OCCUPATIONAL THERAPY EVALUATION

Medical History: Unavailable.

Milestone	When Reached	Age Norm
Sat up without help	4-6 months	4 to 8 months
Crawled	4-6 months	6 to 10 months
Walked alone (10 steps):	12-14 months	9 to 15 months
Walked up stairs (with support):	12-23 months	15 to 24 months
Rode tricycle	4-5 years	3 to 4 years
Caught a big ball	12-24 months	2 to 3 years
Spoke first words	6-12 months	10 to 15 months
Put words together (2-word phrases):	6-12 months	18 to 24 months
Spoke 2–3 word sentences	12-24 months	24 to 36 months
Understood by strangers	12-24 months	24 to 36 months

Reason for Referral: Unavailable.

This report is designed to help you better understand a child's handwriting abilities. This report emulates the *Learning Pyramid* (Taylor & Trott, 1991), which shows how a child's development builds from the bottom up—starting with basic physical reflexes and moving toward more advanced thinking skills. The next page follows the pyramid with reflexes being at the bottom and higher level executive function skills being at the top.

Throughout the report, you'll see **underlined words** or **"click here"** links. When clicked on, they will open another web page to provide extra information that will help explain key ideas.

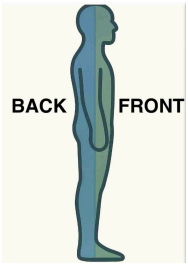
The child's results are also summarized by color (green, yellow and red) as well as ranked from 1-5 (1=strength, 5=area of difficulty).

SUMMARY OF STRENGTHS AND WEAKNESSES

EXECUTIVE FUNCTION								
1		Eye Contact		2	Organization		1	Emotional Regulation
3		Shifting Tasks		1	Problem-Solving		2	Selective Attention
3		Self-Monitoring		3	Working Memory		1	Memory & Sequencing
SELF-REGULATION								
4		Ability to Self-Inhibit		3	Sustained Attention		2	Behavior Regulation
FINE MOTOR								
2		Pencil Grasp		1	Hand Strength		3	Dexterity & Speed
2		Cutting		Bi	Side Dominance		1	In-hand Manipulation
2		Handwriting		2	Finger Isolation		2	Eye-hand Coordination
GROSS MOTOR								
3		Postural Stability		3	Motor Planning		1	Strength
4		Balance		1	Endurance		3	Muscle Tone
3		Extensors		2	Flexors			
MATURE POSTURAL AND MOVEMENT CONTROL								
2		Body Segmentation		2	Visual Motor		2	Functional Neurodevelopmental Motor Skills
SENSORY PROCESSING								
4		Vestibular na		3	Oral Praxis		1	Proprioception (Body in space awareness)
1		Visual Sequencing		1	Postural Praxis		3	Grading Movement
2		Tactile 2 point		1	Verbal Praxis		3	Auditory Processing
PRIMITIVE REFLEXES								
1		Arms pulling		1	Babkin		1	Palmar Grasp
2		ATNR		1	Hands Grasp		1	Bauer
1		Babinski		1	Cross Leg		3	Hands Supporting
3		Landau		1	Moro		3	Spinal Galant
3		Spinal Perez		1	STNR		2	TLR

AREA OF DIFFICULTY(5-4) MILD IMPAIRMENT (3-2) RELATIVE STRENGTH (1)

DEVELOPMENTAL REFLEXES

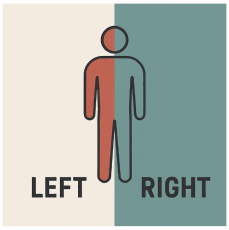
	3 Mouth		3 Spinal Perez
	2 Hands		3 Landau
	1 Feet		1 TLR

Mouth, hand, and foot awareness are the first ways babies explore and learn about their environment because these areas provide rich sensory input and early motor control. How well a child develops function in these domains lays the foundation for later skills like crawling, grasping, and communication, influencing all subsequent developmental milestones.

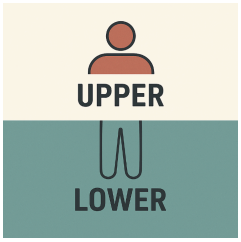
X demonstrates difficulty with tongue movement/control and finger coordination. Worth noting that, with practice, she improves her motor movement. She also depends on her visual system to correct her motor planning.

Spinal Perez: Extra sensitivity across the low back can create quick posture changes or startle-like reactions with clothing movement, which distracts from listening, neat handwriting, or staying upright and comfortable at the desk.

Landau: X may slump, lean on one arm, or tire by the end of writing assignments. Core-heavy play (prone games, wheelbarrow, long climbing) can be more effortful, and handwriting may fade in neatness as posture endurance drops.

1 Arms Pulling		1 Hands Grasp
2 ATNR		1 Cross Leg
1 Babinski		1 Palmar Grasp
1 Babkin		

ATNR Head turns can still “pull” the arms, making it harder to keep the paper steady, cross the midline, or keep letters straight in handwriting. You might notice X turning her head or body to the side while writing or reading, losing her place when copying, or avoiding sports that require both hands to work together smoothly (e.g., catching and throwing while watching the ball).

1 Bauer		1 Moro
3 Hand Supporting		3 Spinal Galant
1 STNR		

Hand supporting: If this reflex is over-active, X may lean on her hands a lot at the desk, press too hard with the pencil, or tire quickly in tasks that need steady arm support (cutting, coloring, handwriting). Playground skills like wheelbarrow walks or climbing can look shaky, and she may hesitate with quick balance changes.

Spinal Galant: Waistbands, tags, or the chair back can trigger wiggles. X may squirm, shift in her seat, or seem “antsy” during lessons. This can chip away at attention for table tasks, neat posture for writing, and the ability to stay comfortable and focused during longer seated work.

SENSORY PROCESSING

4	Vestibular		3	Oral Praxis		1	Proprioception (Body in space awareness)
1	Visual Sequencing		1	Postural Praxis		3	Grading Movement
2	Tactile/touch		1	Verbal Praxis		3	Auditory Processing

In busy, noisy environments, X must work across multiple sensory systems to stay organized. Her vestibular hyposensitivity means she often needs extra movement to feel her body. So when tasks are unclear or demand sustained stillness, movement overflow (whole-body fidgeting, extra wiggles) increases and disrupts attention. At the same time, tactile/touch differences can make it harder to feel and use her body with precision, which directly impacts how she grades

force and speed; showing up in tool use (e.g., writing) and even oral movement control (pairing with oral praxis, where circular tongue movements are hard).

Layered onto this, auditory processing reduces how well she can receive and hold instructions as the ambient noise rises, so she misses steps and expends more effort just to follow along. Together, these patterns explain why X may look extra wiggly, press too hard/too light with tools, work harder to manage speech details, and struggle with directions in group settings.

Another area of difficulty observed was X's difficulty with grading movement. Many of her movements were quick and intense, often generating more force than was necessary. Based on observation of other sensory systems, this might be due to reduced touch registration and muscle tone.

VISUAL SYSTEM

1	Figure Ground		1	Divergence
1	Fixation		1	Fixation +/- Head movement
3	Shifting Gaze/Saccades Left/Right		3	Tracking H pattern
3	Convergence		3	Tracking O pattern

Glasses: No

Overall, foundational visual skills are strong: X kept a steady gaze ("fixation"), keep the head mostly still while looking ("fixation with head movement"), tell a target apart from a busy background ("figure–ground"), and relax the eyes to look at distance ("divergence") all within functional limits.

Areas that were difficult were:
(1) shifting gaze smoothly from left to right (these are the quick eye jumps used to move across a line of print),
(2) "convergence" (bringing both eyes inward to focus on near work like books or worksheets), and
(3) smooth "tracking" in H and O patterns (following targets horizontally/vertically and in circles without losing place).
Functionally, these eye-movement challenges can make near tasks more effortful. In reading and writing, X may lose her place, skip small words, or need a

finger to track because the eyes don't jump left-to-right efficiently; convergence difficulty can add fatigue during close work and reduce endurance on longer assignments. In play and movement, weaker tracking can affect timing for ball play or navigating quickly in crowded spaces. For visual attention, keeping eyes aligned and following a target for more than a few seconds may take extra effort, which can look like frequent head movements or brief "check-outs." In classroom participation, copying from a book or shifting between the board and desk may be slower because it requires accurate left-to-right eye jumps and stable near focus. For context, by about 5–6 years, most children can follow a moving object smoothly without moving their head and scan left-to-right across a line of print; when these skills lag, the child may work harder to achieve the same results.

FUNCTIONAL NEURODEVELOPMENTAL MOTOR SKILLS

POST ROTARY NYSTAGMUS (PRN):

Score	Direction	Time	Presentation
(3) 5-6 or 14 - 15 seconds	Clockwise	6	Hyposensitive
(2) 7-8 or 12-13 seconds	Counterclockwise	8	na

When X turns or spins, her body needs extra input to notice where she is in space. Right after moving, she may look under-responsive—briefly wobbly, seeking more movement, or slow to refocus. In class or at home, this can show up as difficulty settling in the chair after transitions, momentary loss of place during tasks, or bumping things on her right side until she "re-anchors." It is likely that X's ongoing movement and fidgeting observed during testing is affected by this hyposensitivity to movement.

X's right ear presents as hyposensitive to rotary movement. This is further confirmed by the fact that X is left ear dominant.

DIADOKINESIS

Score	Direction	Difficulty
2 …	Hand Coordination	Slow
2 …	Finger Coordination	Slow
2 …	Finger to Nose	Misses nose

No difference Eyes open/closed

X initially missed or was unable to smoothly perform sensory-neuro movements However, with several trials, she was able to improve her performance. For example, she was unable to smoothly touch her nose with arms extended. After 3-4 tries, she was able to perform these tasks. This suggests that she experiences difficulty with novel motor planning.

SIDEDNESS

Right Hand		Right Foot		Left Eye		Left Ear	

1 Crossing Midline

At age seven, it's still normal for a child to "choose a side" for hand dominance. Also, people have a distinct preference for one side of the body to register information. A mix sidedness can be a sign that the brain is still wiring itself or that the two sides or a part of the brain is not fully integrated.

X's left-ear preference, together with difficulty with listening in noisy places, may impact her ability to follow instructions. Most people pick up speech a bit better with the right ear. When a child reliably favors the left ear for speech and struggles more in background noise, it can be a sign to check for an auditory processing difference. This doesn't mean there's a hearing loss. It means her brain may work harder to sort speech from noise.(CLICK here to see research paper)

STRENGTH AND TONE

1	Upper Ext. Strength		2	Prone Extension		1	Lower Ext. Strength
3	Upper Ext. Tone		1	Supine Flexion		1	Lower Ext. Tone

Though X was able to maintain 30 seconds in prone extension, her overall ability to maintain the posture was compromised by poor form (e.g., bending of arms or legs, and showing signs of fatigue). Overall, her proximal trunk (core) tone appears to be an area of difficulty for X.
In some kids, weakness of trunk and upper extremity muscles may present as fidgety behavior, inability to sit at a desk for prolonged periods or handwriting difficulties. Again, it's not her strength that's the issue, it's her ability to maintain muscle contraction for prolonged periods.

GROSS MOTOR

2	Postural Stability		1	Coordination Upper		1	Endurance
4	Balance		1	Coordination Lower		2	Motor Planning
			1	Locomotion			

She was able to perform 8 pushups in under 20 seconds: within functional limits for her age. Overall, her gross motor coordination was an area of difficulty. For example, X was able to only stand on one foot for 6 seconds with eyes open and 1 second with eyes closed. X also had difficulty with gross motor eye-hand coordination during activities like bouncing and catching a ball with one hand (⅖ times). Likewise, dribbling a tennis ball was also difficult (⅖ times). She also had difficulty with grading the force of her movements. Throwing or moving her upper body presented with either too much or too little force.

FINE MOTOR

2	Pencil Grasp		1	Hand Strength		2	Dexterity & Speed
2	Cutting		Bi	Side Dominance		1	In-hand Manipulation
1	Handwriting		2	Finger Isolation		2	Eye-hand Coordination

Overall, this profile shows solid building blocks for handwriting, hand strength, in-hand manipulation, eye–hand coordination, and established right-hand dominance are all within functional limits—so strength and basic control are not the main issue for fine motor activities. The clearest limiter is motor timing/coordination: the Rapid Alternating Movements (RAM) were off-rhythm, and there are mild concerns with pencil grasp, finger isolation, dexterity/speed, and cutting.

Together, these point to motor planning and timing rather than strength. Kids who struggle to keep a steady movement rhythm often have trouble keeping a steady "writing rhythm," which can show up as slower output, uneven pressure, and inconsistent letter size/spacing when pace increases.

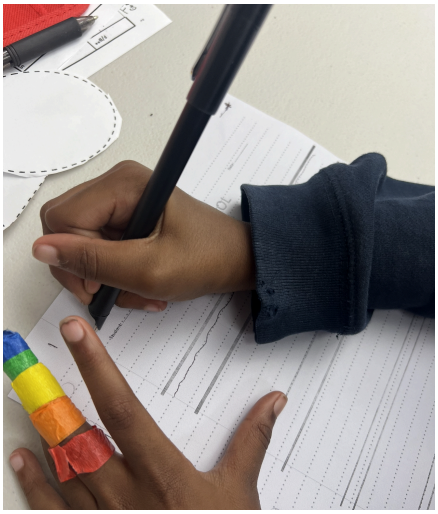
X had issues with cutting on the dotted line. Zippering (a 2–3-year skill) both rely on bilateral coordination and sequencing because X had trouble with feeding the zipper, but did fine with pulling closed/open. In short, despite adequate strength, the combination of muscle tone, timing/rhythm inefficiency and mild precision-control issues is likely to make fine motor coordination more effortful and slower than peers, especially during longer or faster classroom tasks.

HANDWRITING

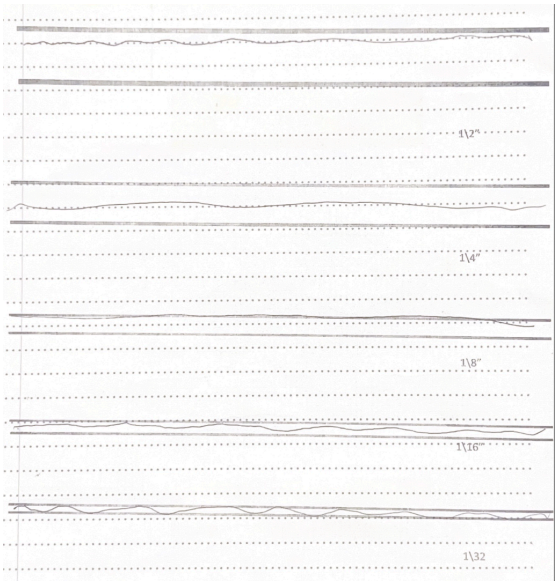
X switched her grasp several times during writing. She generally used a Cross Thumb Grasp while writing; exemplifying low tone while writing. She presents with a dominant Right hand grasp. She was able to complete several lateral mazes. With several examples of going outside the walls when completing the 1/32" linear maze. Her curved and non-linear mazes were completed accurately but segmented (i.e., lifting the pen and resuming in another location/direction).

X was able to complete all pre-writing shapes. She presented with difficulty with closures of shapes (e.g., triangle). She was unable to draw a diamond shape (bottom part of the shape). She visually knew she made an error, but was unable to figure out how to fix the error. This suggests that X uses her visual skills (strength) to correct motor problems; resulting in slower output sacrificing speed for accuracy.

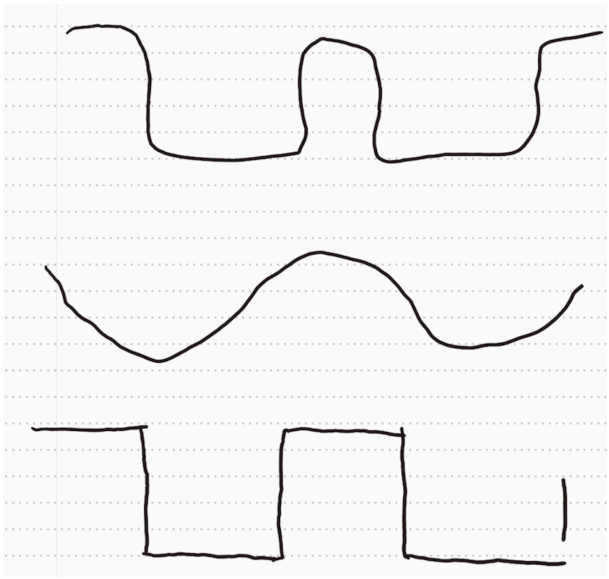
She supported the page with her non-dominant hand. The sizing and spacing of letters are within functional limits for her age.



Mazes were segmented. X was instructed to not pick up the pencil and strate in other locations. However, she did so on several occasions. Overall, she used gross motor movement to draw across the page (rather than use the fine motor musculature of her fingers). See below:

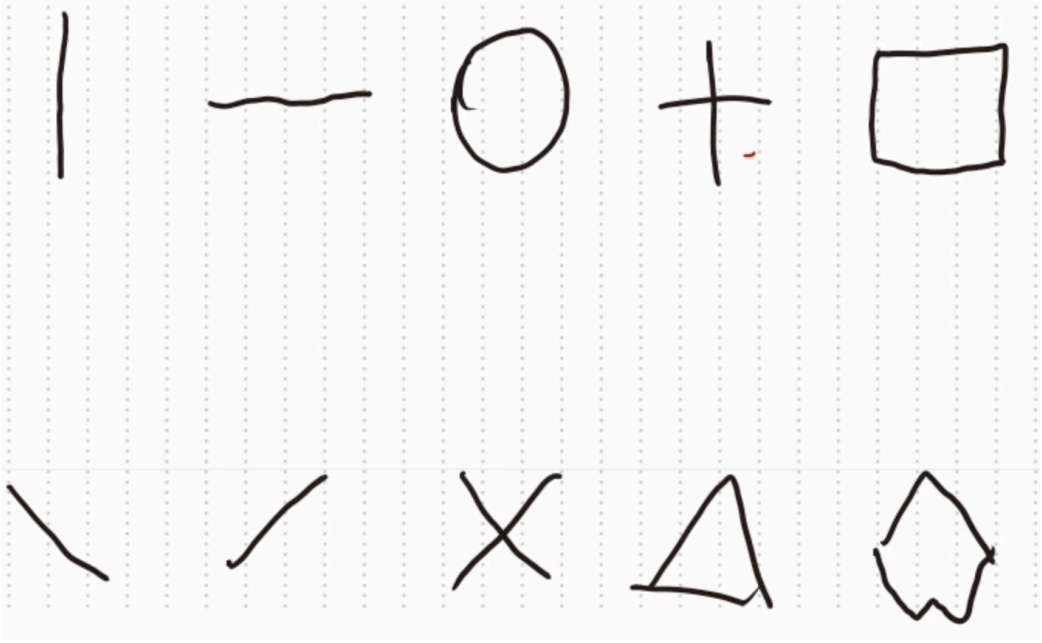


Click on the image to see video



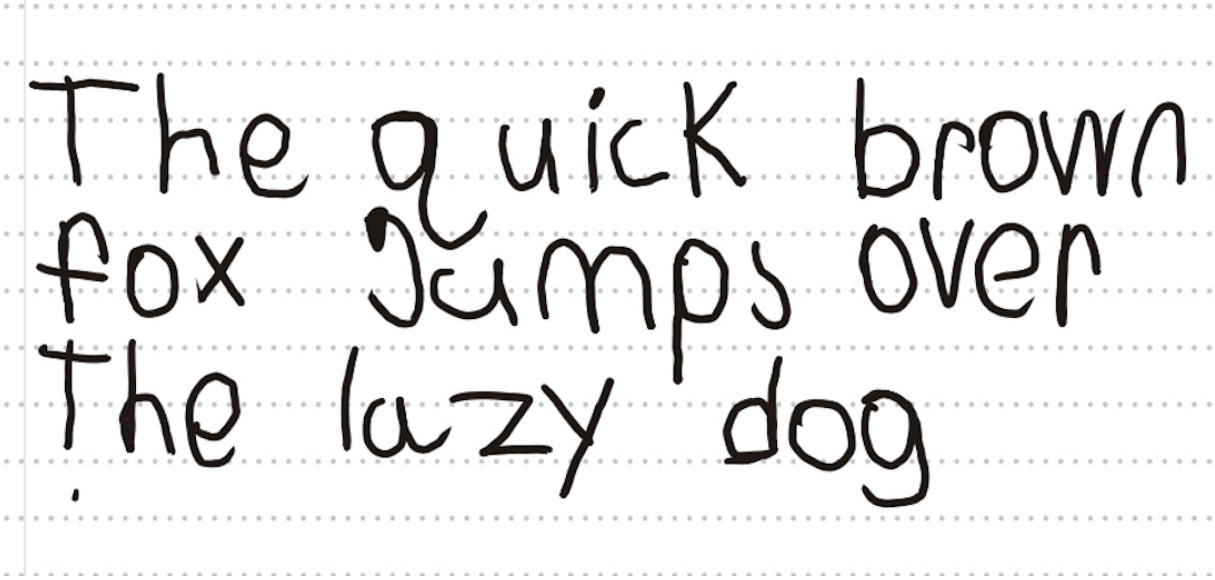
Click here to view video

Prewriting Shapes:



Click on image to view video of X's writing

X's spacing, sizing and location of letters on the lines were all within functional limits. Overall, her visual system appears to be an area of strength. Motor planning appears to be where X struggles.



Click the image above to view video

Overall legibility is good enough for comfortable reading at first glance. Word spacing is clear and page use is organized. The most consistent challenge is letter placement on the baseline: many letters sit a bit high and descenders (e.g., *p, q, y, j, g*) are not consistently used to drop below the line. Size is generally symetric, and several letters show immature or segmented formations.

Functionally, these patterns slow output and increase cognitive load—attention is pulled toward forming/placing letters instead of content. With targeted practice on baseline alignment and a small set of high-impact letters (t, l, a, e, p, q, y, j), speed and consistency should improve without sacrificing neatness.

Trait Scoring (Rubric 5–1 Scale)

(Red-flag system: 5–4 = within peer range, 3–2 = below peer range, 1 = significant difficulty.)

(see appendix for additional handwriting breakdown)

Final Score: 23 / 35 (≈66%) → Mixed profile: strengths in overall legibility, word spacing, and page organization; primary need is baseline placement and consistent formations.

Quick Histogram by Band

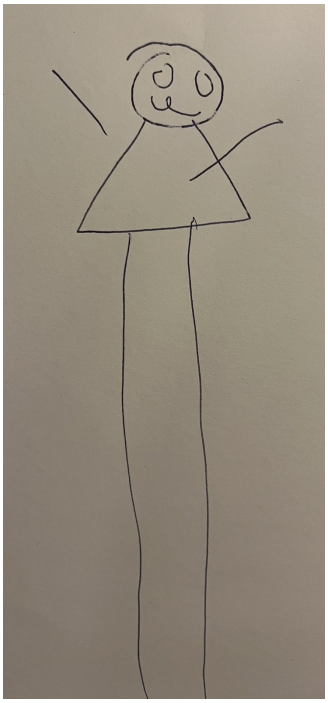
- 🟩 Appropriate Space – **4/5** (within functional limits)
- 🟨 Letter Placement – **2/5** (below)
- 🟩 Legibility/Neatness – **4/5** (within functional limits)
- 🟨 Formation – **3/5** (below)
- 🟨 Letter Sizing – **3/5** (below)
- 🟨 Spacing of Letters – **3/5** (below)
- 🟩 Spacing of Words – **4/5** (within functional limits)

Pressure: Functional

Letter/number size: Functional

Grasp used: Thumb Wrap (X changed her grip three times during writing tasks).

The Draw a Person (DAP) assessment tool is generally used to evaluate a child's cognitive, emotional, and social development. This test involves asking the child to draw a picture of a person, which is then analyzed for various aspects such as body proportion, facial features, and overall representation. In addition to self-perception factors, this test can indicate writing skills.



This figure includes a clearly drawn head, trunk, two arms, and two legs. Facial detail is simple (eyes and a mouth; minimal hair). Limbs are single lines without hands/fingers or feet, and there is no neck. The body is a triangle with very long legs, so proportions emphasize height more than body detail. The figure is placed in the upper half of the page, leaving ample blank space below.

Handwriting mechanics: Pencil pressure is light-to-moderate and fairly even. Lines are mostly continuous with basic control; corners of the triangle meet

cleanly, and the head outline is smooth. Arm and leg lines are straight but very long, suggesting developing planning of size and spacing. Overall organization is simple, with limited small-part details (e.g., fingers, clothing edges).

Score & Developmental Age

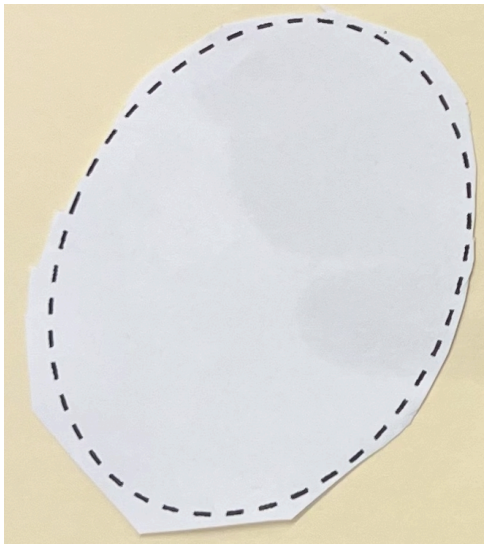
Using the Goodenough-Harris scoring system (one point per credited feature; no half-points) the drawing's raw score is 12. On the test's table of mental-age equivalents, a score of 12 corresponds to 6 years; age appropriate.

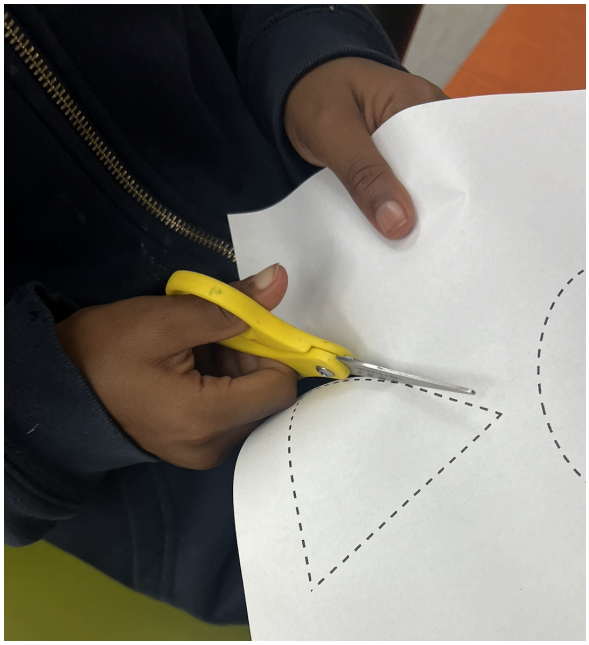
CUTTING

Cutting tasks engage various fine motor abilities, including hand strength, dexterity, and coordination, all of which are crucial for writing.

Research supports this approach. A study published in the Journal of Physical Therapy Science found a significant correlation between fine motor precision, in-hand manipulation skills, and handwriting legibility in preschool-aged children. The study concluded that enhancing these fine motor skills positively impacts a child's ability to control writing tools and produce legible handwriting.

So, cutting activities provide an insight into the child's fine motor skills. X was able to cut parallel to the dotted lines; irrespective of verbal cues to cut on the dotted lines. For example, cutting out the circle, X was able to cut in straight lines and then go back and snip close to the lines to simulate cutting out a circle.





EXECUTIVE FUNCTION & COGNITION

1	Eye Contact		2	Organization		1	Emotional Self-Regulation
3	Shifting Tasks		1	Problem-Solving		2	Selective Attention
3	Self-Monitoring		3	Working Memory		1	Memory & Sequencing

CLICK HERE for additional information on executive function and cognition.

X presented as warm, engaged, and socially inviting; she warmed up quickly and remained smiley and cooperative throughout the session. At 7 years old, children are expected to follow classroom routines, attend to whole-group instruction, and shift between tasks with brief reminders. X's core executive skills are not significantly delayed; rather, her performance varies with environmental demand. In a room with high ambient noise, her ability to filter distractions and process new information decreased noticeably compared with the same tasks in quieter conditions. This aligns with her profile of selective attention as the primary challenge, with additional mild impacts in organization, shifting, self-monitoring, and memory/sequencing during multi-step or novel activities.

Across the session, X's movement and energy level remained high. In everyday settings, this may look like extra body movement or fidgeting when tasks are unclear, lengthy, or occur in noisy spaces. As task load or sensory input increases (e.g., multi-step directions in a busy classroom), X may miss parts of instructions, need repeated prompts to transition, or overlook small errors, even though she has the foundational skills to complete the work. Her strengths—clear eye contact and engagement, steady emotional self-regulation, solid problem-solving, and age-appropriate working memory—support learning and social participation, particularly in structured, quieter contexts. With routine practice and supportive environments, she is likely to demonstrate her abilities more consistently across school, home routines, and peer interactions.

SUMMARY

X's higher-level performance varies because foundational systems are still maturing. Non-integrated reflexes together with a sensory profile marked by vestibular hyposensitivity and reduced auditory processing in noise are the primary drivers of her difficulty with balance, steady posture, motor planning, eye movements for reading and copying, and consistent handwriting rhythm and placement.

Reflexes still active or only partly integrated:

- Landau and Hands Supporting relate to trunk endurance and steady upper limb support. Fatigue or leaning shows up across longer desk work.
- Spinal Perez and Spinal Galant increase postural wiggles and distractibility in the chair.
- ATNR can pull the arm with head turns, which disrupts midline work and consistent letter alignment.

Sensory processing:

- Vestibular hyposensitivity: X seeks more movement to register body position, then needs extra time to settle.
- Auditory processing: performance drops as ambient noise rises.
- Oral praxis and grading movement: force and timing control vary, which affects tool use and fine motor precision.
- Proprioception and postural praxis are relative strengths.

Sidedness

- Mixed sidedness. The left-ear listening preference together with reduced performance in noise suggests an auditory processing difference is possible. Hearing loss is not implied.
- How this shows up day to day: In busy, noisy settings X must work across systems to stay organized. Movement seeking increases when tasks are unclear or require stillness, which raises wiggles and reduces on-task time. Noise lowers how well she receives and holds multi-step directions, so she misses parts of instructions and needs more prompts.

Posture and balance

- Balance and core tone demands show up as slumping, leaning, or tiring.

Visual efficiency for school tasks

- Basic visual foundations are intact, yet eye-movement control needs work: left-to-right saccades, H and O tracking, and convergence. This can slow reading across a line, board-to-desk copying, and ball timing.

Fine motor and handwriting

- Strength and basic control are present, but motor timing and planning are the limiter. Rappid rhythm is off, pencil grasp shifts, finger isolation and dexterity are mildly reduced.

- Handwriting rubric: total 23 of 35, about 66 percent. Word spacing and page use are strengths. Primary need is baseline placement and consistent formations, with size and letter spacing mildly below. Letters like p, q, y, j, g are not reliably below the line. Segmented maze work and frequent pencil lifts indicate reliance on larger movements over fine finger control.

Executive function

- Core skills are broadly in range, yet performance drops with increased sensory demand. Selective attention and shifting are the main pressure points when directions are long or the room is noisy. Social engagement and emotional regulation are solid supports.

Bottom line

X's mixed profile makes sense when viewed from the bottom up. Reflexes that are still active and a vestibular-auditory pattern that strains performance in noise explain her variability in posture, balance, eye-movement control, motor planning, and writing consistency. When the environment is quieter and tasks are structured, her strengths show, and performance becomes more consistent. The priority is addressing reflex integration and vestibular-auditory processing needs so that higher-level skills like attention can be performed with less effort.

OCCUPATIONAL THERAPY GOALS – suggested goals

Recommended Frequency: 2 x week 60 minutes

1) Self-directed arousal modulation for homework start

Reflex/Sensory focus: Vestibular hyposensitivity; Landau; proprioceptive organization

- **Short-term (3 mo):** After a movement break, X uses a taught self-check routine (brief breath, body still, eyes on page) and begins homework within one minute on most school nights, needing no more than one prompt.

- **Long-term (6 mo):** X independently uses the self-check routine and begins homework within half a minute on most school nights with no prompts.

2) Sustained attention during seated work without overflow movement

Reflex/Sensory focus: Vestibular hyposensitivity; Spinal Galant; Hands Supporting

- **Short-term (3 mo):** During a seated home task (reading, worksheet, drawing), X keeps her trunk stable, helper hand on the page, and limits whole-body wiggles by using one taught strategy (heavy-work squeeze, chair push-down) and stays engaged for at least one typical work block with no more than one reminder.

- **Long-term (6 mo):** X independently uses a matching strategy to stay engaged through a longer home work block without reminders.

3) Midline control that resists head-turn "pull" during writing

Reflex/Sensory focus: ATNR; postural praxis

- **Short-term (3 mo):** While writing a short entry at home, X keeps her trunk facing forward, holds the paper with the helper hand, and completes the entry without head-turn compensation pulling the writing arm off line, needing no more than one cue.

- **Long-term (6 mo):** X writes a short list or note with consistent midline control and paper stabilization without cues.

4) Task setup and follow-through in everyday background noise

Reflex/Sensory focus: Auditory processing in noise; selective attention

- **Short-term (3 mo):** With typical home noise present, X follows a two- to three-step direction to set up homework or a chore (gather items, start, clean up) with no more than one repetition on most opportunities in a week.

- **Long-term (6 mo):** In the same conditions, X follows multi-step directions on first presentation and completes setup and clean-up independently on most opportunities in a week.

5) Grading movement and tool pressure during homework tasks

Reflex/Sensory focus: Tactile registration; grading of movement; Hands Supporting

- **Short-term (3 mo):** During a brief writing or coloring task, X applies appropriate pressure with pencil and glue stick, opens one easy container, and places items without crushing or dropping, using no more than one reminder.

- **Long-term (6 mo):** X manages typical homework tools and one to two common containers with appropriate force and stable support hand without reminders.

6) Transition from active play to table work with quick re-orientation

Reflex/Sensory focus: Vestibular hyposensitivity; PRN-related settling; Landau

- **Short-term (3 mo):** After active play, X moves to the table, sits with feet supported, and re-orients to a quiet task within one minute using one taught settling strategy (breath count or wall push), with no more than one cue.

- **Long-term (6 mo):** X independently re-orients within half a minute after movement and begins the table task without cues.

7) Bilateral coordination for home projects without reflex interference

Reflex/Sensory focus: ATNR; Hands Supporting; midline crossing

- **Short-term (3 mo):** For a simple home craft, X turns/stabilizes the paper with the helper hand while cutting or gluing, keeps the head and trunk midline, and completes the project with no more than one reminder.

- **Long-term (6 mo):** X completes multi-step home crafts independently, showing steady two-hand coordination and midline control without reminders.

8) Quiet-body line tracking for reading and copying at home

Reflex/Sensory focus: Saccades and convergence; overflow from vestibular under-registration

- **Short-term (3 mo):** X scans across a single line of print or a maze path while keeping eyes on the target and body still, using one visual anchor strategy (finger or guide) with no more than one prompt.

- **Long-term (6 mo):** X tracks across multi-line material at home, keeps place without a guide, and completes the task without prompts.

APPENDIX

Letter-by-Letter Analysis

a – Not closed; not on the line.

b – Good formation, but not on the line.

c – Good crescent, but not on the line.

d – Well formed but smaller than surrounding letters.

e – Missing horizontal line; not crescent-shaped.

f – Formed below the line.

g – Well formed but smaller than surrounding letters.

h – Well formed but not touching the line.

i – On the line; well formed.

j – Does not dangle; no dot.

k – Looks like uppercase *K*; base not extended high enough.

l – Stem too short; not touching the line.

m – Well formed; not touching the line.

n – Well formed; slightly below the line.

o – “Overflow ears”; not on the line.

p – Segmented; sits above line instead of descending.

q – Base not on line; descender does not dangle.

r – Well formed; placed on the line.

s – Well formed; does not extend above line.

t – Stem too short; not on the line; resembles “+”.

u – Close to the line.

v – Uneven; not on the line.

w – Fairly well formed; slightly uneven.

x – Fairly well formed; lines dissect unevenly.

y – Well formed; does not dangle.

z – Well formed; not on the line.