

Instructions for the Hand Writing Readiness and Skill level Assessment

- Please print off the .pdf file.
- Please have a pencil (NOT a pen) for the child to use, a place for them to sit and a piece of paper to press on.
- Follow the instructions on the top of each page. What to say is in quotation marks. There are some places with observation questions. When in doubt take a photo. Some people have videoed the whole process. It may help to read through the pages before getting the child to do the task. That way you will be prepared.
- Some pages will need to be folded in half. Please do this before giving the instructions. You will see a line in the middle of the page.
- Administration time:
 - Handwriting section:- 5 - 10 minutes
 - Visual perceptual section:- 15 - 20 minutes

Outcomes: This will help us know 2 things:

- What doing the online class changed for your child
- If your child might need more individualized intervention.

Criteria for scoring the placement test.

Letter legibility:

For the letters to be legible all of the following are needed:

Letter Formation - forming of the letters and numbers is correctly done. This means that the lower case letters are formed like this. This will require you to watch what the child is doing.

- a d g q are in one flow, starting at the right, going over and then, keeping pencil on the paper, a line is made up and down. – no circles with a line drawn next to it.
- h b k l t all start at the top make the stick and then the tunnel, ball or lines.
- s is not looking like a worm dangling
- e is started with the inner line first then the curve round

Horizontal Alignment - keeping letters and numbers sitting on the line correctly.

This means

- p q g j y have their tails below the line and
- d b h k f l t have their heads above the line
- the rest sit between the lines touch tip and bottom

Size - using the correct size letters i.e.

- Small letters sit on the bottom line and go to the halfway line.

a c e i m n o r s u v w x z

- Tall letters sit on the bottom line and touch the top line.

b d f h k l t

- Hanging letters sit on the bottom line with the hanging stick or hook below the line.

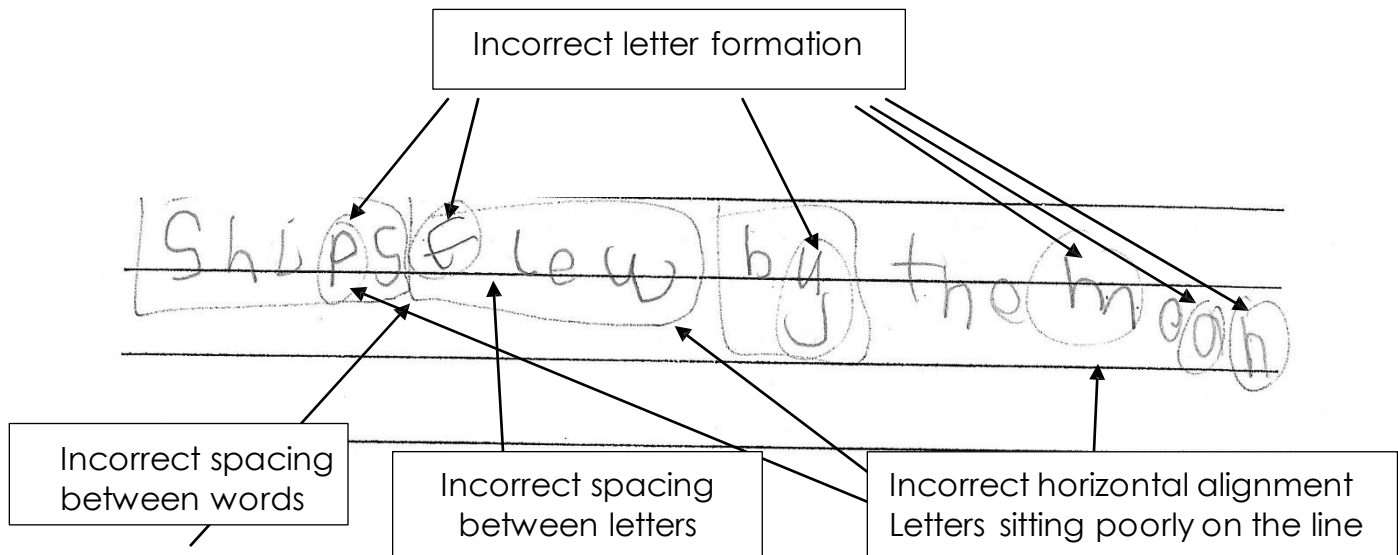
g j p q y

All capital letters sit on the bottom line and touch the top line.

Spacing of words and letters – using the correct spacing between both words and letters.

The cat sat on the tree.

Examples of illegible handwriting.



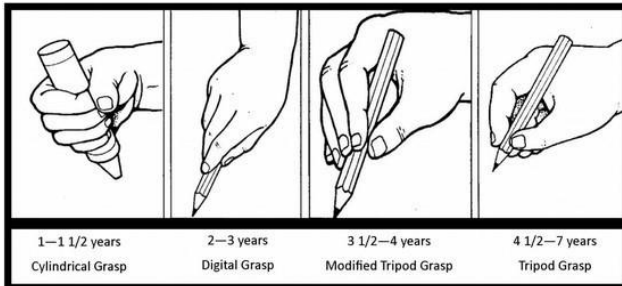
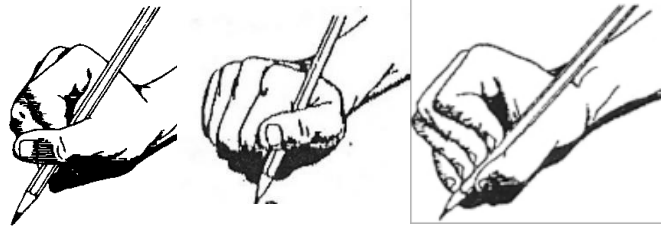
Examples of Mechanics of Handwriting.

Pencil Grips:

Correct grip



Incorrect or Immature grasps



These are incorrect from the perspective that the grasp uses an immature patterns and so too many muscles for fine function. This in turn uses too much energy.

If used over and over it will solidify these patterns and the child will always have to expend that much energy to do fine motor tasks. One of the goals of teaching handwriting is to mature finger dexterity which has overflow into many functions.

Sitting position:

Posture:

The child's feet should be flat on the ground.

If the chair is too high, use a box or stool under his/her feet.

Forearms must rest on the desk.

The child's head should be kept in the middle (midline of the body).



Paper position:

The correct paper position is different depending on whether your child is right or left handed.

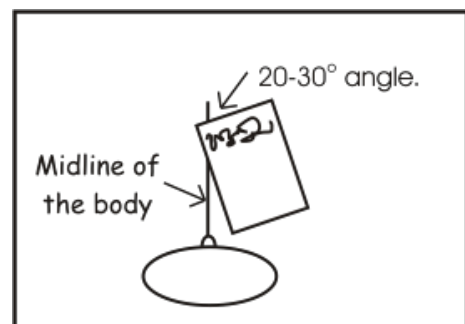
Right-Handed child:

Paper slanted to the left at 20-30° angle.

Close to the midline of the body.

Hold your paper at the **TOP** with your left hand

(Do not use the writing hand to also keep the paper stable.)



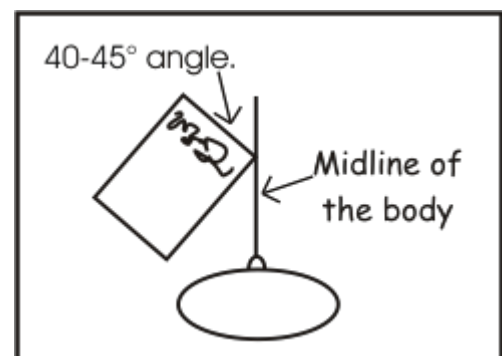
Left-Handed child:

Paper slanted to the right at 40-45° angle.

The right edge of the paper **MUST** not cross the midline of the body.

Hold your paper at the **TOP** with your right hand

(Do not use the writing hand to also keep the paper stable.)



Visual Perception- Visual perception involves how we interpret what we see.

Visual perceptual processing, or visual information processing, is a set of skills we use to gather visual information from the environment and integrate them with our other senses. This is done while incorporating all the integrated information with other things, such as past experiences, motivation and development, so that we can derive understanding and meaning from what we are experiencing. This process allows the development of schemes to derive meaning from what we see.

Visual perceptual processing is very important, but especially so when learning. Without visual perceptual processing, you would not be able to:

- accurately learn to read
- give or get directions
- copy from the board or from a book
- visualize objects or past experiences
- remember things visually
- have good eye-hand coordination
- integrate visual information with our other senses to do things like ride a bike, play ball
- hear a sound and be able to visually recognize where it is coming from (like an ambulance)

Visual perceptual processing can be broken into three components - visual spatial skills, visual analysis skills and visual integration skills.

Areas of visual perception and definitions	How it relates to school work
<p>Visual Discrimination – ability to see likenesses and differences, recognition, beginning of categorization.</p> <p>Based on tactile discrimination and proprioceptive discrimination Forms the basis for figure ground and being able to see things in amongst all other things.</p>	<p>Differentiating between circles and oval, letters, words, symbols (+, -) Being able to discriminate visually helps to organize in general and complete academic task such as reading and writing.</p>
<p>Visual Form Constancy - This is the ability to figure out what is the same and what is different about items or shapes. It is crucial for being able to categorize and group.</p> <p>It involves the recognition of the dominant features of certain shapes or figures when they appear in different sizes, shaping and positions.</p>	<p>Needed</p> <ul style="list-style-type: none">• to master the alphabet and numbers.• to recognizing errors• for recognizing letters/words in different print.• Organizing sounds visually – spelling• Sight word recognition

<p>Visual Closure – visualizing the end product. Being able to see the whole picture in your mind's eye when only a few pieces are visible</p>	<p>One needs this to see the whole picture of what one is going to copy. If it is not working well there is an inability to see "c" turn into "d" or difficulty predicting how a shape should end up. This affects how a child finishes a task and if they can predict the outcome.</p>
<p>Eye-Hand Co-Ordination - to be able to guide the hand visually to complete a task.</p>	<p>Poor pencil control in handwriting. Slow speed in handwriting</p>
<p>Spatial Relationship – understanding the space around himself/herself. This helps to understand up and down, left and right, back and front. The concept gives items there 3D positioning. It is dependent on stable midlines within the child.</p>	<p>Without this being intact kids tend to reverse "b" "d" They have been known to read "tap" instead of "pat" They experience difficulty with left/right top/ bottom Geometry is challenging Difficulty with correctly aligning columns. Spacing of work, adapting to the space on a worksheet. Keeping consistency in letter size becomes hard.</p>
<p>Position in space (Spatial orientation) The ability to see if something is turned upside down, facing left or right, a mirror image of what you are seeing.</p>	<p>Without this being intact there is much confusion about why b and d are different. Sometimes this is part of the p and d confusion because they really are the same shape just turned on the page. This is one of the biggest challenges for people with dyslexia. When position in space is disrupted finding one's way around the school is hard, reading maps and directions is challenging.</p>

Skills Score sheet

HANDWRITING LEGIBILITY AREAS

	Yes	No		
		Focus level		
		Grasp	Shape	letter
Box - Forms all lowercase letters correctly (circle the incorrectly formed letters and count these) (The quick brown fox jumps over the lazy dog.) a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z		0-3	4-12	12+
Lines - Forms all lowercase letters correctly (circle the incorrectly formed letters & count these) (The quick brown fox jumps over the lazy dog.) a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z		0-3	4-12	12+
Forms all uppercase letters correctly (circle the incorrectly formed letters and count these.) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z,		0-3	4-12	12+
Forms all numbers correctly (circle the incorrectly formed numbers) 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20		0-2	3-8	12+
All letters and numbers sit on the line correctly				
Size of all letters and numbers are consistent				
Spaces between the letters are consistent and correct				
Spaces between words are consistent and correct				
Uses capitals letters in correct place when writing the 2+ sentences				
Starts writing at the margin on all lines				
There are no letter or number reversals				
Writing is easy to read				
Finishes written tasks on time (under 10 minutes) actual time _____				
The infinity sign is straight, even circle both sides, the cross in the center				

MECHANICS OF HANDWRITING

	Yes	No
Holds pencil with mature grasp (tripod grip)		
Sits correctly- straight back both arms on table, feet flat on the floor		
Generally sits still during writing tasks		
Stabilizes paper with non-dominant hand at top of page at all times.		
Holds pencil with a relaxed grip. (not too tight)		

VISUAL PERCEPTUAL AREAS : 7 + years

	Norm 7yrs	score	Shape	Letter
Item 1 - Visual Discrimination (#of lines correct)	5/5	5	0-3	4-5
Item 2 - Visual Discrimination ((#of lines correct)	5/5	5	0-4	5
Item 3 - Visual Discrimination ((#of lines correct)	5/5	5	0-3	4-5
Item 4 - Visual Closure (# items correct)	4/5	5	0-3	4-5
Item 5 - Visual Closure (# items correct)	4/5	5	0-3	4-5
Item 6 – Visual Motor Integration (# correctly completed shapes)	3/4	4	0-3	4
Item 7 – Visual Motor Integration (#correctly completed shapes)	3/4	4	0-3	4
Item 8 - Position in Space (# letters correctly identified)	8/10	10	0-6	7-10
Item 9 - Position in Space (# numbers correctly identified)	8/10	10	0-6	7-10
Item 10 – Visual Analysis (# completely correct pattern boxes)	6/6	6	0-4	5-6
Item 11 – Letter Knowledge (# letters correctly linked)	9/9	9	0-2	3-9

Name: _____ School: _____

Date: _____ Age: _____