



## Teacher Observation Questionnaire for Dyslexia

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_

Please circle the term that indicates the degree of your concern regarding each skill area.

### Phonological Awareness Skills

This student has:

Difficulty recognizing or reproducing rhyming words	Rarely	Often
Difficulty isolating sounds in beginning, final, and/or medial position	Rarely	Often
Difficulty segmenting individual sounds in words	Rarely	Often

### Alphabet

This student has:

Difficulty learning or recalling names of letters	Rarely	Often
Difficulty learning or recalling sounds of letters	Rarely	Often

### Decoding and Word Recognition

This student has:

Difficulty sounding out unfamiliar words	Rarely	Often
Difficulty reading words in isolation	Rarely	Often

### Fluency

This student has:

Difficulty reading accurately in context	Rarely	Often
Difficulty reading grade level material at expected rate	Rarely	Often

### Spelling

This student has:

Difficulty memorizing words for spelling tests	Rarely	Often
Difficulty spelling in context	Rarely	Often

### Comprehension

This student has difficulty with reading comprehension	Rarely	Often
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### Written Expression

This student has:

Difficulty constructing sentences	Rarely	Often
Difficulty organizing grade appropriate written compositions	Rarely	Often
Difficulty producing sufficient written output	Rarely	Often

*Adapted from the Teacher Observation Questionnaire for Dyslexia, Texas Scottish Rite Hospital for Children*



**Cognitive/Academic Ability**

This student appears to have intellectual ability equal to or above grade level peers.	No	Yes
This student has grade level math calculation skills.	No	Yes
This student has grade level math reasoning skills.	No	Yes
This student has reading difficulties that are unexpected compared to other abilities.	No	Yes

**Oral Language**

*When listening, this student has:*

Difficulty understanding verbal directions	Rarely	Often
Difficulty understanding stories read to him/her	Rarely	Often

*When speaking, this student has:*

Difficulty acquiring new oral vocabulary	Rarely	Often
Difficulty finding the right word	Rarely	Often
Difficulty speaking in grammatically correct sentences	Rarely	Often
Difficulty explaining ideas or elaborating on thoughts	Rarely	Often

**Attention**

This student:

Displays difficulty organizing time and materials	Rarely	Often
Is easily distracted by sights or sounds	Rarely	Often
Does many things too quickly	Rarely	Often
Is often overactive or fidgety	Rarely	Often
Is inconsistent with production of classwork and homework assignments	Rarely	Often

**Handwriting**

This student:

Is slow with handwriting and copying tasks	Rarely	Often
Displays overall poor quality/illegible handwriting on written assignments	Rarely	Often

**Student's Academic Development**

English is a second language for this student.	No	Yes
This student was retained in _____ grade.		
This student has been in special programs. ( <i>Special Education, Reading Recovery, etc.</i> )	No	Yes
Please identify these: _____		

Suggested work samples to include:

1. The student's most recent spelling test
2. A sample of the student's unedited writing (journal entry, creative story, etc.)
3. The student's most recent progress report or report card
4. A copy of the most recent TPRI/early reading assessment results

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