



TEACHER/SCHOOL INFORMATION QUESTIONNAIRE

Dear Teacher,

Your student is being seen for an evaluation and/or educational help at Summit Center. Please share with us your observations and insights regarding this child. Your input is essential in helping us to understand how to support your work in the classroom and the individual needs of the student during our time together. Thank you.

Student _____ Grade _____ Date _____

Teacher _____ For subject(s) _____

Please answer questions that apply to your class(es)

I. Classroom performance is below or above grade level in (select from pulldown):

SPEAKING

SPELLING

READING

LISTENING

WRITTEN EXPRESSION

HANDWRITING

MATH

BEHAVIOR

ATTENTION

Which one of the above appears to be the biggest problem? Please explain briefly below.

II. Please answer yes or no to the questions below and briefly explain below or attach any pertinent reports. Have any interventions been attempted so far to address any school difficulties? (e.g. meetings with parents, behavioral program, tutoring etc...)

yes no

Has this child been evaluated previously? Has there been an IEP, 504 or Behavior Plan?

yes no

Does this child receive any special services? (e.g. speech/language, occupational therapy, resource, counseling)

yes no

III. School History: Describe significant history of multiple absences, retentions, grade acceleration changes or programs.

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IV. Please put a check for any of the following traits or problems that you've observed in this student, adding additional comments if needed.

Often comes to class without necessary supplies.

Binder and notebooks are disorganized

Often appears tired/sleepy in class.

Suffers or appears to suffer from test/class performance anxiety.

Rarely participates in class discussion

Participates in class discussions, but not in a constructive/thoughtful way.

Does not turn in work because it was not done.

Does not turn in work because it is "lost" or left at home.

Sees a tutor, tends to defer working and thinking to the tutor.

Spatial orientation of work on paper is challenged -- writing off line, margins, columns of number or words not organized.

Uneven in performance – good one day and difficulty the next.

Focus is more on social interaction than on academic involvement.

Social behavior is often inappropriate – e.g. laughs or blurts out at the wrong time.

Appears distracted in ways that compromise academic performance.

V. Estimate this student's academic ability relative to other students you teach, based on your observations:

VI. Please highlight areas you have been able to observe for this student.

READING

Comprehends what is read	good	fair	poor
Remembers what is read	good	fair	poor
Reads silently with no lip movement	good	fair	poor
Demonstrates good word attack skills	good	fair	poor
Has appropriate vocabulary development	good	fair	poor

Has legible handwriting/manuscript	good	fair	poor
Exhibits few erasures and write-overs	good	fair	poor
Spelling on tests	good	fair	poor
Spelling on written work	good	fair	poor
Expresses self clearly in writing	good	fair	poor
Understands writing formats	good	fair	poor
Uses appropriate vocabulary	good	fair	poor

LISTENING

Follows oral directions easily	good	fair	poor
Takes good notes in class	good	fair	poor
Has ability to ignore background noise	good	fair	poor
Understands assignments without need for repetition of instruction	good	fair	poor

MATHEMATICS

Access to math facts	good	fair	poor
Knowledge of math procedures	good	fair	poor
Conceptual math understanding	good	fair	poor
Attention to detail	good	fair	poor
Organized, legible presentation of work	good	fair	poor

CLASS PARTICIPATION

Ability to pay attention, stay involved	good	fair	poor
Ability to exhibit critical thinking	good	fair	poor
Contribution to good class "chemistry"	good	fair	poor

What strengths, special talents or interests does this child display?

ADDITIONAL COMMENTS (your insight is very helpful and so appreciated)

Thank you for taking the time to complete this form! Your comments are an invaluable part of our work with this student.