Writing Paper with Checklist: Self-Checking Handwriting Practice

Rubric and valid alternatives

Rubric criteria scored 0,1,2; letter formation judged against declared style.

Criterion	2	1	0
Spacing	Word gaps consistently larger than letter gaps	Mostly consistent with one or two lapses	Not met
Margins	Writing stays inside ruled area and away from checklist column	One or two lapses	Not met
Letter formation	Baseline and midline consistency in declared style	Mostly consistent with one or two lapses	Not met
Self-check	All boxes reviewed with corrections where needed	Partial review	No review

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Common mistakes and fixes

Qualitative key; no numeric claims.

Mistake	Fix
Treating the checklist as a single universal answer for letter formation	Judge letter formation against the writer's declared style and allow valid alternatives that meet baseline and midline conventions.
Using invented printer tolerances or hardware standards	Measure the actual paper and equipment, and label any chosen numerical values as hypothetical examples.
Ticking all boxes without reviewing the writing	Require one specific correction for any unticked box and a recheck before ticking.
Confusing x-height with full letter height	Define x-height as baseline to midline and check only x-height letters against the midline.

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FAQ key

Qualitative key; widths are hypothetical until measured.

Question	Answer
What is the checklist margin for?	It holds three checkboxes for spacing, margins, and letter formation so the writer can self-check after writing.
Is there one correct letter style?	No. Letter styles vary; the rubric checks consistency with the declared style and the baseline-to-midline convention for x-height.
How wide should the checklist margin be?	Measure your paper and choose a width that leaves enough writing space; any numerical width is a hypothetical example until you measure your equipment.
Can the checklist be used for assessment?	Yes, the rubric mirrors the checklist criteria and can be used for feedback, but it allows valid alternatives rather than a single answer.

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Validation checklist

Qualitative validation items.

1. Measure actual paper and equipment; confirm checklist margin and writing area widths in centimeters.
2. Confirm the checklist labels and prompts match the rubric criteria.
3. Check that x-height is defined as baseline to midline and that letter styles are treated as valid alternatives.
4. Verify all numerical values are labeled as hypothetical examples until measured.
5. Confirm the four exercises are self-contained and solvable from the text without an image.

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Complete worked example / separate answer key

A learner writes the sentence 'The cat sat.' on the planned paper. The declared style is printed. The checklist margin has three boxes. Describe how to self-check and score using the rubric.

Answer: Spacing: the gap between 'The' and 'cat' is visibly larger than the gap between 'a' and 't' in 'cat', so spacing scores 2. Margins: no letter touches the checklist column and all writing stays inside the ruled area, so margins scores 2. Letter formation: the x-height letters 'e' and 'a' (in this printed style) sit on the baseline and reach the midline consistently, while the ascender 't' extends above the midline as expected in this style, so letter formation scores 2. The learner ticks all three boxes. If the 'a' did not reach the midline, letter formation would score 1, the learner would correct that letter, and then recheck before ticking.

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Original tasks 1, 2 / complete keys

Task 1

On the planned paper, write 'Sam ran fast.' in a printed style. Use the checklist margin to self-check spacing, margins, and letter formation. Score each criterion 0, 1, or 2 using the rubric.

Answer: A complete response ticks each box only after review and gives three scores. For example, spacing 2 if word gaps are larger than letter gaps; margins 2 if writing stays inside the ruled area; letter formation 2 if x-height letters sit on the baseline and reach the midline in the printed style.

Reason: The checklist mirrors the rubric criteria. Spacing is judged by comparing word gaps to letter gaps. Margins are judged by position relative to the checklist column and ruled area. Letter formation is judged against the declared printed style using baseline to midline for x-height.

Check: Verify that each score matches the rubric description and that any unticked box has one specific correction noted.

Task 2

A learner writes 'We met.' but the letter 'e' does not reach the midline. The declared style is printed. What should the learner do with the checklist and rubric?

Answer: The learner leaves the Letter formation box unticked, scores letter formation 1, corrects the 'e' so it reaches the midline, and rechecks before ticking. Spacing and margins may still be ticked if they meet the criteria.

Reason: X-height is baseline to midline. In the printed style, 'e' is an x-height letter, so it should reach the midline. A single lapse scores 1 under the rubric.

Check: Confirm the corrected 'e' reaches the midline and that the final tick is made only after the recheck.

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Original tasks 3, 4 / complete keys

Task 3

Measure a sheet of paper you have. Choose a checklist margin width and a writing area width. Record both in centimeters. Then explain how you would draw the baseline, midline, and top line.

Answer: A complete response records two measured widths in centimeters and describes drawing a baseline, a midline above it for x-height, and a top line above that for ascenders. Any numerical values are the learner's measurements, not assumed standards.

Reason: The layout depends on the actual paper. Measuring avoids invented tolerances. The midline defines x-height from baseline to midline.

Check: Check that the recorded widths are in centimeters and that the midline is described as the x-height reference.

Task 4

Write 'I see a dog.' in a joined style. Use the checklist margin. Explain why a printed style and a joined style can both score 2 for letter formation.

Answer: Both can score 2 because the rubric judges consistency with the declared style and the baseline-to-midline convention, not a single universal model. The learner ticks Letter formation if the joined style is applied consistently and x-height letters reach the midline.

Reason: Letter styles vary. The convention defines x-height as baseline to midline, and the rubric allows valid alternatives that meet that convention.

Check: Confirm the declared style is stated and that the letter formation score references consistency and the midline convention.

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Task 1 / Exercise 1: 'Sam ran fast.'

Printed style; scores 0,1,2.

Prompt: On the planned paper, write 'Sam ran fast.' in a printed style. Use the checklist margin to self-check spacing, margins, and letter formation. Score each criterion 0, 1, or 2 using the rubric.

Answer: A complete response ticks each box only after review and gives three scores. For example, spacing 2 if word gaps are larger than letter gaps; margins 2 if writing stays inside the ruled area; letter formation 2 if x-height letters sit on the baseline and reach the midline in the printed style.

Reasoning: The checklist mirrors the rubric criteria. Spacing is judged by comparing word gaps to letter gaps. Margins are judged by position relative to the checklist column and ruled area. Letter formation is judged against the declared printed style using baseline to midline for x-height.

Check: Verify that each score matches the rubric description and that any unticked box has one specific correction noted.

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Task 2 / Exercise 2: 'e' does not reach the midline

Printed style; single lapse scores 1.

Prompt: A learner writes 'We met.' but the letter 'e' does not reach the midline. The declared style is printed. What should the learner do with the checklist and rubric?

Answer: The learner leaves the Letter formation box unticked, scores letter formation 1, corrects the 'e' so it reaches the midline, and rechecks before ticking. Spacing and margins may still be ticked if they meet the criteria.

Reasoning: X-height is baseline to midline. In the printed style, 'e' is an x-height letter, so it should reach the midline. A single lapse scores 1 under the rubric.

Check: Confirm the corrected 'e' reaches the midline and that the final tick is made only after the recheck.

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Task 3 / Exercise 3: measure paper and draw lines

Learner's own measurements in centimeters; no assumed standards.

Prompt: Measure a sheet of paper you have. Choose a checklist margin width and a writing area width. Record both in centimeters. Then explain how you would draw the baseline, midline, and top line.

Answer: A complete response records two measured widths in centimeters and describes drawing a baseline, a midline above it for x-height, and a top line above that for ascenders. Any numerical values are the learner's measurements, not assumed standards.

Reasoning: The layout depends on the actual paper. Measuring avoids invented tolerances. The midline defines x-height from baseline to midline.

Check: Check that the recorded widths are in centimeters and that the midline is described as the x-height reference.

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Task 4 / Exercise 4: joined style can also score 2

Joined style declared; consistency and midline convention.

Prompt: Write 'I see a dog.' in a joined style. Use the checklist margin. Explain why a printed style and a joined style can both score 2 for letter formation.

Answer: Both can score 2 because the rubric judges consistency with the declared style and the baseline-to-midline convention, not a single universal model. The learner ticks Letter formation if the joined style is applied consistently and x-height letters reach the midline.

Reasoning: Letter styles vary. The convention defines x-height as baseline to midline, and the rubric allows valid alternatives that meet that convention.

Check: Confirm the declared style is stated and that the letter formation score references consistency and the midline convention.

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Worked example / Worked example: 'The cat sat.'

Printed style declared; hypothetical example.

Prompt: A learner writes the sentence 'The cat sat.' on the planned paper. The declared style is printed. The checklist margin has three boxes. Describe how to self-check and score using the rubric.

Answer: Spacing: the gap between 'The' and 'cat' is visibly larger than the gap between 'a' and 't' in 'cat', so spacing scores 2. Margins: no letter touches the checklist column and all writing stays inside the ruled area, so margins scores 2. Letter formation: the x-height letters 'e' and 'a' (in this printed style) sit on the baseline and reach the midline consistently, while the ascender 't' extends above the midline as expected in this style, so letter formation scores 2

The learner ticks all three boxes. If the 'a' did not reach the midline, letter formation would score 1, the learner would correct that letter, and then recheck before ticking.

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Source rubric / reflection

- [ ] Spacing: 2 = word gaps consistently larger than letter gaps; 1 = mostly consistent with one or two lapses; 0 = not met.
- [ ] Margins: 2 = writing stays inside the ruled area and away from the checklist column; 1 = one or two lapses; 0 = not met.
- [ ] Letter formation: 2 = baseline and midline consistency in the declared style; 1 = mostly consistent with one or two lapses; 0 = not met.
- [ ] Self-check: 2 = all boxes reviewed with corrections where needed; 1 = partial review; 0 = no review.

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