



Screener of Handwriting Proficiency

5th Grade – Advanced Cursive Administration Packet

Name _____ Date - - -

Write the cursive lowercase letters in alphabetical order.

a _ _ c d _ _ _ i _ _ _

_ _ _ p q _ _ _ t u _ _ _

Write the words in cursive below the printed words.

1. at	2. is	3. do	4. team
_____	_____	_____	_____
5. out	6. was	7. bat	8. who
_____	_____	_____	_____
9. vote	10. come	11. brown	
_____	_____	_____	

Write the cursive capitals below the printed capital.

A B D E F G H I J L M N

Cursive Answer Key

Name _____ Date - - -

Write the cursive lowercase letters in alphabetical order.

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

Write the words in cursive below the printed words.

1. at	2. is	3. do	4. team
at	is	do	team
5. out	6. was	7. bat	8. who
out	was	bat	who
9. vote	10. come	11. brown	
vote	come	brown	

Write the cursive capitals below the printed capital.

A B D E F G H I J L M N R S T V Y

A B D E F G H I J L M N R S T V Y

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Let's get started:

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ABOUT THE SCREENER

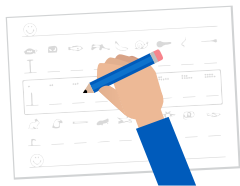
The Screener of Handwriting Proficiency is designed for educators and specialists to help them assess critical and measurable skills that students need for success. The Screener provides whole-class data, through formative and summative assessments, on student’s handwriting strengths and areas in need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

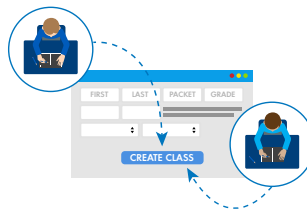
HOW TO USE THE SCREENER



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

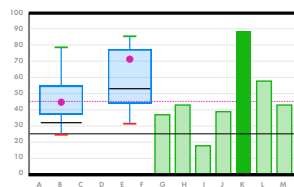
Create classes and add students into your online Screener of Handwriting Proficiency account.



STEP 3

Score

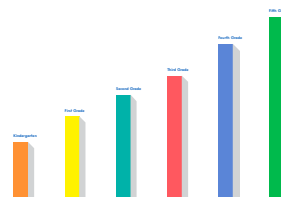
Input students’ responses and automatically get scores by using the step-by-step Online Scoring Tool.



STEP 4

Review Reports

Generate individual and whole-class reports to monitor performance.



STEP 5

Instruct & Remediate

Implement targeted instruction and remediation plans.

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.

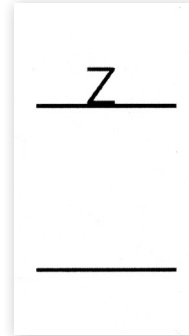
- Omitting the letter is a lowercase memory error (image 1).
- Writing an unrecognizable letter is a lowercase memory error (image 2).
- Printing the letter is a lowercase memory error (no error for c) (image 3).
- Writing a capital letter is a lowercase memory error (no error for *U* *z*) (image 4).

Scoring information continues on next page.

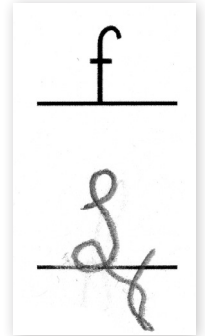
LETTER SKILLS

Lowercase Memory:

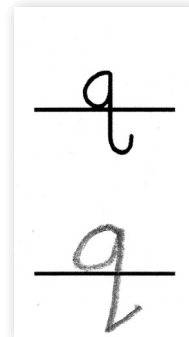
1.



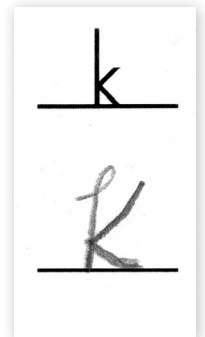
2.



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).

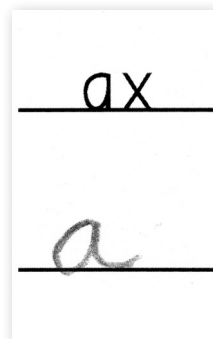
Assess/score the connections between the two letter combinations below:

1. at
2. is
3. do
4. team - te ea am
5. out - ou ut
6. was - wa as
7. bat - ba at
8. who - wh ho
9. vote - vo ot te
10. come - co om me
11. brown - br ro ow wn

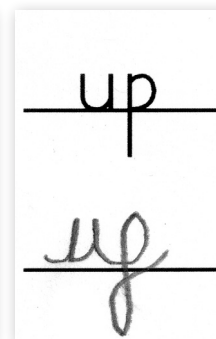
WORD SKILLS

Memory/Connections:

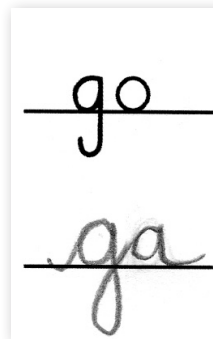
5.



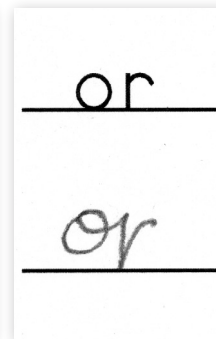
6.



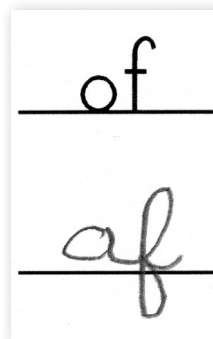
7.



8.



9.



Scoring information continues on next page.

LETTER SKILLS

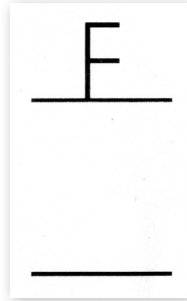
Capital Memory: The ability to remember and write the cursive form of capital letters.

- 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).

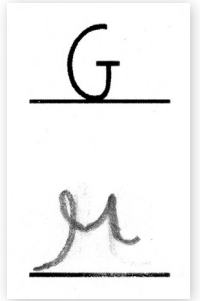
LETTER SKILLS

Capital Memory:

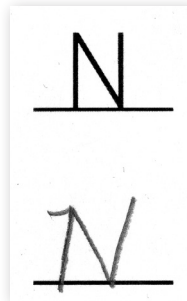
10.



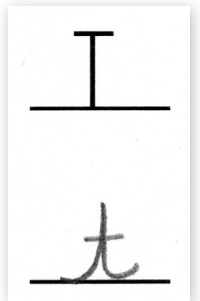
11.



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 *l 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										
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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 - 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

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Cursive Concerns Checklist (p. 13)

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.

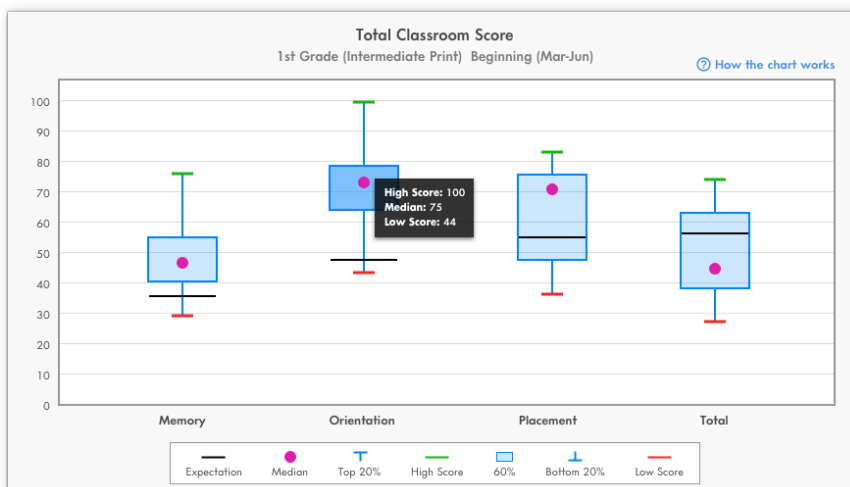
- Build a team to review and guide handwriting curriculum and implementation
- Offer professional development to train staff in handwriting instruction and remediation
- Continue the screening process to monitor student progress

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

Administration Template: 5th Grade Student Assessment Sheet (p. 11)

Use this sheet to administer the test three times per year. Provide a copy for each student.

Scoring: 5th Grade Answer Key (p. 12)

Use the 5th grade Answer Key and scoring examples for reference. The answer key includes multiple acceptable letter/number styles.

Administration Template: Cursive Concerns Checklist (p. 13)

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

Name _____

Date . . .

Write the cursive lowercase letters in alphabetical order.

a c d i
p q t u

Write the words in cursive below the printed words.

1. at 2. is 3. do 4. team

5. out 6. was 7. bat 8. who

9. vote 10. come 11. brown

Write the cursive capitals below the printed capital.

A B D E F G H I J L M N R S T V Y

Name _____

Date _____

Write the cursive lowercase letters in alphabetical order.

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

Write the words in cursive below the printed words.

1. at _____
2. is _____
3. do _____
4. team _____
5. out _____
6. was _____
7. bat _____
8. who _____
9. vote _____
10. come _____
11. brown _____

Write the cursive capitals below the printed capital.

A B D E F G H I J L M N R S T V Y
 a B D E J H A J m n R S J V y

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.

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