5	4	3	2	1
Never	Rarely	Sometimes	Often	Always

EF Questionnaire for Teachers to complete about their student

Think of a student in your class who struggles with managing themselves and their work and who is not a productive student.

Item	RESPONSE INHIBITION	Score
1	Finds it very hard to listen to my instructions before starting his/her work.	
2	Blurts things out without putting his/her hand up	
3	Finishes people's sentences	
	Total Score for Response Inhibition	
	WORKING MEMORY	
4	Makes a lot of procedural errors in activities like maths, such as when having to 'carry over'	
5	Loses his/her train of thought part way through talking	
6	Seems to forget what I've just asked them to do almost instantly and can't hold more than one instruction in their mind	
	Total Score for Working Memory	
	EMOTIONAL CONTROL	
7	Gets obviously upset after receiving 'constructive feedback' and can get tearful or angry.	
8	If something frustrating happens they get easily upset and grumpy disproportionately to the event. They can hold grudges.	
9	He or she finds it hard to take risks and try new things incase of feeling foolish or embarrassed	
	Total Score for Emotional Control	

	COGNITIVE FLEXIBILITY	
10	He or she finds it hard to cope when something unexpected happens or plans change.	
11	Finds it hard to work in a group and adjust to other people's input when planning how to do something.	
12	Finds it hard to go back over work he or she had 'finished' to make revisions	
	Total Score for Cognitive Flexibility	
	SUSTAINED ATTENTION	
13	When he or she is supposed to be reading or doing a piece of focused writing, you might see them looking out the window or doodling on their page.	
14	When you are speaking to him or her, he finds it hard to keep still and look at you. He or she tends to cut in, multi-task, or miss the point.	
15	Is easily distracted by noise or activity around him and copes much better if sitting with quiet, focused children	
	Total Score for Attention	
	TASK INITIATION	
16	Can't get going on a piece of work.	
17	His or her topic books are sparse and tasks incomplete.	
18	Often seems to be the last one to move or act on instructions.	
	Total Score for Task Initiation	
	PLANNING / PRIORITIZING	
19	Projects or longer term pieces of work often seem incomplete or rushed.	
20	Written work is disorganised and lacks a context or structure.	
21	Can't seem to manage school bag and often loses things.	
	Total Score for Planning and Prioritizing	

	ORGANIZATION	
22	Forgets to do and/or hand in homework	
23	Desk or school books are cluttered and messy	
24	Is often losing things, both personal belongings and work related things	
	Total Score for Organization	
	TIME MANAGEMENT	
25	Has grand ideas but only gets part way through completing them.	
26	Doesn't complete work under timed conditions, particularly exams with multiple questions	
27	Is often late to class or to school.	
	Total Score for Time Management	
	GOAL DIRECTED PERSISTENCE	
28	Gives up quickly when a task is challenging.	
29	Quickly says "I can't do this" or "this is too hard for me" if struggling.	
30	When playing with friends, flits from game to game.	
	Total Score for Goal Directed Persistence	
	METACOGNITION	
31	Finds self assessment challenging	
32	Other children find them "annoying"	
33	Struggles to set personal learning goals	
	Total Score for Goal Directed Persistence	

Area of functioning	Score
RESPONSE INHIBITION	
WORKING MEMORY	
EMOTIONAL CONTROL	
COGNITIVE FLEXIBILITY	
SUSTAINED ATTENTION	
TASK INITIATION	
PLANNING / PRIORITIZING	
ORGANIZATION	
TIME MANAGEMENT	
GOAL DIRECTED PERSISTENCE	

High scores (above 10) = areas of strength
Low scores (5 and below) = areas of challenge