

Feedback Sheet

What is the error code number?

What was your score?

What was your score?

What was your score?

Feedback Sheet

8

9

11

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1

2

3

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4

5

6

7

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What was your score?

10

12

13

RUBRIC CONCERNS
PURPOSE
Introduction-
Thesis stated or implied
Body -
Unity, Coherence, and Development
Conclusion -
Discussion brought to complete close
CONTENT
Examples
Explanations
Details
CLARITY/SYNTAX
Audience Awareness -
Shift in person - unwarranted change in narrative voice (most problematic - second person references)*
Shift in time - Use of incorrect verb forms—(i.e., sentence contains both present and past tense verb forms)
Wrong Word - (i.e. countable terms = number) The number of students in the class..... NOT the amount of students in the class
Sentence Structures-
Fused Sentence - two independent clauses joined without punctuation
Comma Splice - Two independent clauses joined together with a comma
Run-on - (fused sentences and comma splices are run-on sentences) in addition, two or more independent clauses incorrectly connected.
NOTE: Key consideration is to identify the number of complete thoughts contained within the sentence.
Fragment - a dependent clause punctuated as a complete sentence. (Often times found as introductory elements—if, while, when, because, etc. or explanatory clauses at the end of a sentence—such as, thus, etc.)
Garbled sentence - The reader cannot understand the sentence without having to work especially hard.
Modifier Placement - dangling modifier, misplaced modifier, etc.
Parallel structures
CONVENTIONS
Noun forms - possessives/plurals
Verb forms (endings)
Subject/verb agreement

Unclear pronoun reference
Pronoun/antecedent (i.e., plural pronoun renaming a singular noun)*
Punctuation (specific marks)
<p>rocess. Having such a checklist available when writing, individuals are reminded is particular checklist is designed specifically to address the components of</p> <p>llows the writer to map writing growth exhibited throughout specified periods nd notes taken in the classroom, the completed checklist provides additional e- Portfolio.</p> <p>ays. Column A contains the numerals used in track changes feature to indicate tion outlined in the Writing Competency Rubric. Columns C through F provide ; columns h through k provide space to record writing weaknesses indicated on es to be written, and column M is used to record specific locations where one</p> <p>s concerning the need for more examples and details has be written. t.</p> <p>weaknesses by placing an X in the applicable column. In addition, the writer will</p> <p>ences by entering the specific number of occurrences in the applicable blocks. In nd text.</p> <p>rief synopsis of strengths and plan for improving notated weaknesses.</p>

EDITING SKILLS CHECK LIST

My STRENGTHS - What did I do well in?					
Essay 1	Essay 2	Essay 3	Essay 4		
				1	2
	4				
	4				
	2				
	3				



WRITER'S SYNOPSIS

I took quizzes to help me with my weaknesses. I need to reread my essays and focus on one top

STRENGTHS

My responses are direct and advanced.

WEAKNESSES

I need to work on my shifts in person, I had six to nine in my essay. I have taken a quiz and will

		Corrected- There are different ways of note-taking.	http://grammar.ccc.commnet.edu/grammar/quizzes/svagr2.htm
<p>pic like “you” and reread it again and focus on a different topic.</p>			
<p>continue to take quizzes to help me.</p>			

Style Manuals				
APA	owl apa guide			