

# Checklist For Basic Writing Skills in Written Expression

1. Review all available information pertaining to the student's basic writing skills as they pertain to written expression.
2. Place a check mark beside any skill that currently interferes with the student's written expression skills.
3. Basic writing skills that are rated as an *"interference"* should be addressed through intervention, accommodations, and/or teaching/learning strategies.

<b>Handwriting</b>	Difficulty establishing and maintaining appropriate writing posture (core strength)	
	Difficulty maintaining paper in correct alignment with body (angle in relation to left- or right-handed)	
	Difficulty holding pencil correctly for efficient writing	
	Difficulty maintaining correct horizontal spacing on page (within words and between words)	
	Difficulty maintaining correct horizontal spacing on baseline	
	Difficulty forming letters legibly (manuscript or cursive)	
	Difficulty writing the alphabet legibly and automatically	
	Difficulty maintaining consistency of slant	
	Tends to mix manuscript and cursive	
	Difficulty producing a final copy free of erasures and cross-outs	
	Difficulty copying from near-point (e.g., book)	
	Difficulty copying from far-point (e.g., overhead or white board)	
	Difficulty writing automatically (rate and accuracy)	
<b>Spelling</b>	Difficulty discriminating voiced/unvoiced cognates (b/p, g/k, d/t, v/f)	
	Difficulty hearing/segmenting all phonemes in a word (sound or syllable reduction)	
	Difficulty applying correct spelling for equivocal phonemes (e.g., long a is spelled a, a-consonant-e, ai, ay)	
	Difficulty recalling correct order of letters in nonphonetic words (e.g., love, said, does)	
	Difficulty applying rules governing the structure of English orthography (e.g., doubled letters)	
	Difficulty spelling homophones correctly (e.g., here/hear)	
	Difficulty monitoring/correcting reversals, transpositions, omissions, additions or substitutions	
	Difficulty applying morphological rules to spelling (affixes)	
	Difficulty discriminating allophones (variants due to co-articulation) (e.g., short i in tip versus tink)	
	Difficulty discriminating r-controlled vowels for spelling	
Difficulty maintaining consistency in spelling of same word throughout a written task		
<b>Writing Mechanics</b>	Difficulty applying rules that govern use of capital letters	
	Difficulty applying rules that govern use of punctuation	
	Difficulty applying grammatical rules that govern English syntax	
	Difficulty using varied sentence structures	

\*Adapted from Moats (2000), Carreker (2005), Cox (1992), Farrall (2013)