



Handwriting Fluency Assessment: Copy Task

Contents:

1. Administration Guide
2. Student Recording Sheet V1 – Quick Brown Fox (Narrow Lines)
3. Student Recording Sheet V1 – Quick Brown Fox (Wide Lines)
4. Student Recording Sheet V2 – Customizable (Narrow Lines)
5. Student Recording Sheet V2 – Customizable (Wide Lines)





Copy Task: Administration Guide

Items needed:

- ☐ Copy of Copy Task (V1: Quick Brown Fox): Student Recording Sheet *OR* Copy Task (V2: Customizable): Student Recording Sheet for each student
- ☐ Pencil for each student
- ☐ Timer

Procedures:

1. Give each student a Copy 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.]* **In a moment, I am going to ask you to copy some words on your paper while the timer counts down from 90 seconds. First, I will show you how. At the top of my page, I see the text I should copy. I will start on the left side of my paper and begin with the first word – “The” [Write “The.”] Then I will continue writing each word until I have copied all of the text. [Write “quick brown fox jumps over the lazy dog.”] Each letter in each word should be easy to read. If the timer has not gone off, I will start copying the words again, beginning with “The” and continuing until the timer stops. [Write letters “The quick browne”.] If I make a mistake, I will draw a line through my mistake and write the next letter. [Cross out “e” and write “fox.”] When the timer goes off, I will finish writing my last letter and put my pen down. It is okay to stop in the middle of a word. [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. The paper in front of you has words written at the top of the page. You are going to copy those words as many times as you can in 90 seconds. It is important to copy each word the same way it is printed on the page. Make sure each letter you write is easy to read. 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 90-s timer as you say “begin.”]*
6. When the 90-s timer goes off, say, **Please put down your pencils.**

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 until the timer goes off.**

Scoring Guidelines:

1. Count the total number of letters written in 90-s. Do not count any letters the student crossed out.
2. 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, omitted word, or break in sequence (^)	quik The letter “c” is omitted in the word <i>quick</i>. qui__ The letters “c” and “k” are omitted in the word <i>quick</i>. This counts as two errors. If the student stops in the middle of a word when the timer goes off, do not score omitted letters as errors. The __ brown fox jumps over the lazy dog. The word <i>quick</i> is omitted. This counts as one error. The quick brown fox __. The quick brown fox jumps over the lazy dog. There is a break in the sequence of words between <i>fox</i> and <i>The</i>. This counts as one error.
Inserted letter (/)	qu<u>u</u>ick The letter “u” is written twice.
Illegible letter or incorrect letter case (○)	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. Additionally, the model sentence should be copied in sentence case. We recommend using the size and spacing of surrounding



	letters as a reference point when distinguishing between upper- and lower-case letter forms that are identical apart from their size (e.g., O/o or X/x). <u>the</u> quick brown fox The “t” in <i>The</i> is not capitalized. This counts as one error. The <u>Quick</u> brown fox The “q” in <i>quick</i> is capitalized. This counts as one error.
Transposed letters (↔)	<u>quikc</u> The letters “c” and “k” are transposed in the word <i>quick</i>. This counts as one error.) <u>qiukc</u> The letters “u” and “i” are transposed, as are “c” and “k.” This counts as two errors.

- To calculate the number of correct letters formed per minute (CLFPM), first subtract the total number of errors from the total number of letters written. Then, divide that number by 1.5.
- Compare students’ results to the average CLFPM for their current grade level (see table below; Graham et al., 1998).

Grade Level	Average Letters per Minute
1	19
2	34
3	47
4	63
5	72
6	85
7	100
8	115
9	118





5. 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 and spacing.





Copy Task V1: Student Scoring Sheet (Narrow Lines)

Student Name: _____

Date: _____

The quick brown fox jumps over the lazy dog.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are 10 sets of these lines provided for copying the sentence.





Copy Task V1: Student Scoring Sheet (Wide Lines)

Student Name: _____

Date: _____

The quick brown fox jumps over the lazy dog.

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





Copy Task V2: Student Scoring Sheet (Narrow Lines)

Student Name: _____

Date: _____

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This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid black line at the top, a dashed black line in the middle, and another solid black line at the bottom. These lines are evenly spaced across the entire page to help children learn letter height and placement. There is no text or other markings on the paper.



Copy Task V2: Student Scoring Sheet (Wide Lines)

Student Name: _____

Date: _____

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