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Psychologist

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**TEACHER RATING FORM**

**Student's Name**

**Today's Date:**

**Birthdate:**

**School:**

**Grade:**

**Person filling out this form:**

<b>Attention</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
• Seems to get overwhelmed with difficult tasks.				
• Difficulty paying attention for a long period of time.				
• Seems to lose place in an academic task (e.g., reading, writing and math).				
• Seems to get overwhelmed with difficult tasks.				
• Mind appears to go blank or loses train of thought.				
• Inattentive to details or makes careless mistakes.				

<b>Working Memory</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
• Frequently asks for repetitions of instructions/ explanations.				
• Trouble following multiple step directions.				
• Loses track of steps/forgets what they are doing amid task.				
• Loses place in the middle of solving a math problem.				
• Loses train of thought while writing.				
• Trouble summarizing narrative or text material.				
• Trouble remembering facts or procedures in mathematics.				

Executive Functions	Never	Sometimes	Often	Always
<b>Flexibility in Thinking</b>				
• Gets stuck on one activity (e.g., playing video games).				
• Does not seem to hear anything else while watching TV.				
• Difficulty transitioning from one activity to another.				
<b>Planning Difficulties</b>				
• Difficulty making plans.				
• Quickly becomes frustrated and gives up easily.				
• Difficulty figuring out how to start a complex task.				
• Difficulty sticking to an action plan.				
<b>Problem Solving and Organizing</b>				
• Difficulty solving problems that a younger child can solve.				
• Makes the same kind of error over and over, even after being corrected.				
• Difficulty learning new concepts or activities.				
• Frequently loses track of possessions.				
<b>Behavioural/Emotional Regulation</b>				
• Demonstrates signs of over activity (hyperactivity).				
• Does not seem to think before acting.				
• Difficulty following rules.				
• Demonstrates signs of irritability.				
• Lacks common sense or judgment.				
• Cannot empathize with the feelings of others.				

Reading Comprehension	Never	Sometimes	Often	Always
• Difficulty understanding what is read.				
• Difficulty identifying main elements of story.				
• Appears distracted while reading.				
• Misses important details while reading.				

Processing Speed	Never	Sometimes	Often	Always
• Takes longer to complete tasks than age peers.				
• Slow reading that makes comprehension difficult.				
• Homework takes too long to complete.				
• Requires extra time to complete tests.				
• Responds slowly when asked questions.				
• Does not do well on timed tests.				
• Difficulty recalling information accurately and quickly.				

Academic Fluency	Never	Sometimes	Often	Always
<b>Reading Fluency Difficulties</b>				
• Has a limited reading vocabulary.				
• Difficulty reading quickly and accurately.				
• Slow and deliberate reader.				
• Difficulty using appropriate phrasing and expression while reading.				
<b>Writing Fluency Difficulties</b>				
• Takes a long time to write even simple sentences.				
• Fails to develop an organized sequence in writing making it difficult to follow.				
• Fails to maintain a clear and sustained focus on the main writing topic.				
<b>Math Fluency Difficulties</b>				
• Takes a long time to solve simple math problems.				
• Difficulty recalling basic math facts quickly.				

Word Decoding	Never	Sometimes	Often	Always
• Over-relies on sounding out most words when reading; even familiar words.				
• Over-relies on memorizing what words look like rather than sounding them out.				

Word Decoding (con't)	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> <li>Substitutes words that sound like the target word (e.g., reading "pear" for "bear").</li> </ul>				
<ul style="list-style-type: none"> <li>Substitutes words with similar meaning (e.g., reading "truck" for "car").</li> </ul>				

Handwriting	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> <li>Produces uneven spacing between words and letters.</li> </ul>				
<ul style="list-style-type: none"> <li>Trouble staying on the horizontal lines.</li> </ul>				
<ul style="list-style-type: none"> <li>Others have difficulty reading what child wrote.</li> </ul>				
<ul style="list-style-type: none"> <li>Trouble forming letters and words.</li> </ul>				
<ul style="list-style-type: none"> <li>Difficulty holding the pencil or pen correctly.</li> </ul>				
<ul style="list-style-type: none"> <li>Presses too soft with the pencil/pen while writing.</li> </ul>				
<ul style="list-style-type: none"> <li>Writes overly small letters and words.</li> </ul>				
<ul style="list-style-type: none"> <li>Shows preference for printing over cursive writing.</li> </ul>				
<ul style="list-style-type: none"> <li>Presses too hard with the pencil/pen while writing.</li> </ul>				

Written Expression	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> <li>Limited vocabulary for age; uses lots of easy words.</li> </ul>				
<ul style="list-style-type: none"> <li>Difficulty putting ideas into words.</li> </ul>				
<ul style="list-style-type: none"> <li>Uses simple sentence structure and lacks variety.</li> </ul>				
<ul style="list-style-type: none"> <li>Produces poor spelling in writing.</li> </ul>				
<ul style="list-style-type: none"> <li>Poor grammar in writing.</li> </ul>				

Math: Visual-Spatial	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> <li>Difficulty aligning a column of numbers.</li> </ul>				
<ul style="list-style-type: none"> <li>Difficulty understanding spatial attributes such as size and location of numbers.</li> </ul>				
<ul style="list-style-type: none"> <li>Difficulty recognizing visual differences in magnitude (e.g., which group of objects has more than another group?).</li> </ul>				

Math: Computations and Procedures	Never	Sometimes	Often	Always
• Forgets what steps to take when solving math problems (e.g., carrying in addition or borrowing in subtraction).				
• Makes computational errors.				
• Slow in solving math problems.				
• Makes careless mistakes while solving math problems.				
• Does not always pay attention to math problem signs.				

Please save this form after you complete it and send a copy to: kehoepsychology@gmail.com. Thank you for this valuable information.

**Dan Kehoe**, C.Psych. / Psychologist (#5207)  
**Authorized in:** School, Counselling & Clinical Psychology