

**ASSESSMENT**

Until now our educational system has been oriented to the standardized test. But currently, educators

are realizing that teachers, students, and caregivers must share in decisions and control about learning; that assessment and instruction are ongoing processes that are interdependent; and that content and skills are learned in integrated purposeful settings (Glazer, 8).

The *Italic Handwriting Series* provides a self-assessment process, LOOK, PLAN, PRACTICE, to enable the student to monitor progress. LOOK, step 1, of this process begins in BOOK B.

**CLASSROOM MANAGEMENT** It is important that handwriting be presented with direct instruction, especially for the young writer. It is up to you to decide the manner in which you present letters and/ or words in relationship with your reading program.

Line is for the student's name.

Remind students to trace the models before writing their own letters and words.

The letter in the box at the left of the page shows the model letter.

It is important that the students understand the dot is a beginning point, not part of the letter, and that the arrow shows the way to go. Say, "Put your pencil on the dot and write the way the arrow points."

LOOK indicates student is to look at his/her writing and affirm which is best or consider answer to question.

Student writes "best" letter in the empty box. The letter may float, sit on the bottom of the box, or some children may draw a baseline in the box on which to sit the letter. All are correct.

Pages 1-28 have spaces of 9mm from baseline to waistline, *body height*, the height of lowercase letters without ascenders or descenders.

Pencil picture means "circle" or answer "Yes" or "No."

**BASIC ITALIC - lowercase alphabet modes of transportation**

Trace, then write: *Ways People Travel*

Put your best letter in the box

1 a a a a a

2 automobile

3 b b b b b

4 bicycle

5 c c c c c

6 camel *Bactrian camel*

7 d d d d d

8 donkey

LOOK: Does your *a* shape in *a* and *d* look happy ☺ or sad ☹? Circle one: *a a*

9 mm · C 5 © 1994 Getty/Dubay

Research indicates that at both the elementary and secondary levels, papers with neater, more legible handwriting generally receive higher scores than those with poor handwriting, *regardless* of the quality of content (Markham, 1976). It is essential that students develop a legible style of handwriting for their own personal use—instruction in handwriting should not be left to chance.

From time to time, with your students review: a comfortable, non-pinching pencil hold and a comfortable sitting position. While sitting at one of their own desks, demonstrate these points and also show them that their non-writing hand can move the paper as writing is accomplished so that the writing area remains in front of the writer.

Help students learn to use simple headings for papers and to leave adequate margins when using lined paper.

**NOTES FOR BOOK C:**

- 1 Introduce or review vocabulary words one or two at a session: ascender, descender, body height, baseline, waistline, etc., as shown in the illustration on page 1, BOOK C. Review letters one family at a time.
- 5 At the beginning of the year, you may have students fill in lines 1, 3, 5 & 7, then later fill in the words. Remind students to put their "best" letter in each empty box. Help students complete the self-assessment at the bottom of the page after they have finished the entire page.
- 8 You will need an unabridged dictionary to find the word *norimon*.
- 12 Aataq, m., Eskimo.
- 16 Quyen, m., Oriental.

- 21 Line 11 is only to be traced. Have students write it out on notebook paper. Students trace lines 12 and 13 then copy them on lines 14 and 15.
- 29 From here on the models are written with solid lines, but students need to continue tracing models before writing their own.
- 34 & 35 We recommend that students complete 4 lines per handwriting session.
- 39 Have students practice writing entrance and exit serifs on notebook paper.

