Handwriting Legibility Scale (HLS)– ID Card

Barnett, Prunty, & Rosenblum, 2018

Description	A tool for detecting difficulties in producing a legible writing product.
Purpose	To evaluate the global readability of the handwriting in order to detect writing difficulties and to refer to the appropriate treatment provider. In addition, the tool may help target treatment goals in the field of writing.
Target population	Teachers and professionals in the field of writing who work with children aged 9-14.
Versions	Hebrew, Arabic, English, Chinese, Czech
Duration for filling out and coding	5- 10 minutes
Structure	The tool contains five criteria that are coded by the professional in reference to a section of the child's handwriting (copying and/or free writing). The child should be asked to write free writing for an interesting sentence or to copy for approx. 10 minutes. The professional evaluates what the child wrote in the first ten lines, or after 6 minutes. While writing, mark every two minutes. Alternatively, you can evaluate a written section of at least 10 lines from the child's notebook or even estimate a shorter section that the child wrote, if they cannot write for the required time/length.
Scoring	Each criterion is evaluated on a scale from 1 - very good to 5 – very poor. The criteria are: 1. <u>General impression</u>: A. The degree of readability, B. The degree of effort required for reading, C. Organization on the page. 2. <u>Focusing on letters, single words</u>: D. The design of letters, E. Changes/Corrections.
Interpretation	A low score indicates a better readability level; 5-10 low = excellent readability, 11-15 Medium=good readability, 16–25 high=poor readability.
Psychometric indices	Very good internal consistency, good inter-rater reliability, construct validity, discriminant validity.
Selected publications	1. Barnett, A. L., Prunty, M., & Rosenblum, S. (2018). Development of the Handwriting Legibility Scale (HLS): A preliminary examination of reliability and validity. *Research in Developmental Disabilities, 72,* 240–247. doi:10.1016/j.ridd.2017.11.013 2. Fogel, Y., Rosenblum, S., & Barnett, A. L. (2022). Handwriting legibility across different writing tasks in school-aged children. *Hong Kong Journal of Occupational Therapy*, *35*(1), 44-51.

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5. Koul, P., & Kovela, R. K. (2023). Handwriting evaluation in school-aged children with developmental coordination disorder: A literature review. *Cureus*, *15*(3).

6. Lu, H., Chen, X., Leung, F. K., & Zuo, H. (2023). Reliability, validity, and measurement invariance of a Chinese handwriting legibility scale among primary students in central China. *Frontiers in Psychology*, *14*, 1050894.

7. Saile, A., & Yasin, M. H. M. (2024). EFFECTS OF FINE MOTOR TRAINING IN IMPROVING THE LEGIBILITY OF HANDWRITING OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS. *Special Education [SE]*, *2*(1), e0010-e0010.

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