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

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
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. No Yes
This student has been in special programs. (Special Education, Reading Recovery, etc.) 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

This Teacher Observation Questionnaire for Dyslexia may be duplicated and utilized in educational settings as a tool for documenting parent concerns and observations. If it is edited or adapted, please credit the source by including the statement: “Adapted from the Teacher Observation Questionnaire for Dyslexia, Texas Scottish Rite Hospital for Children.”