

Student Name Grade Date

Person completing form

Step 1: Gather two to three authentic writing samples for review. Note date and subject area where work was completed.

Step 2: Rate student's performance relative to same-age peers by placing a check in the appropriate boxes below.

Area Assessed	Impaired	Below Average	Average	Above Average	Superior
Handwriting	<input type="checkbox"/>				
Spelling	<input type="checkbox"/>				
Written Expression	<input type="checkbox"/>				
Oral Language	<input type="checkbox"/>				
Self-Management Skills	<input type="checkbox"/>				

Step 3: Check concerns (relative to same age peers) below. If not observed, write N/O.

- Demonstrates poor stamina and/or frustration when writing (circle appropriate observations)
- Demonstrates an awkward or unusual pencil grip and/or wrist position when writing
- Complains about hand discomfort when writing
- Makes a significant number of spelling errors on grade level words
- Erases excessively
- Writes unfinished letters
- Produces generally illegible writing
- Makes irregular/inconsistent letter sizes/formations/slant (circle appropriate observations)
- Demonstrates difficulty tracing or staying in the lines
- Writes letters/words with irregular spacing
- Writes with a mixture of upper and lower-case letters (inappropriately)
- Writes with inconsistent pressure (i.e. - too light/dark, pencil tears in paper from heavy pressure)
- Misuses lines and margins
- Writes too small or too large for reading (circle one)
- Makes letter and/or number reversals (*reversals are common for students in Kinder- end of first grade)
- Writes unusually slowly or appears to be rushing or racing
- Has difficulty taking notes and/or copying from the board or worksheets
- Has difficulty getting thoughts on to paper
- Writing lacks punctuation, capitalization, paragraph indentation (consider grade level expectations)

Other/anecdotal notes:

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Key:

E = evaluator or person completing screener / Words in italics are to be provided (read) to student
LPM = letters per minute
WPM = words per minute

Table for Determining Writing Speed

To determine the number of words written per minute, time student for one minute and add up all letters composed. Divide the number of letters written per minute by five to obtain the number of words written per minute. Note that fluency for written production may be slightly slower than rate for sentence copy or dictation tasks.

FORMULA: ÷ 5 = **WPM**

Grade Level	1	2	3	4	5	6	7	8
Words per minutes	4-5	6-7	7-10	8-13	10-15	12-17	14-20	16-23

Task 1: Name and Date (K-12th)

E: Please write your first and last name on the line. (Indicate/point where to write name; prompt student to write last name if he/she only writes first.)

Task 2: Alphabet Sequence (K-12th)

LPM: ÷ 5 = WPM

E: Please write the letters of the alphabet in order when I say go. If you finish before I tell you to stop, start over. Please write in lowercase. If you do not know how to form the letter in lowercase, write it in uppercase. Write in print. If you don't know a letter, you can skip it and go on the next. You will have one minute. (Say go & start timer; if a student pauses for more than five seconds on a letter, ask him to go to the next letter he/she knows.)

Take notes below on alphabet sequence performance:

Task 3: Best Sentence Copy (K-12th)

LPM: ÷ 5 = WPM

E: Please look at this sentence. (Point to sentence on student page.) Copy the sentence in your best handwriting when I say go. If you finish before I tell you to stop, start over and write the sentence again. (Say go & start timer.)

Take notes below on sentence copy performance:

Task 4: Sentence Dictation (1st-12th)

E: Listen to the following sentence. I will say it two times. Now repeat the sentence. (If a student is unable to repeat a sentence, repeat sentence or dictate in two phrases.) Write the sentence using your best handwriting. You may write in print or cursive, whatever you prefer.

1st-2nd

- Little dogs sniff the wet grass. (6 words)
- The cats drink milk in the morning. (7 words)
- My best friend likes to eat pancakes. (7 words)
- We swing and slide at the park. (7 words)

3rd-6th

- The hikers found a sparkling pond and decided to take a quick swim. (13 words)
- The pioneer family loaded the wagon with supplies and prepared to head west. (13 words)

7th-12th

- The paramedic persisted as he scaled the extremely steep incline in treacherous weather to locate the missing hiker. (18 words)
- The inexperienced mechanic attempted to repair the massive engine at the automotive shop without success. (15 words)
- My drama teacher insists on additional practices before Saturday's matinee performance in the high school auditorium. (16 words)
- The catastrophic hurricane approached the Florida coastline, ravaged the delicate ecosystems, and flooded thousands of structures. (16 words)

Take notes below on sentence dictation performance:

Task 5: Writing Prompt

LPM: ÷ 5 = WPM

The student provides information orally and then writes down a narrative. If a student has difficulty verbalizing information, orally scaffold the prompt to help students expand (what, who, why, where, when). Provide five minutes for the student to write. Note where the student is at exactly one minute. DO NOT provide spelling for any words.

E: Tell me about _____. Now write what you just shared down. You may write in print or cursive. You will have five minutes.

- A time you baked or cooked something with your mom or dad
- A time something funny happened in your classroom
- A sport you play
- A hobby or talent you have
- A time something unexpected happened
- A recent vacation or family outing
- Your favorite video, movie, or board game
- What you did for your last birthday
- Your dog/cat/hamster

As the student writes, consider handwriting proficiency, legibility, stamina, sequence of ideas, syntax, mechanics, and verbal abilities.

Take notes below on writing performance:

Task 6: Spelling

1st-2nd

- | | | | | |
|------------|----------|-----------|----------|------------|
| 1. Tub | 2. Blast | 3. Ramp | 4. Sting | 5. Looking |
| 6. Flipped | 7. Born | 8. Shapes | 9. Chick | 10. Bottle |

3rd-6th

- | | | | | |
|---------------|------------|--------------|--------------|------------|
| 1. Rainy | 2. Points | 3. Happening | 4. Carefully | 5. Judged |
| 6. Lightening | 7. Shaking | 8. Persisted | 9. Weekday | 10. Vision |

7th-12th

- | | | | | |
|------------------|---------------|----------------|---------------|-------------------|
| 1. Domesticated | 2. Contagious | 3. Recommended | 4. Psychology | 5. Solidified |
| 6. Clarification | 7. Justified | 8. Dangerously | 9. Suspension | 10. Effectiveness |

Task 7: Number Sequence (optional)

Ask students to write numbers from 1-20 on the line.

Take notes below on writing performance:

Graphomotor Observational Notes

- Handedness:

- Grip:

- Legibility:

- Letter size/formation/slant:

- Line Anchoring:

- Reversals/Directionality:

	Area Assessed	Impaired	Below Average	Average	Above Average	Superior
Writing Screener Writing Rubric:	Name Writing	<input type="checkbox"/>				
	Alphabet Sequence	<input type="checkbox"/>				
	Sentence Copy	<input type="checkbox"/>				
	Sentence Dictation	<input type="checkbox"/>				
	Written Expression	<input type="checkbox"/>				
	Spelling	<input type="checkbox"/>				
	Other	<input type="checkbox"/>				

	Area Assessed	Impaired	Below Average	Average	Above Average	Superior
Holistic Writing Rubric 1 -	Handwriting	<input type="checkbox"/>				
	Spelling	<input type="checkbox"/>				
	Written Expression	<input type="checkbox"/>				
	Oral Language	<input type="checkbox"/>				
	Reading Comprehension	<input type="checkbox"/>				
	Self-Management	<input type="checkbox"/>				
	Other	<input type="checkbox"/>				

	Area Assessed	Impaired	Below Average	Average	Above Average	Superior
Holistic Writing Rubric 2 -	Letter Formation	<input type="checkbox"/>				
	Letter Size	<input type="checkbox"/>				
	Spacing b/t words and w/in	<input type="checkbox"/>				
	Pencil Grip	<input type="checkbox"/>				
	Alphabet Fluency	<input type="checkbox"/>				
	Sentence Copy	<input type="checkbox"/>				
	Sentence Dictation	<input type="checkbox"/>				
	Punctuation/Capitalization	<input type="checkbox"/>				
	Written Expression	<input type="checkbox"/>				
	Spelling	<input type="checkbox"/>				
	Verbal Abilities	<input type="checkbox"/>				
	Decoding	<input type="checkbox"/>				
	Reading Fluency	<input type="checkbox"/>				
	Reading Comprehension	<input type="checkbox"/>				
	Self-perception of writing skills	<input type="checkbox"/>				

Student Name _____

Alphabet Sequence

Sentence Copy

The quick brown fox jumps over the lazy dog.

Sentence Dictation

Spelling List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Number Sequence
