

HANDWRITING FLUENCY AND MOTOR SKILL PROBES

One skill, start to finish: the IEP goal, four timed copying forms, a motor observation checklist, and a graph. No word or letter repeats across the four forms. Fillable PDF.

HANDWRITING FLUENCY Handwriting Fluency – Goal and Directions

Goal, baseline and directions for one skill. Timed score is letters and words correctly formed.

The student copies a printed set of letters and words for a fixed, team-set time limit; the adult scores how many letters were written, how many were correctly formed, and how many words came out legible. Four equivalent forms, eight letters and six words each, so the task changes every week and no letter or word is copied from memory.

Sample goal — invented; edit every bracket to fit the student.
By [May 20], when given a [2]-minute timed handwriting copying probe, [Student] will correctly form [12] of [14] letters and words copied on [3] consecutive weekly probes, as measured by teacher-administered Handwriting Fluency probes (forms A-D, page 6).

BY (DATE) _____ **CRITERION (CFL OUT OF 14, OR A WORDS-PER-MINUTE NUMBER)** _____

GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT) _____ **ON _____ OF _____ CONSECUTIVE PROBES** _____

STUDENT WILL CORRECTLY FORM / WRITE, IN THE WORDS OF THE PROBE _____ **AS MEASURED BY (HANDWRITING FLUENCY PROBES, FORMS A-D, PAGE 6)** _____

Baseline: give Forms A, B and C on three days at the same time limit, take the middle CFL score

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE PROBE 3	MEDIAN (THE BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET CFL	ACTUAL CFL	MEET?

Giving and scoring the probe

- ☐ Same time limit every session; write it on the goal box and on every form before you begin.
- ☐ TLW (Total Letters Written) counts every letter and every word attempted, finished or not.
- ☐ CFL (Correctly Formed Letters) counts only letters that meet the rule your team wrote on page 5; a legible but reversed letter is the team's call, not a default.
- ☐ LW (Legible Words) counts a word only if every letter in it is readable, even if not every letter meets the CFL rule.

HANDWRITING FLUENCY Handwriting Copying Probe – Form A

Form A: 8 letters, 6 words, none repeated on another form. Timed – scored by the adult, not the student.

STUDENT _____ **DATE** _____ **FORM** **A** **Time Limit** 14 Items

Say: "Copy each letter and word as neatly and as quickly as you can. Do not stop until I say stop." Start the timer, say "Begin," and stop the student at the time limit written above, even mid-word.

COPY THESE LETTERS

Q	M	s	V
i	o	z	O

COPY THESE WORDS

bag	hop	red
wag	tan	jam

DATA Letter Formation and Motor Observation Checklist

Six domains, four sessions per page. Define the four levels once, then rate against your own definition, not a memory of the last student.

STUDENT _____ **OBSERVER** _____ **DATE** _____

LEVEL	WHAT IT LOOKS LIKE FOR THIS STUDENT (WRITES IT BEFORE THE FIRST RATING)
1	
2	
3	
4	

DOMAIN	S1	S2	S3	S4	NOTES
Pencil grip					
Letter size (consistent, fits the line)					
Spacing (between letters and words)					
Line placement (sits on the line)					
Stroke direction / starting points					
Speed and effort (not rushed, not labored)					

How this differs from the timed probe
Pages 6-9 measure speed and accuracy under a clock. This page measures the same six things untimed, once a month, so a rising fluency score that is starting to look rushed or cramped shows up here before it shows up in an errors column.

What this page is not
Not an occupational therapy evaluation and not a grip, strength or sensory assessment — the OT Fine Motor and Sensory Data Sheets in this store cover that ground. This page is an observation, in the words your team defines above, of the same six domains every time.

When to use this page instead of, or alongside, the timed probe
Pages 6-9 answer "is the student getting faster and more accurate." This page answers "is the way the student

TRACKING Data Log and Progress Graph

Plot Correctly Formed Letters (CFL) from each form. The aim line runs from the baseline to the criterion at the goal date.

STUDENT _____ **GOAL (SHORT)** _____ **CRITERION / AIM** _____

SCORE (CORRECTLY FORMED LETTERS, OUT OF 14)

WEEK	1	2	3	4	5	6	7	8	9	10	11	12

HANDWRITING FLUENCY Handwriting Fluency – Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER _____ **SKILL (AS THE GOAL WORDS IT)** _____ **MARKING PERIOD** _____

STUDENT	BASILINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

- ☐ One row per student who has a handwriting fluency goal. Baseline is the median CFL of the first three probes.
- ☐ One column per weekly probe; write the CFL score, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes. That trend is what the decision follows.

What it is for
Grouping. When several students sit on the same goal, the individual graphs answer "how is this child doing?" and nothing answers "who needs the same fifteen minutes." Rows that together are a group.

EXAMPLE A Filled-In Data Log (invented Student)

Marcus is invented. Twelve weekly probes, TLW usually while CFL climbs, the grip check the graph forced, and the criterion being met on the twelfth probe.

The goal, as written for Marcus, second grade (invented)
By May 20, when given a 2-minute timed handwriting copying probe, Marcus will correctly form 12 of 14 letters and words copied on 3 consecutive weekly probes, as measured by teacher-administered Handwriting Fluency probes (forms A-D, page 6).

#	DATE	FORM	TLW	CFL	LW	NOTES
1	9/8	A	13	6	4/6	baseline
2	9/15	B	13	7	4/6	baseline
3	9/22	C	14	8	5/6	baseline (median CFL = 7)
4	9/29	D	13	8	5/6	-
5	10/6	A	14	9	5/6	-
6	10/13	B	13	8	5/6	spacing errors on 3 items
7	10/20	C	14	9	5/6	3 under criterion (12); grip check added
8	10/27	D	14	10	6/6	-
9	11/3	A	14	11	6/6	-
10	11/10	B	14	12	6/6	criterion met, 1 of 3
11	11/17	C	14	12	6/6	criterion met, 2 of 3
12	11/24	D	14	13	6/6	criterion met, 3 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 6, 7, 8 CFL, so 7. Not the average, not the best.
- ☐ Probes 1 through 6 sat at or below the criterion of 12; three at 8 or 9 probes 4, 5, 6) sat closer but not there, so probe 7's note records a change (a pencil-grip check was added, not a guess).
- ☐ TLW (letters written) is 13 or 14 on every probe; speed was never the problem here. The climbing number is CFL, which is formation, and that is what the goal actually measures.
- ☐ Criterion met on probes 10, 11 and 12: three in a row at 12 or better. The next goal moves from copying to independent recall.

Goal, baseline, weekly timed probe, monthly motor check, graph, decision. One skill.

- 1 **Set the time limit once, in writing.** Any fixed window works as long as it is the same window every time for this student; write it in the box on page 4 and on every form before the first probe.
- 2 **Baseline.** Give Forms A, B and C on three different days at the same time limit. The middle Correctly Formed Letters (CFL) score of the three is the baseline.
- 3 **Write the goal** from the frame on page 4. Start from the sample and change every bracket: the date, the criterion, the number of probes.
- 4 **Probe weekly**, rotating the forms (A, B, C, D, A...). Never the same form two weeks running.
- 5 **Score and log the same day.** Total Letters Written, Correctly Formed Letters and Legible Words all go on the data log; plot CFL on the graph.
- 6 **Watch the motor checklist too.** Once a month, rate grip, size, spacing and line placement on page 10 — a fluency number can rise while formation quality does not, and that is worth seeing on its own page.

What this file is

A fillable PDF: the goal page, scoring guide, motor checklist, data log, caseload page and home note are type-in fields. It works offline, with no account or subscription.

What this file is not

Not a Google Sheets file, a Google Doc, or an Excel workbook, and not an occupational therapy evaluation, a fine-motor or sensory screener, or a way to name dysgraphia or any other condition. It counts what the student wrote in the time given; your team decides what that means.

“Correctly formed” is your call, written down once

This probe does not grade handwriting against a font or a workbook. Page 5 is where your team writes, once, what counts as correctly formed for this student — reversals, letter size, whether print or cursive is expected — so every week is scored the same way.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, A...).
- ☐ Any day: give the probe one-to-one, at the same time limit every week.
- ☐ Same day: score TLW, CFL and LW, log the row, plot CFL, look at the last three points.
- ☐ Once a month: rate the motor checklist (page 10) against the levels your team defined.

Print and prep

- ☐ One teacher copy per form printed ahead; the student copies onto a blank sheet or the back of the form, whichever your routine uses.
- ☐ A stopwatch or a phone timer; the time limit itself is written on page 4 and on every form.
- ☐ Keep the goal page, scoring guide and graph for each student at the front of the data folder.
- ☐ The caseload page is one grid for every student on this goal: print it once a month.

Goal, baseline and directions for one skill. Timed; score is letters and words correctly formed.

The student copies a printed set of letters and words for a fixed, team-set time limit; the adult scores how many letters were written, how many were correctly formed, and how many words came out legible. Four equivalent forms, eight letters and six words each, so the task changes every week and no letter or word is copied from memory.

Sample goal — invented; edit every bracket to fit the student

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BY (DATE)

CRITERION (CFL OUT OF 14, OR A WORDS-PER-MINUTE NUMBER)

GIVEN (TIME LIMIT, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (CORRECTLY FORM / WRITE, IN THE WORDS OF THE PROBE)

AS MEASURED BY (HANDWRITING FLUENCY PROBES, FORMS A–D, PAGE 6)

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- ☐ LW (Legible Words) counts a word only if every letter in it is readable, even if not every letter meets the CFL rule.
- ☐ Self-corrections made before time runs out count in the student's favor; anything written after "stop" is not scored.

Scoring rules for this student (accepted formations, reversals, supports allowed)

.....

.....

What the errors say to reteach (carry over from the log)

.....

.....

Form A: 8 letters, 6 words, none repeated on another form. Timed · scored by the adult, not the student.

STUDENT

DATE

FORM

TIME LIMIT (YOUR TEAM'S
NUMBER)**A** timed · 14 items

Say: "Copy each letter and word as neatly and as quickly as you can. Do not stop until I say stop." Start the timer, say "Begin," and stop the student at the time limit written above, even mid-word.

COPY THESE LETTERS

Q**M****s****V****i****o****z****O**

COPY THESE WORDS

bag**hop****red****wag****tan****jam**

TEACHER / CLINICIAN: MARK EACH LETTER OR WORD ✓ CORRECTLY FORMED OR ✗, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

11

12

13

14

TIME USED

_____ min _____ sec

LETTERS WRITTEN (TLW)

_____ / 8

CORRECTLY FORMED (CFL)

_____ / 8

LEGIBLE WORDS (LW)

_____ / 6

Write the three numbers and the time on the data log (page 11) the same day.

Letter Formation and Motor Observation Checklist

Six domains, four sessions per page. Define the four levels once, then rate against your own definition, not a memory of the last student.

STUDENT

OBSERVER

DATE

LEVEL	WHAT IT LOOKS LIKE FOR THIS STUDENT (WRITE IT BEFORE THE FIRST RATING)				
1					
2					
3					
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Pages 6–9 answer “is the student getting faster and more accurate.” This page answers “is the way the student holds the pencil and shapes the letters changing.” A student can improve on one and stay flat on the other; rating both is what catches a fluency gain that is really a shortcut (bigger, sloppier letters written faster) instead of real progress.

Data Log and Progress Graph

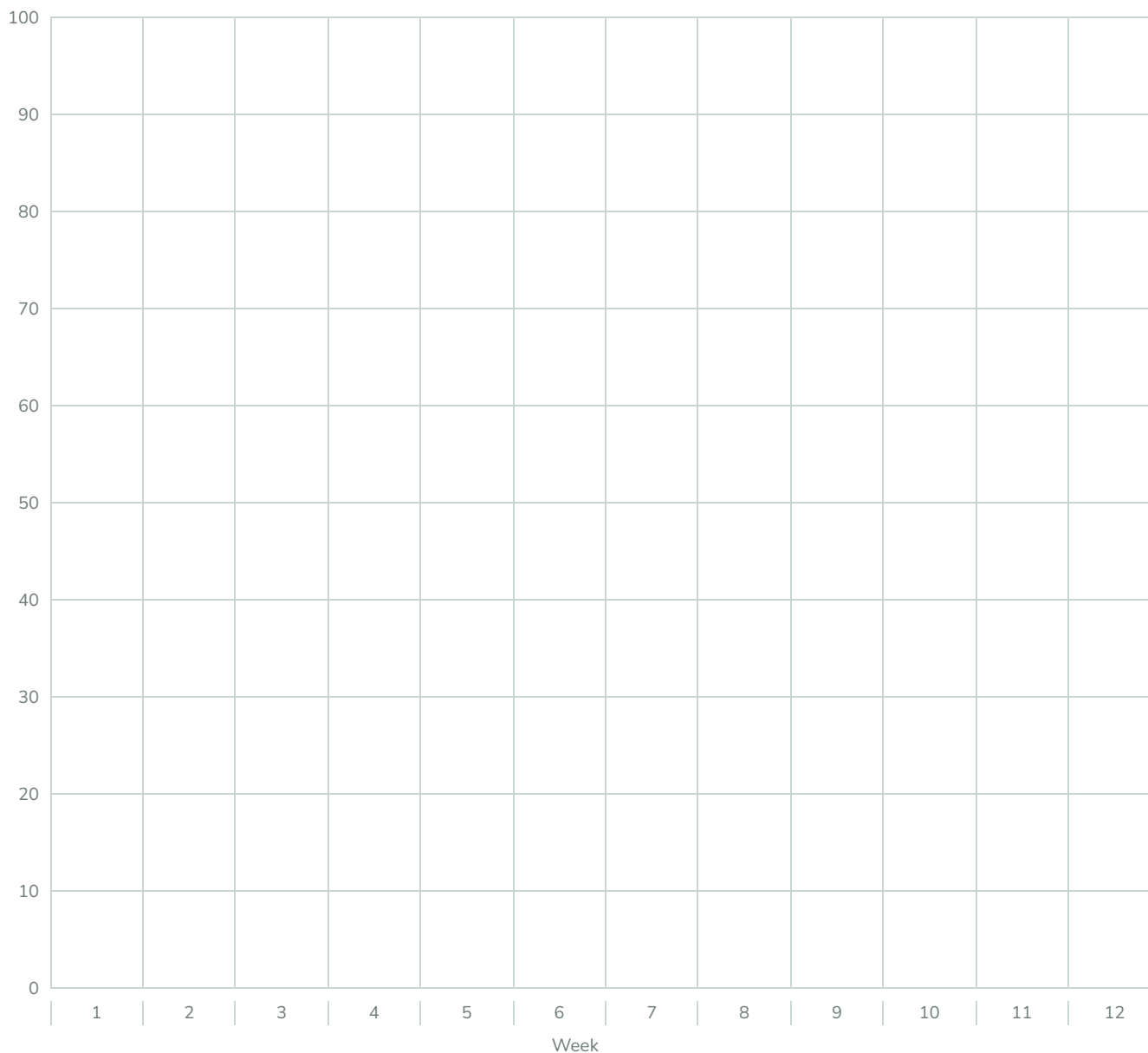
Plot Correctly Formed Letters (CFL) from each form. The aim line runs from the baseline to the criterion at the goal date.

STUDENT

GOAL (SHORT)

CRITERION / AIM

SCORE (CORRECTLY FORMED LETTERS, OUT OF 14)



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

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- ☐ One column per weekly probe; write the CFL score, not a percent, so the rows compare.
- ☐ Trend: up, flat or down over the last four probes. That word is what the decision follows.
- ☐ Decision: keep going, change the teaching, or raise the target.

What it is for

Grouping. When several students sit on the same goal, the individual graphs answer “how is this child doing” and nothing answers “who needs the same fifteen minutes.” Rows flat together are a group.

EXAMPLE

A Filled-In Data Log (Invented Student)

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- ☐ Criterion met on probes 10, 11 and 12: three in a row at 12 or better. The next goal moves from copying to independent recall.

The progress report sentence this log produces

"On weekly timed handwriting copying probes (14 letters and words, 2 minutes), Marcus correctly formed 7 of 14 at baseline in September and 12 to 13 of 14 on the three most recent probes in November, with total letters written consistent throughout. Progress is sufficient; the goal of 12 of 14 on three consecutive probes was met on 11/24." Every number in it is on the log above; nothing is from memory.