Reading French-Ruled Seyes Paper: Horizontal Bands and Vertical Guides

Complete worked example / separate answer key

Suppose your sheet has four fine divisions per band. You choose the lowest line as the baseline and the third line up as the upper body reference. Write the word 'man' and check it using four rubric criteria.

Answer: Place the bodies of m, a, and n so they sit on the baseline and reach the third line up. The ascender of no letter in 'man' extends above that reference, so no ascender check applies here. Use the vertical guides to compare the gap between m and a with the gap between a and n. If the bodies fall short of the third line, adjust the next line rather than redrawing the same line repeatedly. This example is hypothetical: count the divisions on your own sheet before applying it.

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Original tasks 1, 2, 3 / complete keys

Task 1

Count the fine divisions in one complete band on your sheet and describe how you located the band boundary.

Answer: The count depends on your sheet; record the number you counted and name the cue you used, such as a repeated spacing pattern or a stronger line if present.

Reason: Band divisions vary, so the task is to read your own sheet rather than apply a fixed number.

Check: Confirm the count matches a second band on the same sheet and that the boundary cue is described concretely.

Task 2

Write one line of lowercase letters using a stated baseline and upper body reference, then check spacing against the vertical guides.

Answer: A valid response states both reference lines, keeps bodies on the baseline, and notes whether gaps between letters are even.

Reason: Placement is judged against the chosen references, not against a universal standard.

Check: Use the rubric criteria for baseline, body height, and spacing.

Task 3

Evaluate a provided blank Seyes-style page: count divisions in three bands and note any inconsistency.

Answer: A valid response reports the three counts, identifies any band that differs, and checks vertical guide regularity.

Reason: This is a layout-reading exercise, not a sheet-design task.

Check: Confirm the three counts are reported and any difference is described without assuming a standard.

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Original tasks 4 / complete keys

Task 4

Describe how you would check that a note-layout page keeps the margin column separate from the band area.

Answer: A valid response states that labels go in the margin and writing stays in the bands, then checks that the margin does not interrupt the horizontal guides.

Reason: The margin is a separate vertical zone; the bands remain the writing area.

Check: Use the rubric criterion that the stated focus is visibly addressed.

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Task 1 / Answer key: band counting

Accepts any count matching the learner's sheet.

The count depends on your sheet; record the number you counted and name the cue you used, such as a repeated spacing pattern or a stronger line if present.

Band divisions vary, so the task is to read your own sheet rather than apply a fixed number.

Confirm the count matches a second band on the same sheet and that the boundary cue is described concretely.

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Worked example, Task 2, Task 4 / Answer key: letter placement using rubric criteria

Use the rubric criteria for baseline, body height, and spacing.

A valid response states both reference lines, keeps bodies on the baseline, and notes whether gaps between letters are even.

Placement is judged against the chosen references, not against a universal standard.

Use the rubric criteria for baseline, body height, and spacing.

Rubric: The page states one practice focus, such as baseline alignment or spacing. The writing visibly addresses the stated focus. The baseline and upper body reference are identified in words before writing. Letter bodies sit consistently on the chosen baseline. Vertical guides are used to compare uprightness and even spacing. Any deliberate change in body height is labeled rather than left unexplained.

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Task 3 / Answer key: blank-page evaluation

Rewards reported inconsistencies rather than a fixed layout.

A valid response reports the three counts, identifies any band that differs, and checks vertical guide regularity.

This is a layout-reading exercise, not a sheet-design task.

Confirm the three counts are reported and any difference is described without assuming a standard.

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Source rubric / reflection

- [ ] The page states one practice focus, such as baseline alignment or spacing.
- [ ] The writing visibly addresses the stated focus.
- [ ] The baseline and upper body reference are identified in words before writing.
- [ ] Letter bodies sit consistently on the chosen baseline.
- [ ] Vertical guides are used to compare uprightness and even spacing.
- [ ] Any deliberate change in body height is labeled rather than left unexplained.

Reflection: What did you check, what did you change, and what will you try next?