



# Screener of Handwriting Proficiency

## 3rd Grade – Beginning Cursive Administration Packet

Name \_\_\_\_\_ Date . . .

Write the cursive letters below the printed letters.

c e l f y j k r s b v m z q

\_\_\_\_\_

Write the cursive words below the printed words.

it up do ha go ax

\_\_\_\_\_

or we of

\_\_\_\_\_

Write the cursive letters below the printed letters.

A Y N H K I F I

\_\_\_\_\_

☺

A B \_ \_ E \_ G H I J \_ \_ M

\_ \_ P Q \_ \_ U V \_ \_ Y \_

l \_ \_ \_ \_ \_

\_ \_ c d \_ f \_ \_ \_ k l \_

n o \_ \_ r s t \_ \_ w x \_ z

☺

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### Let's get started:

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# ABOUT THE SCREENER

**The Screener of Handwriting Proficiency** is designed for educators and specialists to help them assess critical and measurable skills that students need for success. The Screener provides whole-class data, through formative and summative assessments, on student’s handwriting strengths and areas in need of remediation to guide overall instruction.

## Use the Screener to:

- Inform and focus handwriting instruction.
- Generate reports that show what students need.
- Identify children who need intervention early in the year.
- Remediate and close the achievement gap.

The Screener works with all handwriting curricula and with any type of instruction. Use independently or as part of a Response to Intervention (RtI) model. **Administer the Screener three times a year according to the recommended intervals to monitor progress and adjust instruction.**

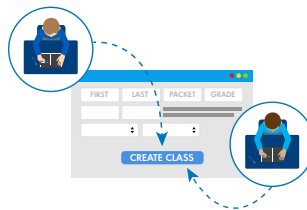
# HOW TO USE THE SCREENER



STEP 1

## Administer

Make copies of the student assessment sheet for all students in your class (p. 10). Follow administration instructions (p. 3)



STEP 2

## Enroll Students Online

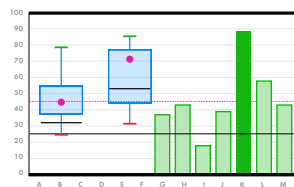
Create classes and add students into your online Screener of Handwriting Proficiency account.



STEP 3

## Score

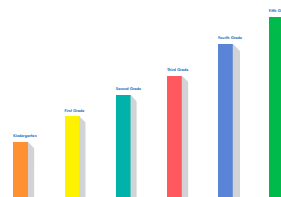
Input students’ responses and automatically get scores by using the step-by-step Online Scoring Tool.



STEP 4

## Review Reports

Generate individual and whole-class reports to monitor performance.



STEP 5


## Instruct & Remediate

Implement targeted instruction and remediation plans.

## BEGINNING

Make a copy of the 3rd grade print Student Assessment Sheet (p. 15) for each student. Read the directions aloud.

- Name:** Wait for me before you write. Write your name on the top line, beside the smiley face.
- CAPITALS:** Find capital A and B. Write capital C. Write capital D. Find capital E. Write capital F. Write capital K, L. Continue... Write capital N, O, capital R, S, T, capital W, X, and Z.
- Numbers:** Find number 1. Write number 2 in the next space. Write number 3. Continue... 4 5 6 7 8 9
- Lowercase:** Find the first empty space. Write lowercase a. Write lowercase b. Find lowercase c, d. Write lowercase e. Continue... Write lowercase g, h, i, j, lowercase m, lowercase p, q, lowercase u, v and y.



- -

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A B \_ \_ E \_ G H I J \_ \_ M

\_ \_ P Q \_ \_ \_ U V \_ \_ Y \_

l \_ \_ \_ \_ \_ \_ \_ \_

\_ \_ c d \_ f \_ \_ \_ \_ k l \_

n o \_ \_ r s t \_ \_ w x \_ z



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3rd Grade Assessment Sheet (p. 15)

**Sentence:** Write a question on the bottom line, beside the smiley face. Wait for me to spell the words.

The first word is how. Write h - o - w  
 The second word is do. Write d - o  
 The third word is eagles. Write e - a - g - l - e - s  
 The last word is fly. Write f - l - y  
 That is the end of the sentence.

Collect papers. Write the screening date on each.

 Turn desks away from letter displays. Use privacy folders to prevent copying.

# HOW TO SCORE

**Scoring is quick and easy.** Here are the printing skills you will score and how to score them. Use the 3<sup>rd</sup> Grade Answer Key and scoring examples for reference. The answer key includes multiple acceptable letter/number styles.

**You can easily score students using the Screener online tool and quickly access individual and class results (go to your account at [LWTears.com/screener](https://www.lwtears.com/screener) and enter the test information for each student in their respective class).**

## MEMORY: The ability to remember and write dictated letters and numbers.

- Omitting the letter/number is a memory error (image 1).
- Writing an unrecognizable letter/number (like a squiggle) is a memory error (image 2).
- Writing the wrong letter/number (lowercase **r** for capital **R** or vice versa) is a memory error (image 3).
- Lowercase **i, j** without the dot is a memory error. (image 4)

### No memory error for:

- A letter or number that is reversed/backward
- A letter that uses wrong size - **Oo, Ww, Ss**
- A letter in the wrong place - **Pp, Yy** (image 5)

## ORIENTATION: The ability to write letters and numbers facing the correct direction.

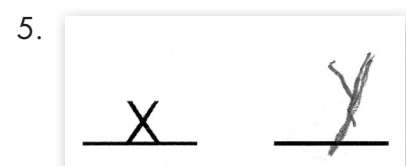
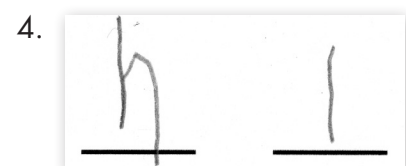
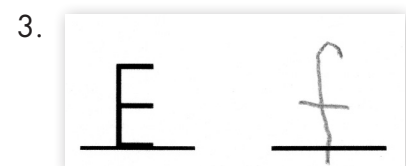
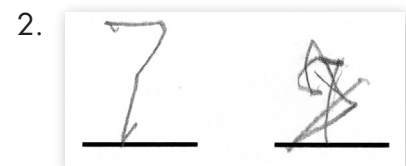
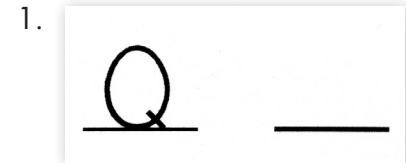
- Reversals, or backward letters are orientation errors (images 6a and 6b).

### No orientation error for:

- Symmetrical letters/numbers. They cannot be reversed and are not scored.

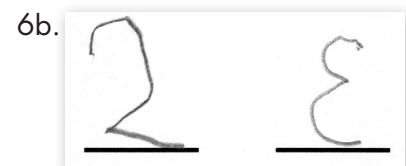
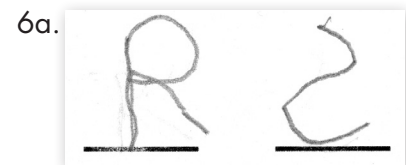
Scoring information continues on next page.

## MEMORY:



No memory error

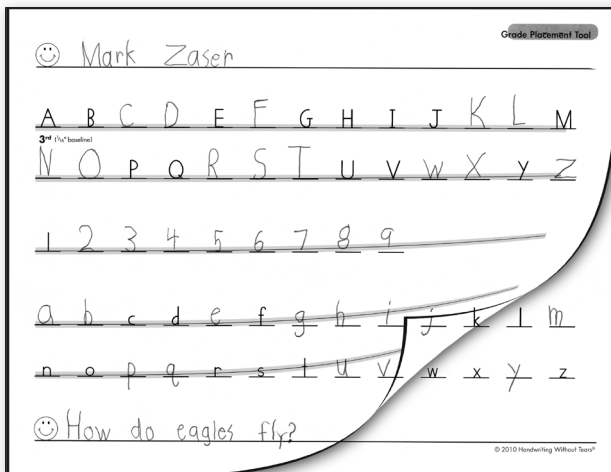
## ORIENTATION:



**PLACEMENT: The ability to place letters and numbers correctly on a baseline.**

- A letter/number (or part) that should be on the base line but is outside the gray area (more than 1/16" above or below the line) is a placement error.
  - Letter/number parts that should be on the line but are above the gray area (images 7a and 7b).
  - Letter/number parts that should be on the line but are below the gray area (images 7c and 7d).

**Note: Measure questionable placement by lining up the 3<sup>rd</sup> Grade Placement Tool (p. 12) with the writing line (not the letter). If available, copy p. 12 onto transparency paper. If you do not have transparency paper, use a classroom ruler and measure 1/16" above and below the line for scoring.**



Sample Student Sheet with 3<sup>rd</sup> Grade Placement Tool overlaid

**SENTENCE: The ability to use sentence conventions: a beginning capital, distinct lowercase words (letters close), space between words, and ending punctuation.**

- Not using a capital to begin is a sentence error (image 8).
- Mixing capital and lowercase letters is a sentence error (image 9).
- Putting too much space between letters in a word (**w r o n g**) is a sentence error (image 10).
- Putting words too close is a sentence error (image 11).
- Forgetting ending punctuation is a sentence error (image 12).

**PLACEMENT:**

7a.



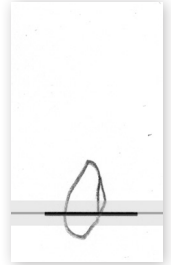
7b.



7c.



7d.



**SENTENCE:**

8.



9.



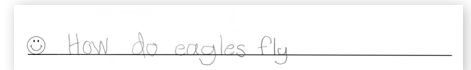
10.



11.



12.



## NAME: Children typically develop name-writing skills in three stages.

You will not mark errors for this category. Instead, using the Online Scoring Tool, note the stage of development. Does the student use:

1. All capitals (CHRIS)
2. Transitioning mix (ChRis)
3. Title case (Chris)

## CONCERNS: Other skills affect handwriting success. Check concerns from the Screener or classroom work using the Printing Concerns Checklist (p. 13).

**Formation** – When giving the Screener to a large group, letter and number formation cannot be assessed but you may be able to observe poor formations when reviewing the samples.

**Size** – Writing too large causes problems with school papers, speed and spacing. Review classroom samples for problems. Check concern if child writes too large for grade.

**Neatness** - Administer screening at an even pace, with time for children to do their best. Check concern if a child’s writing is not neat on the Screener or in classroom work. Classroom samples provide the best information about neatness in everyday writing.

**Speed** – Administer screening so that all students finish together. Watch for students who don’t complete classroom work in a timely manner. Take note of those who are slow but don’t overlook the fast ones who are also messy. Check concern if a child’s writing speed is a problem in the classroom.

**Posture, Pencil Grip, and Helper Hand** – The physical aspect of handwriting is important. Observe your students for physical problems that can lead to handwriting difficulties. Check concerns if a child sits slumped, feet unsupported, has an awkward grip, or does not use hand to hold paper.

**Other** – Note any cognitive, physical, language, attention, or other skills that affect a child’s written work.

**PRINTING CONCERNS CHECKLIST**

Place a check mark for each concern noted. Refer to the key below or scoring grid for identifying information and guidance.

Last Name	First Name	Formation	Size	Neatness	Speed	Posture	Pencil Grip	Helper Hand	Other
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
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21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									

**Formation** - Starts of the bottom or writes out of order  
**Size** - Writes too large for grade  
**Neatness** - Demonstrates poor quality of written work  
**Speed** - Takes too long to complete tasks compared to peers  
**Posture** - Sit slumped, feet unsupported  
**Pencil Grip** - Uses awkward grip  
**Helper Hand** - Does not use hand to hold paper  
**Other** - Includes cognitive, physical, language, or attention issues.

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Printing Concerns Checklist (p. 18)

## MID-YEAR AND END-OF-YEAR

Make a copy of the 3rd grade cursive Student Assessment Sheet (p. 19) for each student. Read the directions aloud. Encourage trying if children aren't sure.

**Name:** Write your first and last name in cursive. Write today's date.

**Lowercase:** Change lowercase letters to cursive. Wait for me to say each letter. Write cursive c. Write cursive e.  
Continue...                      l f y j                      k r s b                      v m z q

**Words:** Change print words to cursive. Wait for me to say each word.  
Continue...                      i t                      u p                      d o                      h a                      g o                      a x  
   o r                      w e                      o f                      o n                      b y

**CAPITALS:** Change print capitals to cursive. Wait for me to say each letter. Write cursive A. Write cursive Y.  
Continue...                      N H K T                      F I J D                      L G S E

Name _____						Date ____ - ____ - ____							
Write the cursive letters below the printed letters.													
c	e	l	f	y	j	k	r	s	b	v	m	z	q
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Write the cursive words below the printed words.													
it	up	do	ha	go	ax								
_____	_____	_____	_____	_____	_____								
or	we	of	on	by									
_____	_____	_____	_____	_____									
Write the cursive letters below the printed letters.													
A	Y	N	H	K	T	F	I	J	D	L	G	S	E
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

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3rd Grade Assessment Sheet (p. 19)

 Turn desks away from letter displays. Use privacy folders to prevent copying.

# HOW TO SCORE

**Scoring is quick and easy.** Here are the cursive skills you will score and how to score them. Use the Cursive Answer Key and scoring examples for reference. Accept letter styles from all curricula. Lead-in strokes, slant, and some loops are optional.

## LETTER SKILLS

**Lowercase Memory: The ability to remember and write the cursive form of lowercase letters.**

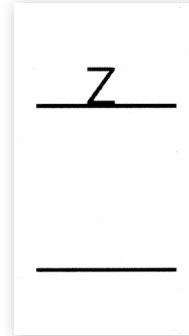
- Omitting the letter is a lowercase memory error (image 1).
- Writing an unrecognizable letter is a lowercase memory error (image 2).
- Printing the letter is a lowercase memory error (no error for c) (image 3).
- Writing a capital letter is a lowercase memory error (no error for *U* *z*) (image 4).

Scoring information continues on next page.

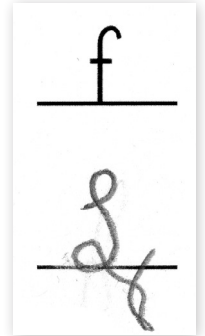
## LETTER SKILLS

**Lowercase Memory:**

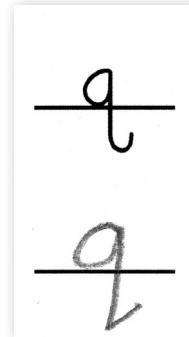
1.



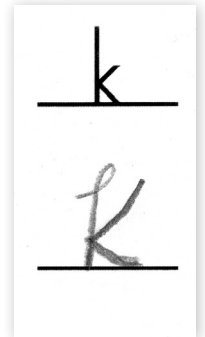
2.



3.



4.





## WORD SKILLS

### Memory/Connections: The ability to write and join lowercase cursive letters to form words.

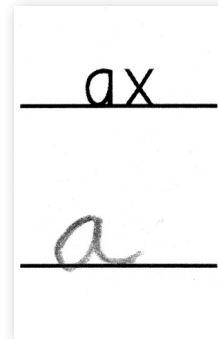
- Omitting a letter/word is a memory/connection error (image 5).
- Writing an unrecognizable letter/word is a memory/connection error (image 6).
- Writing an incorrect letter/word is a memory/connection error (image 7).
- Printing the word/letters is a memory/connection error (image 8).
- Using the wrong connection is a memory/connection error (image 9).

Scoring information continues on next page.

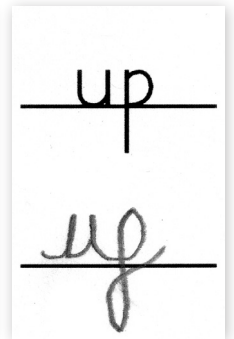
## WORD SKILLS

### Memory/Connections:

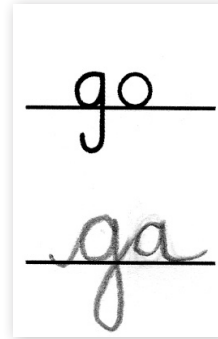
5.



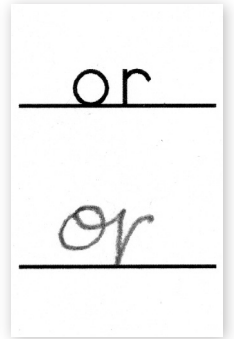
6.



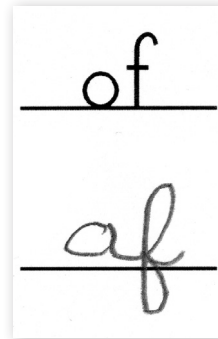
7.



8.



9.



## LETTER SKILLS

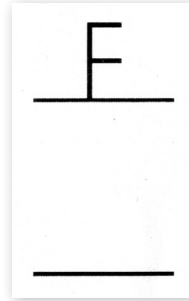
**Capital Memory: The ability to remember and write the cursive form of capital letters.**

- Omitting the letter is a capital memory error (image 10).
- Writing an unrecognizable letter is a capital memory error (image 11).
- Printing the letter is a capital memory error (no error for **K**) (image 12).
- Writing a lowercase letter is a capital memory error (no error for a *y*) (image 13).

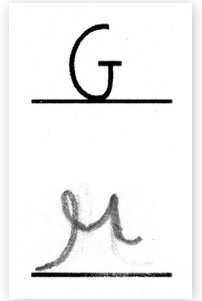
## LETTER SKILLS

**Capital Memory:**

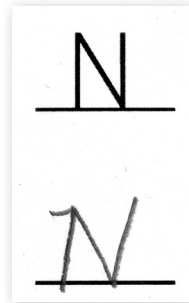
10.



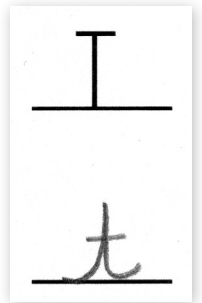
11.



12.



13.



**NAME/SIGNATURE: Students typically develop a cursive signature in three stages.**

You will not mark errors for this category. Instead, note the stage of development. The student:

- Prints
- Attempts cursive
- Uses cursive correctly

**CONCERNS: Other skills affect handwriting success.  
Check concerns from the Screener or classroom work.**

**Formation** – Group screening can’t assess letter or number formation, but you should notice formation generally. Poor habits affect cursive skills. Check concern if student does not start or end letters correctly. Also check concern if strokes move in the wrong direction.

**Placement** - Correct placement makes writing easier to read. Placing letters correctly on the baseline is critical for neatness and smooth connections. Check concern if student does not stay on the line, floats letters, or does not place descending of *f g j p q* *y z* or *f y z* below the line.

**Style** - Cursive does not have to slant. When students mix vertical and slanted styles, writing is hard to read. Check concern if student mixes styles in classroom writing or on the Screener.

**Size** – Writing too large or varying letter size causes problems with neatness, speed and spacing. Review classroom samples. Check concern if student writes too large for grade or uses wrong size for some letters.

**Fluency/Speed** – Cursive needs to flow easily from letter to letter. Until their cursive is fluent, some students will prefer printing. Check concern if student hesitates when forming/connecting letters and writes slower than peers.

**Posture, Pencil Grip, and Helper Hand** – The physical aspect of handwriting is important. Observe your students for physical problems that can lead to handwriting difficulties. Check concerns if a student sits slumped, feet unsupported, has an awkward grip, or does not use hand to hold paper.

**Other** – Note any cognitive, physical, language, attention, or other factors that affect a student’s written work.

**CURSIVE CONCERNS CHECKLIST**  
Place a check mark for each concern noted. Refer to the key below or the scoring packets for identifying information and guidance.

Last Name	First Name	Formation	Placement	Style	Size	Fluency/Speed	Posture	Pencil Grip	Helper Hand	Other
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										
32										
33										
34										
35										

Formation - Starts or ends letters incorrectly, gives the wrong direction  
Placement - Does not stay on the line, float letters  
Style - Uses vertical and slanted styles  
Size - Writes too large for grade or varies size  
Fluency/Speed - Hesitates or writes slower than peers  
Posture - Sits slumped, feet unsupported  
Pencil Grip - Has awkward grip  
Helper Hand - Does not use hand to hold paper  
Other - Exhibits cognitive, physical, language, or attention issues

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Cursive Concerns Checklist (p. 21)

# REPORTS AND REMEDIATION

Use the [Online Scoring Tool for insights](#) about individual and whole-class handwriting performance. Reports allow you to track growth and share screening results with others.

## Class Reports

Class reports show overall class performance in Memory, Orientation, Placement, and Sentence skills. The report shows if a class is meeting RtI Tier 1 achievement targets (80% of students at or above benchmark). When more than 20% of students are below expectation on a handwriting skill, classroom instruction needs to be re-evaluated. Targeted instruction is provided at the classroom level.

### Class Screener reports show:

- Percentage of students meeting/not meeting benchmark expectations
- Results compared to RtI Tier 1 achievement targets
- Where to focus instruction and intervention

### What should be done if a class isn't progressing or meeting expectations?

Implement the targeted instruction plan from the classroom report.

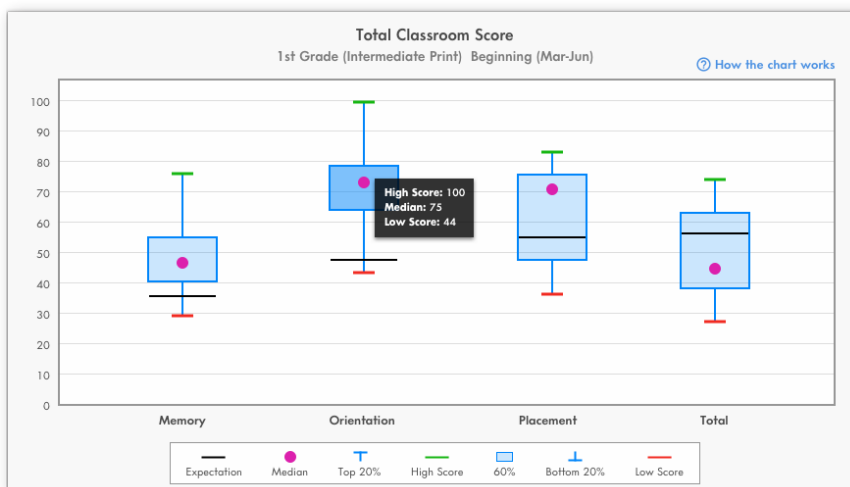
- Build a team to review and guide handwriting curriculum and implementation
- Offer professional development to train staff in handwriting instruction and remediation
- Continue the screening process to monitor student progress

## Handwriting Instruction and Intervention Strategies

The key to student success is regular instruction by a qualified teacher using a strong handwriting curriculum.

### Schools with strong handwriting instruction have:

1. Daily time set aside for instruction
2. Professional development to boost teacher qualifications
3. Teachers who demonstrate through direct instruction and consistently model letter formation and coach handwriting skills
4. A core curriculum with well-designed workbooks, developmentally based materials, teacher's guides, training, and resources
5. Furniture and classrooms designed for effective learning (appropriate sized desks and everyone faces the board for lessons).



Classroom Performance Chart

(Note: Drill down reports showing performance by student are available by clicking in each category box.)

## Student Reports

Individual reports inform and focus your personal instruction by showing what students know and what they need to learn. You will know who needs extra support and supervision during class instruction and who needs intervention. Remediation suggestions are provided when a student performs below expectation on a handwriting skill.

**Detailed Report: Anthony Bailey**  
Test: Entry Date: 03/30/2018

	Memory	Orientation	Placement	Sentence Skills	TOTAL
Student Score	87%	87%	81%	60%	78%
Expectation	88%	86%	75%	60%	78%
Difference	-1%	+1%	+6%	0	+1%

Student Handwriting Report

### Student Reports show:

- Current printing skills compared to benchmark expectations
- Changes in printing skills during the year
- Where to focus instruction and intervention

### What if a child isn't progressing/meeting expectations?

- Start with class results. If the class isn't meeting expectations, begin with the class strategies.
- Provide small group/individual intervention based on screening data. Use the remediation suggestions found in the report.
- Continue the screening process to monitor student progress.

### What's next?

- Implement remediation strategies with students who scored below expectations.
- Share the Screener with your team.

# SCREENER TOOLS

## BEGINNING OF YEAR

### **Administration Template: 3rd Grade Student Assessment Sheet (p. 15)**

Use this sheet to administer the test at the beginning of the year. Provide a copy for each student.

### **Scoring: 3rd Grade Answer Key (p. 16)**

Use the 3rd grade Answer Key and scoring examples for reference. The answer key includes multiple acceptable letter/number styles.

### **Scoring: 3<sup>rd</sup> Grade Placement Tool (p. 17)**

Measure questionable placement by lining up the 3rd grade Placement Tool with the writing tool. You can also copy/print on transparency paper to create the Placement Tool.

### **Administration Template: Printing Concerns Checklist (p. 18)**

Use this sheet to record student's handwriting concerns for each skill area.

## MID-YEAR AND END-OF-YEAR

### **Administration Template: 3rd Grade Student Assessment Sheet (p. 19)**

Use this sheet to administer the test at the beginning of the year. Provide a copy for each student.

### **Scoring: 3rd Grade Answer Key (p. 20)**

Use the 3rd grade Answer Key and scoring examples for reference. The answer key includes multiple acceptable letter/number styles.

### **Administration Template: Cursive Concerns Checklist (p. 21)**

Use this sheet to record student's handwriting concerns for each skill area.



A B E G H I J M

P Q U V Y

l \_ \_ \_ \_ \_

c d f k l

n o r s t w x z



😊 (Name) \_\_\_\_\_



A a B b C c D d E e F f G g H h I i J j K k L l M m

N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

1 2 (2) 3 4 (4) 5 6 7 8 9

a (a) b b c c d d e e f f g g h h i i j j k k l l m (m)

n (n) o o p p q q r r s s t t u u v v w w x x y (y) z z

😊 How do eagles fly?

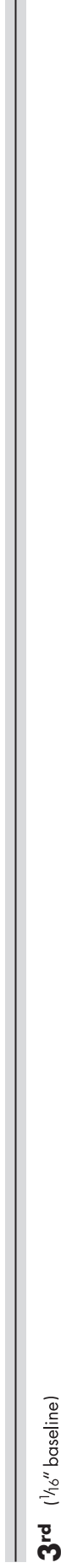


Print the 3rd Grade Placement Tool on a transparency or use a classroom ruler to measure 1/16" above and below the line. Place the transparency over completed student sheets to score.

### 3rd Grade Placement Tool

It is important that this sheet prints so that the gray area extends 1/16" above and below the line. To ensure this, follow the directions below.

1. Click the printer icon (or choose File > Print).
2. In the Page Scaling dropdown menu, choose **None**.
3. Click **OK** to print.



# PRINTING CONCERNS CHECKLIST

Place a check mark for each concern noted. Refer to the key below or scoring packets for identifying information and guidance.

	Last Name	First Name	Formation	Size	Neatness	Speed	Posture	Pencil Grip	Helper Hand	Other
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										
32										
33										
34										
35										

**Formation** - Starts at the bottom or writes out of order  
**Size** - Writes too large for grade  
**Neatness** - Demonstrates poor quality of written work  
**Speed** - Is slow to complete tasks compared to peers

**Posture** - Sits slumped, feet unsupported  
**Pencil Grip** - Has awkward grip  
**Helper Hand** - Does not use hand to hold paper  
**Other** - Exhibits cognitive, physical, language, or attention issues

Name \_\_\_\_\_

Date . . .

Write the cursive letters below the printed letters.

c e l f y j k r s b v m z q

Write the cursive words below the printed words.

it up ha go ax  
or we of on by

Write the cursive letters below the printed letters.

A Y N H K T F I J D L G S E

Name \_\_\_\_\_ Date \_\_\_\_\_

c e l f y (fr) j k m n v m z q  
(k) (r) (v)

it up (up) do ha (ha) go ax

or we of on by

a y n H K J j d l y s e  
(j) (j)

# CURSIVE CONCERNS CHECKLIST

Place a check mark for each concern noted. Refer to the key below or the scoring packets for identifying information and guidance.

	Last Name	First Name	Formation	Placement	Style	Size	Fluency/Speed	Posture	Pencil Grip	Helper Hand	Other
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
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21											
22											
23											
24											
25											
26											
27											
28											
29											
30											
31											
32											
33											
34											
35											

**Formation** - Starts or ends letters incorrectly; goes the wrong direction

**Placement** - Does not stay on the line; floats letters

**Style** - Mixes vertical and slanted styles

**Size** - Writes too large for grade or varies size

**Fluency/Speed** - Hesitates or writes slower than peers

**Posture** - Sits slumped, feet unsupported

**Pencil Grip** - Has awkward grip

**Helper Hand** - Does not use hand to hold paper

**Other** - Exhibits cognitive, physical, language, or attention issues