

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 *Getty-Dubay Italic Handwriting Series* provides a self-assessment process, LOOK, PLAN, PRACTICE, to enable the student to monitor progress. LOOK, step one 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."

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

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:

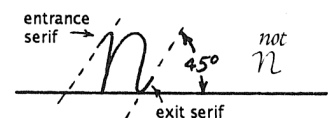
- 1 Introduce or review vocabulary words one or two at a session: ascender, descender, body height, baseline, waistline, etc., as shown in the illustration on page 1, BOOK C. Review letters one family at a time.
- 5 At the beginning of the year, you may have students fill in lines 1, 3, 5 & 7, then later 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.



Do model the letters and words daily after you begin your BOOK C handwriting program. Spend 15 to 20 minutes four or five times a week in direct handwriting instruction. This instruction, together with opportunities for integrating handwriting into other areas of the curriculum can provide 25 to 40 minutes of practice four or five times a week.

From day one, have DESK STRIPS and the WALL CHART in place. For extra practice, use BLACKLINE MASTERS.

As your program progresses, each week have students save at least one page of handwriting of their choice to be included in their individual portfolios.

NOTE: Teachers who run highly individualized programs report that handwriting is one subject that is best taught to the whole group.

41 Joins are used for *speed* only, and generally are not used when writing large, as models shown on pp. 39-42; however, this large size helps students *see* and *feel* the joining of letters together for cursive italic.

44 Introduce one join at a time. All joins are underlined.

47 Say, "branch into *u*," as in *au, du, lu, nu*, etc.

54 Write student's name in your best cursive italic, then student traces your writing and copies it on blank space below.

See INSTRUCTION MANUAL

LETTER DESCRIPTIONS

Basic and cursive italic lowercase, pp 32-41
Basic italic capitals, page 42
Transition and cursive italic joins, pp 45-49

LETTER DIMENSIONS

Options, page 56
Shape Guidelines, page 57
Size Guidelines, page 58
Slope Guidelines, page 59
Spacing Guidelines, page 60

ASSESSMENT QUESTIONS

Basic italic lowercase, pp 62-63
Basic italic capitals, page 64
Cursive italic lowercase joins, page 66

A PLAN FOR EFFICIENT USE OF DIRECT INSTRUCTION TIME

1. Students have sharpened pencils available.
2. Students have workbooks available in desks or teacher and students have a system for quick distribution.
3. Teacher provides overview of the day's lesson, introducing a letter, word, cursive join and/or sentence *before* students open workbook to the correct page. (Joins begin on p. 39.)
4. After discussion and practice of the letter, word, cursive join and/or sentence, *then* workbooks are opened and students write the lesson.
5. Teacher circulates classroom helping students individually.
6. Student and teacher assess the day's work.