacher Analyses

## Implications for the Child or Young Person’s Plan

## Outcome of Consultation

Further intervention required. Continue at Stage 1b. Responding to intervention plan: Continue at Stage 1a.

Assessment profile indicates planning is required to support areas in addition to literacy

Consult with Educational Psychology Service (Complete Form 8)

The child/young person fits the Scottish Government (2009) definition of Dyslexia

Signed: Date:

On behalf of the Team Around the Child

## Parental/pupil comments

**Specific Learning Difference Assessment Report:**

Name: School Stage: Date

# Stage 3 – External Multi-Agency Support

Consultation and review of assessment profile

## Analysis from Educational Psychologist, and Parent and School Comments

## Implications for Child or Young Person’s Plan

## Outcome of Consultation

Nature of Literacy Need

Persistence

Severity

Further intervention required. Continue at Stage 1b

Responding to intervention plan: Continue at Stage 1a.

Assessment profile indicates further planning required to support areas in addition to literacy

The child/young person fits the Scottish Government (2009) definition of Dyslexia

Signed: Date:

*On behalf of the Team Around the Child*

## Parental comments