



Appendix C

Portable Scoring Sheet





Administration...

The procedures for administering the IOWAN are listed below. These procedures **MUST** be followed each time in order to ensure reliability of the results.

Materials:

- Make a copy of the writing passage. The *Taylor* passage is preferred, but the *Grade Level* passage or both passages may be used. Use the *Grade Level* passage (Grades 1-5) that corresponds to the student's current grade level.
- Be sure that the student has a piece of the writing paper typically used in the classroom and the child's preferred writing utensil. If a pencil is preferred by the student, it should be sharpened and extra pencils should be available.
- Be sure that a desk (or writing surface) and a chair are available.
- A stopwatch or clock with a second hand is necessary for timing.

Procedures:

- The IOWAN can be administered in a group or individual setting.
- If both passages are used, the *Taylor* passage should be administered first.
- Ask the teacher if manuscript or cursive is expected and if the child typically uses this method. The student is allowed to print or to write in cursive. Either is acceptable.
- Hand out the *Taylor* passage first (unless it isn't used, then hand out the appropriate *Grade Level* passage).
- After the passage has been administered, write "B" for boy, and "G" for girl on the child's paper, the child's grade, and the date administered.

Directions:

When the set-up is complete, place the copy of the chosen passage in front of the student (or group). Explain that they are to write as they usually do, as well as they can, and not to erase. If they finish the passage before the 2 minutes are up, they are to start over. Then read the following:

When I say "begin" start copying the words from the story in front of you. Copy all of the words until I tell you to stop. Please (Print—Write in Cursive). If you come to a word you don't know, copy it anyway. Be sure to do your best work. When I say, "stop," put your pencil/pen down. Are there any questions?

Say "begin" and time for 2 minutes. Tell student to stop when 2 minutes has elapsed. If child continues to write, place a mark on the paper to separate words written after 2 minutes.

Collect *Taylor* passage. If also using the *Grade Level* passage, repeat the directions in exactly the same manner. Collect the *Grade Level* passage. Remember to write "B" or "G", the grade, and the date on each paper.



Table 1 - Words & Letters

Criteria for Scoring Exact Words

Exact Words: Each word must meet ALL of the criteria to be counted.

Criteria	Examples
1. An exact copy of the text.	<ul style="list-style-type: none"> No additions or changes to the text allowed; No capital letters substituted for lower case letters.
2. Spelled correctly.	<ul style="list-style-type: none"> Words must be spelled exactly like text.
3. Letters appropriately formed according to district's curriculum. <i>*If child moves into district, make allowances for handwriting variations.</i>	<ul style="list-style-type: none"> Approximately formed does not mean exactly or perfectly, but within general acceptance; No reversals present; "t" must be crossed, "i" must be dotted;
4. Appropriate spacing.	<ul style="list-style-type: none"> Clear, even spaces between words; observe for additional spacing between last letter of one word and first letter of next word. Spacing within words should be even. No crowding or separating of letters.
5. Proportionately sized letters	<ul style="list-style-type: none"> No capital letters substituted for lower case letters. Letters such as "s" and "i" should not be the same height as "l" or "f". Look for proportionate size according to the letters within each word, not the placement on the bottom line. Letters that "float" above or below the line are still counted as long as their proportion is appropriate.

Criteria for Scoring Recognizable Letters

Recognizable Letters: Each letter that meets ALL of the following criteria is counted.

Criteria	Examples
1. Letter must be part of a discernible word.	<ul style="list-style-type: none"> Word must be recognizable as a word, but may be misspelled or have letter reversals. Word does not have to be an exact copy of the word in the text;
2. Letters must be recognizable within the context of the word.	<ul style="list-style-type: none"> If a letter within a discernible word is not recognizable, do not count that letter; Words may have reversals, but do not count letters that are reversed; Capital letters may be substituted for lower case (or lower case may be substituted for upper case) and should be counted; Letters or words that are added by the student to the passage may be counted; as long as they are within a discernible word and are recognizable.