

Alphabet Letter Recognition: Manuscript

Name: _____ Date: _____ Age _____ Grade _____

School _____ Uppercase LPM _____ Lowercase LPM _____

Upper Case Manuscript

I E A Z W S O K G C X

T P L H D U Q M Y V R

N J F B

Lower Case Manuscript

u q m y v r n j f b x t p i

h d l e a z w s o k g c

Alphabet Letter Recognition Test: Cursive

Name: _____ Date: _____ Age _____ Grade _____

School _____ Uppercase LPM _____ Lowercase LPM _____

Upper Case Cursive

U Z M Y V R N J F B

X T P I H D L E A J

W S O K G C

Lower Case Cursive

i v a z w s o k g c n

t p l h d u q m r y v r

m j f b

INSTRUCTIONS FOR GIVING THE ALPHABET FLUENCY TEST

There are two parts to the Alphabet Fluency Test:

1. **Alphabet Recognition Fluency.** Ask the student to say the names of the letters as quickly as he or she can. To find the speed in letters per minute, (LPM) divide 1560 by the number of second it took the student to identify the letters. (The factor 1560 comes from multiplying 26 by 60.).
2. **Alphabet Writing Fluency.** Ask the student to write the alphabet from *a* to *z* as fast as they can. The timing is the same as for the Alphabet Recognition Fluency. Notice pencil grip, letter formation, legibility, reversals, stress, seating posture, tendency to correct letters, etc.

Kindergarten students should be able to write the alphabet from *a* to *z* at 40 letters per minute. Each grade level thereafter should increase about 10 letters per minute by the end of the next year.

Early alphabet fluency is a good predictor of later reading success. My experience giving this simple assessment has changed my ideas of the importance of having “total recall of the alphabet.” Many older students with reading difficulties will score low on both parts of the assessment. This is a clear indication that they did not receive adequate instruction in alphabet fluency and need remedial work in letter writing and identification.

A foggy (blurred) knowledge of the alphabet leads to a foggy (insecure, inaccurate) recognition of words in their serial spelling aspects.

Most reading problems could be prevented by teaching student to write and spell in fluent, legible hand all the words in a comprehensive developmental phonics program like Hazel Loring’s *Reading Made Easy with Blend Phonics for First Grade*.

By Donald L. Potter 3/22/12, Odessa, TX

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