**BOP Pre-K Monitoring Chart**

**Hand and Finger Movements for Writing**

**Child’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Use the “Hand and Finger Movements for Writing” chart for Reading Roundup (RR) Lessons 10, 17, 25, and 32 and at intervals between the RR Lessons to monitor student progress and guide instruction. Record the child’s progress onto the “Compiled Reflections from Reading Roundup Lessons and Monitoring Charts.”

You can use the following symbols to indicate the child’s skill level:

**+** demonstrates skill with confidence, some guidance

**o** demonstrates growth and learning, needs guidance

**–** needs steady support, guidance, and reminders

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |  |  |  |  |  |  |
| **Lesson**  (Suggested monitoring points) | **3** | **6** | **RR**  **10** | **13** | **RR**  **17** | **19** | **22** | **RR**  **25** | **27** | **29** | **RR**  **32** |
| Maintains posture when writing: feet on the floor or footstool, elbows at sides, forearms and wrists parallel to the table top |  |  |  |  |  |  |  |  |  |  |  |
| Uses correct fingers on keys |  |  |  |  |  |  |  |  |  |  |  |
| Keeps wrists from resting on table |  |  |  |  |  |  |  |  |  |  |  |
| Isolates fingers to write different dot combinations |  |  |  |  |  |  |  |  |  |  |  |
| Uses sufficient pressure to produce legible dots |  |  |  |  |  |  |  |  |  |  |  |