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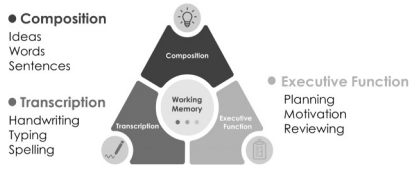
Writing assessment: speed, legibility and content



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Writing components

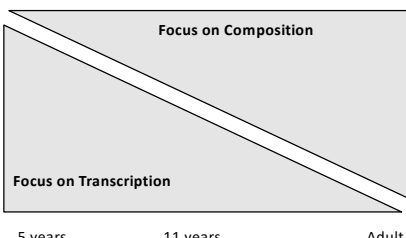


- **Composition**
Ideas
Words
Sentences
- **Transcription**
Handwriting
Typing
Spelling
- **Executive Function**
Planning
Motivation
Reviewing

- **Transcription:**
 - Speed
 - Legibility
- **Content**

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Developing writing skills



5 years 11 years Adult

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Outline

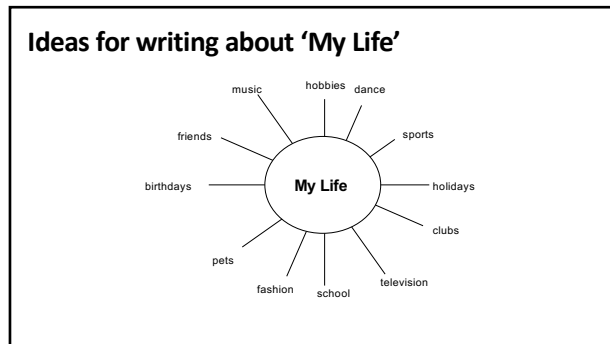
- **Speed, legibility, content**
- Speed: DASH – norm referenced, words per minute
- Legibility: HLS – can be used across languages and scripts
- Content: WQS – newly developed
- All based on the same written sample
- Time efficient
- Together provide an holistic assessment of writing

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The writing script

- 'Free writing' task DASH (Barnett et al. 2007)
- 10 minutes
- On topic of 'my life'
- 'Everyday' handwriting
- Words per minute

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Writing Quality Scale (WQS): 6 criteria

1. Content and Development
2. Structure and Organisation
3. Vocabulary
4. Sentence Structure
5. Punctuation including capitalisation & apostrophes
6. Spelling

- Each on 4-point scale, summed to give total score (6-24)
- Higher score = poor written composition quality

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WQS Assessment Criteria

Criteria	Score
1. Content and Development <ul style="list-style-type: none"> • Ideas are fully extended and elaborated, using descriptive detail that engages the reader and results in a coherent text. • Ideas are extended and (most ideas are also) elaborated with the use of descriptive detail to provide a coherent text. 	1
<ul style="list-style-type: none"> • Ideas are extended but not elaborated. This text may appear list-like and lack coherence. 	2
<ul style="list-style-type: none"> • Ideas are not extended or elaborated and/or contain only minimal descriptive detail. May contain just a list of ideas with no extension of detail and/or be incoherent. 	3
4. Sentence Structure <ul style="list-style-type: none"> • Text contains a variety of well-formed, grammatically correct, and meaningful sentences, which contribute to the coherence, cohesion, and clarity of the text. 	1
<ul style="list-style-type: none"> • Text contains some variety of well-formed, meaningful sentences, but some errors may be present. However, these do not interfere with the overall meaning of the text. 	2
<ul style="list-style-type: none"> • Text may contain well-formed simple sentences but lack variety in the sentence types used and/or grammatical errors, omitted words and/or incorrect punctuation may result in sentence fragments. Errors make the text less clear and may interfere with the overall meaning of the text. 	3
<ul style="list-style-type: none"> • Sentence structure may be simple, consist of sentence fragments or long convoluted sentences may be used that are very difficult to follow. Errors are frequent and/or serious enough to interfere with the overall meaning of the text. 	4

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Handwriting Legibility Scale

The image shows three sample pages from the Handwriting Legibility Scale. The first page on the left is a form with a header 'Research & Development Institute' and contains several paragraphs of typed text. The middle page is a form with a header 'Handwriting Legibility Scale' and contains several paragraphs of typed text. The third page on the right is a form with a header 'Handwriting Legibility Scale' and contains several paragraphs of typed text.

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Assessment: 5 criteria

- **Global legibility**
 - 1: all words legible; 5: few words legible on first reading
- **Effort required to read the script**
 - 1: no effort required; 5: extreme effort required
- **Layout on the page**
 - 1: very good layout; 5: very poor layout
- **Letter formation**
 - 1: very good formation; 5: very poor formation
- **Alterations to the text**
 - 1: no alterations; 5: most words contain alterations
- **Summed to give total score (5-25) – higher score, poor legibility**

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10 year old child

I am a member of the RSPB and RNL and so I get magazines from both regularly. I have three brothers and two sisters. My mum is one of ten children. I like playing football. I go birdwatching and in the October half term I went on a birdwatching camping trip. We went to Tiffenmarsh Nature Reserve and saw one of Britain's rarest birds: the bittern! Also we saw avocets, black tailed godwits etc. My birthday is on the twenty third of September, 2008. I like reading books, and the other day I counted all my books, and guess what? I had one hundred and thirty five!!! I have recently purchased a new book case. I have two pet stick insects at the moment, and there are still six waiting.

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10 year old child

played Joseph in our play // the reiters calls were a night it was Joseph this Joseph that I could get away from if I like do party who, how legacy and so forth America. My favorite foods are lasagne pizza chicken chinosse. I do a few clubs judo and PAND. I am not so keen on sports // or fashion or pets or literature or history. I am not very good at dance.

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Overview

- **Speed, legibility, content**
- Speed: DASH – norm referenced, wide age range
- Legibility: HLS – can be used across languages and scripts
- Content: WQS – criterion referenced, requires judgement
- All based on the same written sample
- Time efficient
- Together provide an holistic assessment of writing

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[Download copy of HLS here](#)



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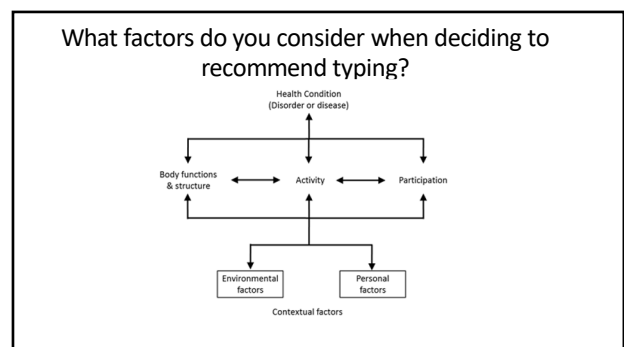



Workshop: Typing versus Handwriting in Adolescents with Handwriting Difficulties



October 2022
Dr Mellissa Prunty

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