

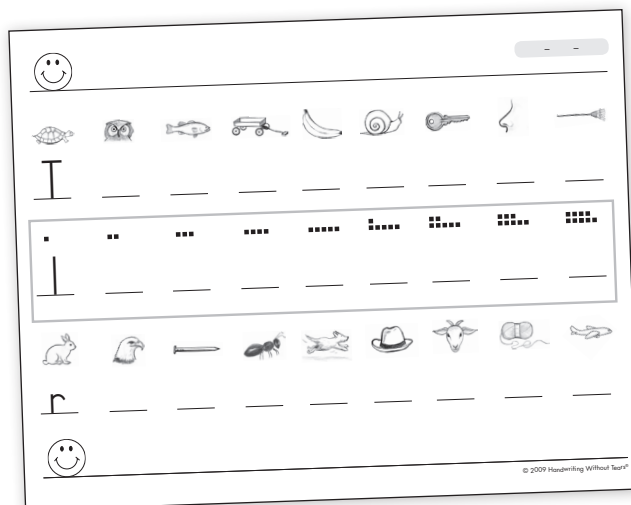
# Screeners of Handwriting Proficiency

## Administration Packet - 1<sup>st</sup>

**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 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.



1<sup>st</sup> Grade 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

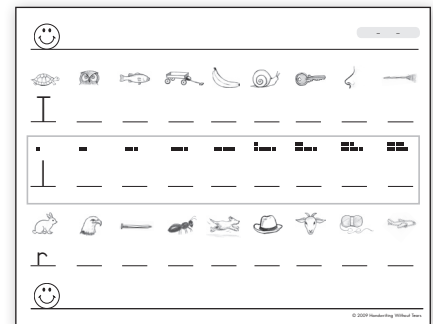
**Say:** I want you to write a sentence on the bottom line next to the smiley face. There are four words. Wait for me to spell the words. *(Do not give capital, spacing, or punctuation clues.)*

The 1st word is dogs      Write dogs, d - o - g - s  
The 2nd word is have      Write have, h - a - v - e  
The 3rd word is four      Write four, f - o - u - r  
The last word is legs      Write legs, l - e - g - s  
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.

A student sheet for handwriting practice. It features a smiley face at the top left for a name. Below it are two rows of ten boxes each, each containing a small illustration of an object (fish, turtle, owl, key, etc.). Under each row are lines for writing capital letters and numbers. At the bottom, there is a line for a sentence starting with a smiley face.

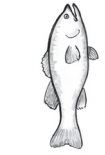
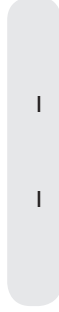
1<sup>st</sup> Grade Student Sheet

An answer key for the student sheet. It shows the same layout as the student sheet, but with the correct capital letters and numbers written in the boxes. The sentence at the bottom is "Dogs have four legs." The smiley face is at the top left.

1<sup>st</sup> Grade Answer Key

## What's next?

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



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# PRINTING 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	Size	Neatness	Speed	Posture	Pencil Grip	Helper Hand	Other
1										
2										
3										
4										
5										
6										
7										
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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