

Teacher's View of Student

Assessment & Intervention Services of Richmond

Name of Student: _____ Teacher's Name: _____

Subject Taught: _____ Date: _____

Present Grade in your class: _____ Level of Instruction: _____

Strengths that help student in your class:

Challenges in your class:

Please check the following areas of concern with processing skills:

Attention and Impulse Control

- ☐ Trouble sitting in seat, fidgety
- ☐ Following directions either oral or written.
- ☐ Organizational skills: keeping belongings, handing in assignments, taking notes
- ☐ Easily distracted
- ☐ Impulsive or rushes through work
- ☐ Shows inconsistency in behavior depending on type of task
- ☐ Seems to act before thinking
- ☐ Easily frustrated
- ☐ Trouble working independently
- ☐ Trouble persisting in routine tasks for extended amount of time

Emotions and Behavior

- ☐ Complains about not being smart or find tasks too difficult
- ☐ Gives up on tasks and assignments
- ☐ Overly sensitive to criticism
- ☐ Shy and withdrawn
- ☐ Lacks self confidence; gives up quickly
- ☐ Other behavior problems: (specify)

Learning Environment

- ☐ Does not complete tasks within the allotted time
- ☐ Requests extra time to complete work
- ☐ Seems bothered by classroom noise
- ☐ Difficulty with transitions
- ☐ Does not comply with classroom rules
- ☐ Does not complete homework
- ☐ Difficulty recalling information for tests

Visual Processing

- ☐ Confuses letters
- ☐ Reverses or transposes letters
- ☐ Trouble copying from board or from page to page
- ☐ Spells the same word in different ways
- ☐ Spells words how they sound rather than how they look

Auditory Processing

- ☐ Difficulty pronouncing sounds

- ___ Difficulty repeating information just heard
- ___ Trouble with letter sound associations
- ___ Trouble ordering sounds in a correct sequence when spelling

Motor Skills

- ___ Trouble holding pencil
- ___ Forms letters in odd ways
- ___ Sloppy handwriting
- ___ Slow rate of writing

Thinking with Language

- ___ Slow to recall facts
- ___ Needs repetition of key points or difficulty understanding language
- ___ Limited knowledge of vocabulary
- ___ Difficulty with grammar in writing or speaking
- ___ Short responses without description
- ___ Uses nonspecific words

Thinking with Strategies

- ___ Requires repetition, misses key input
- ___ Loses key parts of tasks while working on them
- ___ Trouble with problem solving
- ___ Tends to have difficulty with new verbal concepts
- ___ Overly concrete and can not handle abstract ideas
- ___ Slow to learn and apply rules
- ___ Trouble generating original ideas
- ___ Trouble identifying the steps of a problem
- ___ Trouble identifying and prioritizing the most relevant aspects of a task
- ___ Trouble with memory
- ___ Difficulty generalizing what is learned in one situation and applying it to another

Reading Skills

- ___ Reading of texts or tests
- ___ Using letter sounds when spelling or reading
- ___ Understanding what was read
- ___ Slow to complete reading assignments
- ___ Poor oral reading

Mathematics

- ___ Poor computational skills
- ___ Trouble learning number facts
- ___ Difficultly solving word problems
- ___ Trouble with reasoning in math
- ___ Working with designs, recognizing patterns or performing spatial tasks.

Writing

- ___ Writing effectively
- ___ Legibility in writing
- ___ Writing slowly and showing poor copying skills
- ___ Difficulty with grammar or conventions
- ___ Difficulty organizing ideas when writing
- ___ Can recall information orally but has difficulty putting on paper

Other Comments: Please feel free to describe the student in other ways that you think may be helpful in understanding this student. Please include any standardized testing that will help to understand this student. You may use the back of the page or another sheet of paper.