Editable Name Tracing Sheets with Gray Guide Letters

Rubric

Rubric applies to the worksheet and diagrams.

Rubric 1: The three rows share the same left margin and font size.

Rubric 2: The gray-shaded row, dotted row, and blank row align vertically.

Rubric 3: The name fits within the measured printable width without clipping.

Rubric 4: Baseline and midline are marked consistently for x-height letters.

Rubric 5: The rubric allows valid letter-style alternatives rather than one universal form.

Rubric 6: A test print is measured and any difference is recorded.

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Complete worked example / separate answer key

A typed name is planned for three rows at a hypothetical 24 pt size. The printable width is measured as 180 mm. The name fits with 12 mm to spare. What should be checked before printing the final copy?

Answer: Check that all three rows use the same 24 pt size and left margin, that the gray and dotted traces align, and that the blank row has the same baseline and midline. Then print one test copy and measure the baseline-to-midline distance with a ruler.

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Original tasks 1, 2, 3 / complete keys

Task 1

A name is planned at a hypothetical 20 pt size on paper with a measured printable width of 150 mm. The name fits with 8 mm to spare. The dotted row is later set to 22 pt. What layout problem is likely, and what should be done?

Answer: The dotted row no longer matches the gray and blank rows in size, so alignment and comparison are compromised. Reset all three rows to the same size, then recheck width fit.

Reason: The three rows must share one size and left margin so the learner can compare gray, dotted, and blank guides. A size change on one row breaks that consistency.

Check: Compare the planned size values for all three rows and confirm they are equal; then confirm the name still fits the measured printable width.

Task 2

A planned sheet uses a baseline-to-midline distance of 6 mm. A test print measures 5.5 mm. Is the print acceptable if the planned value is treated as a hypothetical example?

Answer: It may be acceptable if the difference does not affect use, but the difference should be recorded and the planned value adjusted if needed. Do not assume a printer tolerance.

Reason: The planned value is a hypothetical example, not a manufacturing standard. The actual print must be measured, and any difference should be documented before deciding.

Check: Measure the printed baseline-to-midline distance with a ruler and compare it with the planned 6 mm; record the 0.5 mm difference.

Task 3

A name contains a letter with a descender. The blank row shows only baseline and midline guides. What should be checked before publication?

Answer: Check that the descender remains inside the printable area and does not collide with the row below. Confirm that the guide convention still marks baseline and midline for x-height letters.

Reason: The convention defines x-height from baseline to midline, but descenders extend below baseline. The layout must accommodate them without clipping or overlap.

Check: Inspect the planned row positions and measure the distance from baseline to the bottom printable edge; confirm the descender fits.

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Original tasks 4 / complete keys

Task 4

A reviewer says a learner formed a letter with a different stroke order than the gray trace suggests. Should the sheet be rejected?

Answer: No. The rubric should allow valid letter-style alternatives. Check that the guide placement and row alignment are correct rather than requiring one stroke order.

Reason: Handwriting styles vary, and the convention fixes baseline to midline for x-height rather than a single universal letterform. The rubric must reward correct placement and consistency.

Check: Use the rubric to confirm alignment, fit, and guide visibility; note the alternative stroke order as valid if the letter stays within the intended guide zone.

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Worked example, Task 1 / Separate answer key: worked example, four exercises, rubric

Answer key is separate from the worksheet. All numerical values in prompts are hypothetical examples.

Worked example prompt: A typed name is planned for three rows at a hypothetical 24 pt size. The printable width is measured as 180 mm. The name fits with 12 mm to spare. What should be checked before printing the final copy?

Worked example answer: Check that all three rows use the same 24 pt size and left margin, that the gray and dotted traces align, and that the blank row has the same baseline and midline. Then print one test copy and measure the baseline-to-midline distance with a ruler.

Exercise 1 prompt: A name is planned at a hypothetical 20 pt size on paper with a measured printable width of 150 mm. The name fits with 8 mm to spare. The dotted row is later set to 22 pt. What layout problem is likely, and what should be done?

Exercise 1 answer: The dotted row no longer matches the gray and blank rows in size, so alignment and comparison are compromised. Reset all three rows to the same size, then recheck width fit.

Exercise 1 reasoning: The three rows must share one size and left margin so the learner can compare gray, dotted, and blank guides. A size change on one row breaks that consistency.

Exercise 1 check method: Compare the planned size values for all three rows and confirm they are equal; then confirm the name still fits the measured printable width.

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Task 3, Task 4 / Answer key: exercise 3 reasoning/check and exercise 4

No numerical values in this block.

Exercise 3 reasoning: The convention defines x-height from baseline to midline, but descenders extend below baseline. The layout must accommodate them without clipping or overlap.

Exercise 3 check method: Inspect the planned row positions and measure the distance from baseline to the bottom printable edge; confirm the descender fits.

Exercise 4 prompt: A reviewer says a learner formed a letter with a different stroke order than the gray trace suggests. Should the sheet be rejected?

Exercise 4 answer: No. The rubric should allow valid letter-style alternatives. Check that the guide placement and row alignment are correct rather than requiring one stroke order.

Exercise 4 reasoning: Handwriting styles vary, and the convention fixes baseline to midline for x-height rather than a single universal letterform. The rubric must reward correct placement and consistency.

Exercise 4 check method: Use the rubric to confirm alignment, fit, and guide visibility; note the alternative stroke order as valid if the letter stays within the intended guide zone.

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Task 2, Task 3 / Answer key: exercises 2-4

All numerical values in prompts are hypothetical examples.

Exercise 2 prompt: A planned sheet uses a baseline-to-midline distance of 6 mm. A test print measures 5.5 mm. Is the print acceptable if the planned value is treated as a hypothetical example?

Exercise 2 answer: It may be acceptable if the difference does not affect use, but the difference should be recorded and the planned value adjusted if needed. Do not assume a printer tolerance.

Exercise 2 reasoning: The planned value is a hypothetical example, not a manufacturing standard. The actual print must be measured, and any difference should be documented before deciding.

Exercise 2 check method: Measure the printed baseline-to-midline distance with a ruler and compare it with the planned 6 mm; record the 0.5 mm difference.

Exercise 3 prompt: A name contains a letter with a descender. The blank row shows only baseline and midline guides. What should be checked before publication?

Exercise 3 answer: Check that the descender remains inside the printable area and does not collide with the row below. Confirm that the guide convention still marks baseline and midline for x-height letters.

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Source rubric / reflection

- [ ] The three rows share the same left margin and font size.
- [ ] The gray-shaded row, dotted row, and blank row align vertically.
- [ ] The name fits within the measured printable width without clipping.
- [ ] Baseline and midline are marked consistently for x-height letters.
- [ ] The rubric allows valid letter-style alternatives rather than one universal form.
- [ ] A test print is measured and any difference is recorded.

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