



Handwriting Fluency Assessment: Alphabet Task

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Alphabet Task: Administration Guide

Items needed:

- ☐ Copy of Alphabet Task: Student Recording Sheet for each student
- ☐ Pencil for each student
- ☐ Timer

Procedures:

1. Give each student a blank Alphabet Task: Student Recording Sheet and a pencil.
2. Ask students to write their name and the date at the top of the paper.
Administrators may need to fill in this information for some students.
3. *Optional Modeling: [Project copy of blank Student Recording Sheet.] Say, In a moment, I am going to ask you to write all of the lowercase letters in the alphabet on your paper while the timer counts down from one minute. First, I will show you how. I will start on the left side of my paper and begin with the first letter of the alphabet – “a”. [Write “a”.] Then I will continue writing each letter until I get to “z.” [Write letters “b” through “z.”] Each letter should be easy to read. If the timer has not gone off, I will start writing the letters again, beginning with “a” and continuing until the timer stops. [Write letters “a” through “g.”] If I make a mistake [Write “g” again.], I will draw a line through the letter and write the next letter. [Cross out “g,” and write “h.”] When the timer goes off, I will finish writing my last letter and put my pen down. [Put down the pen. Stop projecting the model before beginning the assessment.]*
4. Say, **Please do not pick up your pencil until I tell you to. You are going to write the (uppercase, lowercase) letters of the alphabet in order as many times as you can in one minute. Make sure each letter is easy to read. If you forget which letter comes next, skip it and move on to the next letter. If you make a mistake, do not erase it. Simply draw a line through the letter. When the timer starts, you may begin writing. Continue writing until the timer goes off. Do you have any questions?** *[Provide wait time.]*
5. Say, **Pick up your pencils. You may begin.** *[Start the 60-s timer as you say begin.]*
6. When the 60-s timer goes off say, **Please put down your pencils.**
7. For any students who have not written the full alphabet during the timed minute, see the directions for the untimed task in the “Important Reminders” section below.





Important Reminders:

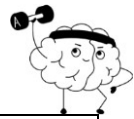
- If you are administering the assessment in a group setting, be sure to monitor students throughout the timed assessment.
 - If a student does not begin writing, say, **Please start writing.**
 - If a student stops writing before the timer goes off say, **Please keep writing.**
 - If a student is concerned about filling the whole page, say, **Just try your best. You will only write for one minute.**
- Untimed Task Directions:** For early writers, we recommend following administration guidelines for the 60-s task, marking the student's stopping point, and then allowing them to continue writing until they have written the complete alphabet one time.

Scoring Guidelines:

- Count the total number of letters written in 60-s. Do not count any letters the student crossed out.
- Count the total number of errors. Error types are listed in the table below, and a suggested scoring procedure for indicating error types is written in parentheses.

Type of Error:	Example:
Omitted letter <i>OR</i> break in alphabet sequence (^)	abdefgh The letter "c" is omitted. abcdrstuv The letters are in sequence but there is a break between the letters "d" and "r." This counts as one error.
Inserted letter (/)	abcddefgh The letter "d" is written twice.
Illegible letter (○)	Illegible letters include reversed letter formations, unidentifiable letters, non-letters, or letters that are not fully formed. Consider whether the letter could be identified in isolation.
Transposed letters (↔)	abdcefg The letters "c" and "d" are transposed. This counts as one error. abdcegf The letters "c" and "d" are transposed, as are "e" and "f". This counts as two errors.





Mixed error types	abcdefghijklmnop The letter “m” is a single skipped after “l” an inserted letter after “o.” This counts as two errors.
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3. Subtract the total number of errors from the total number of letters written to calculate the number of correct letters formed per minute (CLFPM).
4. Review the student’s response and record any letters the student has written incorrectly. These are letters to target with additional instruction. Note other patterns in letter formation that may need to be addressed with the student, such as letter size, spacing, and case (e.g., uppercase letters when directed to write lowercase).





Alphabet Task: Student Scoring Sheet (Narrow Lines)

Student Name: _____

Date: _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for student practice.

Total Letters Written: _____ **- # of Errors:** _____ **= CLFPM*:** _____

Letters to Target: _____

Notes on overall legibility: _____

*Correct letters formed per minute





Alphabet Task: Student Scoring Sheet (Wide Lines)

Student Name: _____

Date: _____

[illegible]

Total Letters Written: _____ **- # of Errors:** _____ **= CLFPM*:** _____

Letters to Target: _____

Notes on overall legibility: _____

*Correct letters formed per minute