

# Checklist for Handwriting Instruction

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**Directions:** This checklist is a tool for assessing handwriting instruction. Place a check next to each item that describes a feature of instruction in your classroom. When completed, a review of this checklist can assist you in maintaining and improving the effectiveness of your current handwriting program. It can also help you identify instructional procedures that are effective in improving the legibility and fluency of students who experience difficulty mastering the handwriting process.

## I promote handwriting development by

- ☐ making sure that each student—left-handed and right-handed—employs proper sitting, paper, and pencil positions for writing.
- ☐ teaching students to identify and name the letters of the alphabet.
- ☐ allotting approximately 15 minutes per day to handwriting instruction.
- ☐ providing students with plenty of opportunities to use different types of writing instruments and paper.
- ☐ asking students to set goals for improving specific aspects of their handwriting.
- ☐ monitoring students' handwriting, paying special attention to their instructional needs in letter formation, spacing, slant, alignment, size, and line quality.
- ☐ helping students develop a positive attitude about handwriting.

## I teach students how to write each letter by

- ☐ showing them how it is formed.
- ☐ describing how it is similar to and different from other letters.
- ☐ using visual cues, such as numbered arrows, as a guide for letter formation.
- ☐ providing practice tracing, copying, and writing the letter from memory.
- ☐ asking them to identify or circle their best formed letter or letters.
- ☐ encouraging them to correct or rewrite poorly formed letters.
- ☐ reinforcing their successful efforts and providing corrective feedback as needed.

## I help students become more fluent in handwriting by

- ☐ providing them with plenty of opportunities to write.
- ☐ having them copy a short passage several times, trying to write it a little faster each time.
- ☐ encouraging them to make all final drafts of papers neat and legible.

## I assist students who are experiencing difficulty by

- ☐ organizing my class so that I can provide additional handwriting instruction to students who need it.
- ☐ identifying and addressing roadblocks that may impede a student's success in handwriting.
- ☐ talking with parents and soliciting their advice about how to improve their child's handwriting.
- ☐ coordinating my handwriting instruction with the efforts of other professionals, such as an occupational therapist.
- ☐ placing special emphasis on the teaching of difficult letters, such as **a, j, k, n, q, u,** and **z**, as well as reversals.
- ☐ ensuring that the student masters one style of handwriting before introducing a second style.

## I make sure that I

- ☐ maintain my belief that I can teach each student in my class how to write fluently and legibly.
- ☐ set high but realistic expectations for the handwriting performance of each student in my class.
- ☐ maintain a balanced perspective on the role of handwriting in learning to write.