

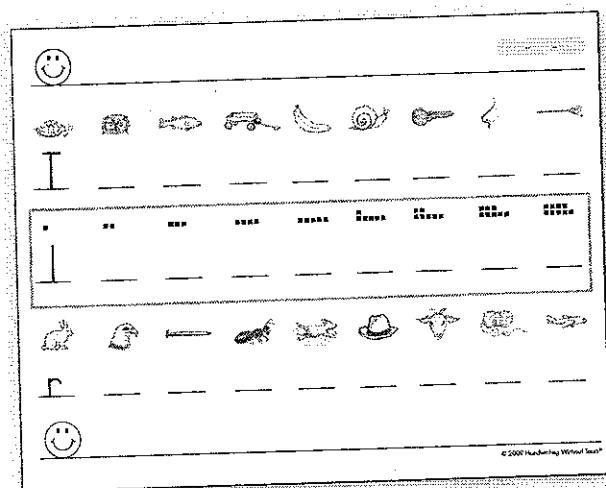
# Screeners of Handwriting Proficiency

## Administration Packet - K

The **Screeners of Handwriting Proficiency** is designed for educators and specialists to help them assess critical and measurable skills that students need for success. The Screener is quick and easy to administer, and you can use it for individuals and whole groups to get valuable performance outcomes and to plan for intervention.

- Identify children who need intervention early in the year.
- Inform and focus handwriting instruction.
- Generate reports that show what students need.
- 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. For best results, administer the Screener three times a year to monitor progress.



Kindergarten Student Sheet

### Let's get started:

- Review this Administration Packet.
- Copy the Student Sheet.
- Prepare the Concerns Checklist.
- Administer the Screener.

# HOW TO ADMINISTER

**Get Started** - Read the directions to the class. Continue the directions, following the pattern for the next letters or numbers. *Do not give students additional verbal cues or visual models.*

**Say:** I will ask you to write some letters and numbers.  
Do not write anything until I ask you to.  
At the top, write your name beside the smiley face.  
*(Wait until after the screening to fill in the date.)*

## Capital Letters

**Say:** Point to the turtle on the top line. *(Check students)*  
Do you see capital letter **T** under the turtle?  
I want you to write a capital letter under every picture.  
I will say the picture and the letter. Wait for me to say the letter.  
Do you see the owl? Write the capital **O** on the line below.

**Continue:** Fish - F Wagon - W Banana - B Snail - S Key - K  
Nose - N Rake - R

## Numbers

**Say:** Find the line with the boxes.  
Point to number **1** under the first box. *(Check students.)*  
I want you to write a number under every set of boxes.  
I will say the number. Wait for me to say the number.  
Do you see the two boxes? Write **2** on the line below.

**Continue:** 3 4 5 6 7 8 9

## Lowercase Letters

**Say:** Point to the line with the rabbit. *(Check students.)*  
Do you see the lowercase **r** under the rabbit?  
I want you to write a lowercase letter under every picture.  
I will say the picture and the letter. Wait for me to say the letter.  
Do you see the eagle? Write a lowercase **e** on the line below.

**Continue:** nail - n ant - a dog - d hat - h goat - g  
yarn - y plane - p

**Sentence** - Sentence writing is not an entry level expectation.  
Wait until mid-year to assess.

**Say:** I want you to write a sentence on the bottom line next to the smiley face. There are three words. Wait for me to spell the words. *(Do not give capital, spacing, or punctuation clues.)*

The 1st word is he Write he, h - e  
The 2nd word is can Write can, c - a - n  
The last word is hop Write hop, h - o - p  
This is the end of the sentence.

**When finished, say:** Now, turn over your paper.

Collect papers; mark the Student Sheet to indicate screening date.

## Tips for Screening:

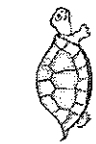
- Administer in a room with no letter displays or turn desks away from letter displays.
- Use privacy folders to prevent copying.
- Guide students as needed by pointing.
- Keep students on track: wait for responses to "Do you see. . ." questions.
- Use pencils only.
- If time allows, administer in smaller groups.

Kindergarten Student Sheet

Kindergarten Answer Key

## What's next?

- Download the Scoring Packet from [hwtears.com/screener](http://hwtears.com/screener).



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■	■ ■ ■ ■	■ ■ ■ ■	■ ■ ■ ■ ■ ■	■ ■ ■ ■ ■ ■	■ ■ ■ ■ ■ ■	■ ■ ■ ■ ■ ■	■ ■ ■ ■ ■ ■ ■ ■
_____	_____	_____	_____	_____	_____	_____	_____

I



r

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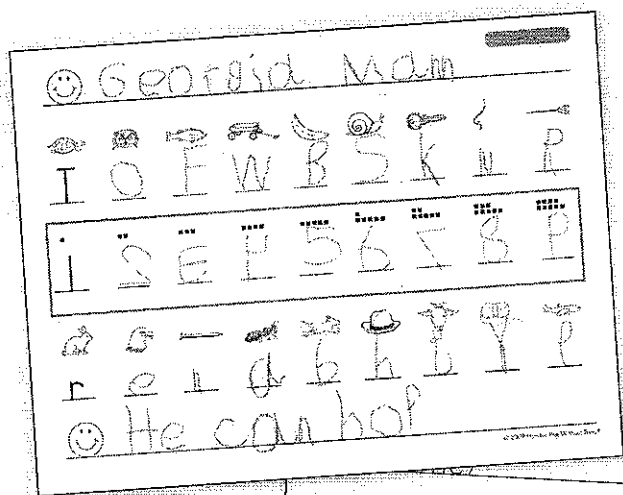
**Formation** - Starts at the bottom or writes out of order  
**Size** - Writes too large for grade  
**Neatness** - Demonstrates poor quality of written work  
**Speed** - Is slow to complete tasks compared to peers

**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

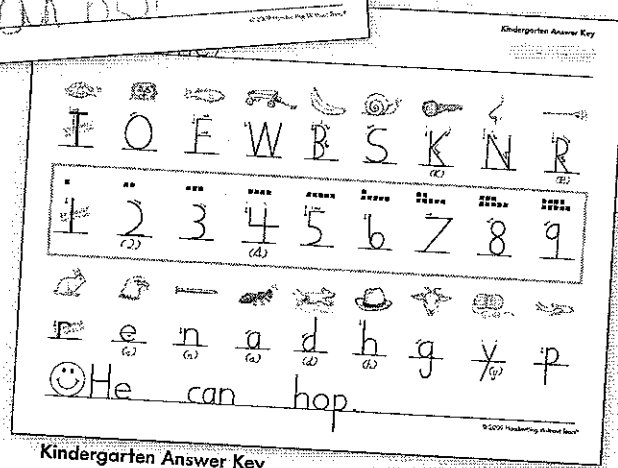
# Screeners of Handwriting Proficiency

## Scoring Packet - K

The **Screeners of Handwriting Proficiency** helps you identify students who need additional support and guides your classroom instruction throughout the year. Assess your students three times a year, score results, and generate reports that help you track the development of critical handwriting skills.



Sample Kindergarten Student Sheet



Kindergarten Answer Key

### Get ready to score:

- Go to the Online Scoring and Reporting Tool: [hwtears.com/screener](http://hwtears.com/screener).
- Download and print the Kindergarten Placement Tool on a transparency.
- Add students/class online.
- Begin scoring using the guidelines in this packet.

# SCORING INFORMATION

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

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

1. Omitting the letter/number is a memory error.
2. Writing an unrecognizable letter/number (like a squiggle) is a memory error.
3. Writing the wrong letter/number (lowercase r for capital R or vice versa) is a memory error.

**No memory error for:**

4. A letter or number that is reversed/backward
5. A letter that uses wrong size - Oo, Ww, Ss
6. A letter in the wrong place - Pp, Yy

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

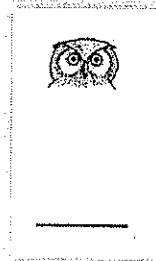
7. Reversals, or backward letters are orientation errors.

**No orientation error for:**

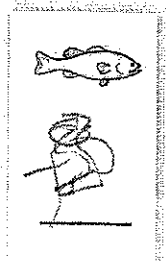
8. Symmetrical letters/numbers. They cannot be reversed and are not scored.

**MEMORY:**

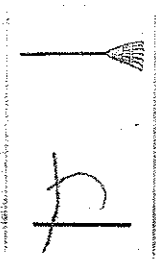
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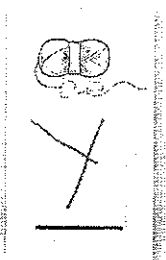
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3.



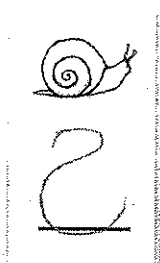
6.



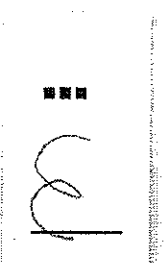
No memory error

**ORIENTATION:**

7.



7.

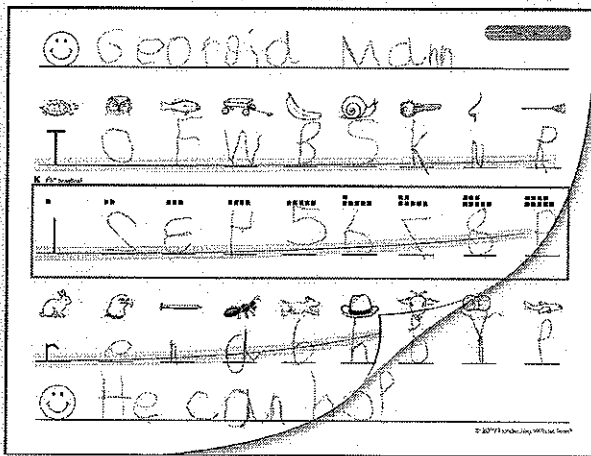


Scoring Information continues...

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

9. A letter/number (or part) that should be on the baseline but is outside the gray area (more than 1/8" above or below the line) is a placement error.
- a. Letter/number parts that should be on the line but are above the gray area
  - b. Letter/number parts that should be on the line but are below the gray area

Note: Measure questionable placement. Line up the Kindergarten Placement Tool with the writing line (not the letter).



Sample Student Sheet with Kindergarten Placement Tool overlaid

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

Note: Wait until the mid-year screening to assess.

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

**PLACEMENT:**

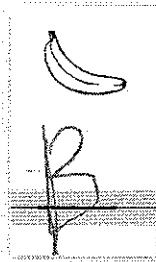
9a.



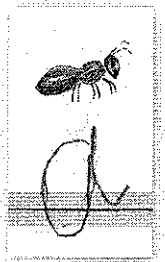
9a.



9b.



9b.



**SENTENCE:**

10.

☺ he can hop.

11.

☺ He can hop

12.

☺ He can h o p.

13.

☺ He can hop

14.

☺ He can hop





☺ (Name)



T  
EXAMPLE  
DO NOT SCORE



O



F



W



B



S



K (K)



N



R (R)



1  
EXAMPLE  
DO NOT SCORE



2 (2)



3



4 (4)



5



6



7



8



9



p  
EXAMPLE  
DO NOT SCORE

e (e)

n (n)

a (a)

d (d)

h (h)

g

y (y)



He can hop.

# Kindergarten Placement Tool

Print the Kindergarten Placement Tool on a transparency. Place the transparency over completed student sheets to score.

It is important that this sheet prints so that the gray area extends 1/8" 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 drop-down menu, choose **None**.
3. Click **OK** to print.



**K** (1/8" baseline)



# REPORTS AND INTERVENTION

Use the **Online Scoring and Reporting Tool** to create reports about individual and whole class handwriting performance. Reports allow you to track growth and share screening results with others.

## Class Reports

Class reports show if a class is meeting RtI Tier 1 achievement targets (80% of students at or above benchmark). Evaluate instruction when more than 20% of students are below expectation on a handwriting skill. Remediation suggestions are provided.

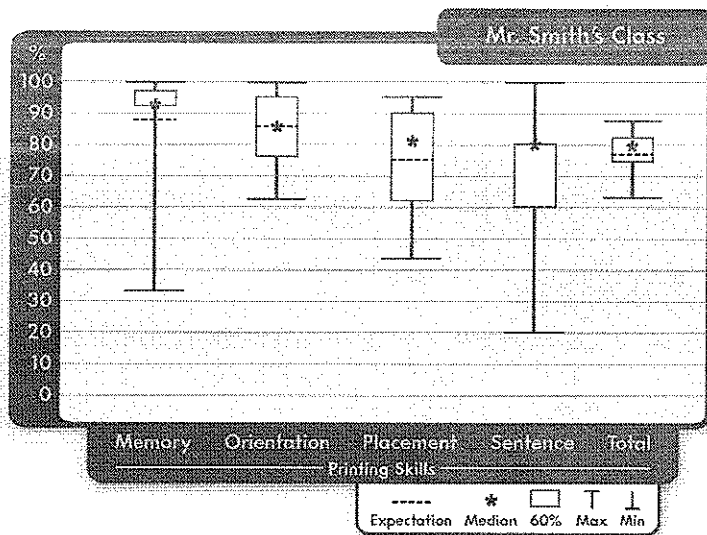
## Class Screener reports show:

- 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?

Improve the quality of classroom handwriting instruction for all students.

- 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.



Classroom Handwriting Report

## Handwriting Instruction and Intervention Strategies

The key to student success is regular instruction by a qualified teacher using a strong core 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 at the board and on student papers, modeling letter formation and coaching handwriting skills
4. A core curriculum with well-designed workbooks, developmentally based materials, teacher guides, training, and resources
5. Furniture and classrooms designed for effective learning (furniture fits children/everyone faces the board for lessons)

## Student Reports

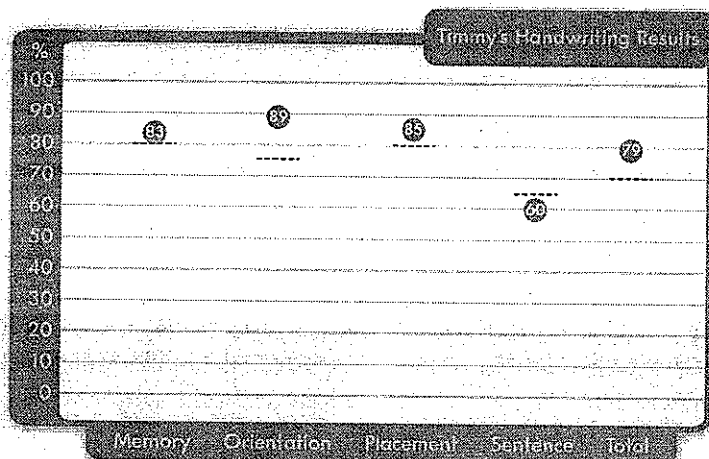
Individual reports inform and focus your instruction by showing what students know and what they need to learn. You will know who needs extra support and supervision during class instruction and who needs intervention. Remediation suggestions are provided when a student performs below expectation on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

### Student Reports show:

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

### What should be done 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.



Student Handwriting Report

### What's next?

- Remediate students.
- Share the Screener with your colleagues.