What is the error code number?
What was your score?
What was your score?
What was your score?
Feedback Sheet
8
9
11
1
2
3
4
5
6
7
What was your score?
10
12
13

Feedback Sheet

15	
16	
	An editing skills checklist is an integral component of an effective writer's p to carefully scrutinize the written product for strengths and weaknesses. Th writing evaluated via the writing competency rubric.
	PURPOSE: Completing the checklist upon receipt of each evaluated essay al of time. In addition to the journal entries prepared throughout the course a source material to use in support of the journal summaries required for the
	INSTRUCTIONS: This sheet must be completed upon receipt of evaluated ess specific concerns that occur. Column B contains the specific areas of evaluated space to record writing strengths indicated on each of the four major essays each of the four major essays. Column L provides space for specific example might go for assistance.
	SAMPLE: A writer receives an essay score of one wherein specific comments Additionally, the numbers 5 and 14 appear multiple times in the text as well
	The writer is then required to mark examples, explanations, and details as a provide and example or explanation concerning each area in column M
	The writer will notate (5) garbled sentences and (14) unclear pronoun references addition, the writer will provide a corrected example taken from the return
	After completing the entries in the spreadsheet, the writer will provide a br

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)	
rocess. Having such a checklist available when writing, individuals are reminded is particular checklist is designed specifically to address the components of	
lows the writer to map writing growth exhibited throughout specified periods and notes taken in the classroom, the completed checklist provides additional e- Portfolio.	
ays. Column A contains the numerals used in track changes feature to indicate tion outlined in the Writing Competency Rubric. Columns C thorough F provide s; 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	
concerning the need for more examples and details has be written.	
weaknesses by placing an X in the applicable column. In addition, the writer will	
ences by entering the specific number of occurences in the applicable blocks. In nd text.	
rief synopsis of strengths and plan for improving notated weaknesses.	
	_

EDITING SKILLS CHECK LIST

N	y STRENGTHS -	· What did I do	well in?	
Essay 1	Essay 2	Essay 3	Essay 4	
			4	
			4	-
			4	
			4	

	R'S SYNOPSIS quizzes to help	me with my w	veaknesses Ithi	ink I did a g	and inh an	my essay wit	h vert
1 COOK	quizzes to netp	The Wien my V	veditiresses. Tem	iiiik i did d g		my essay wie	ii vere
STREN My res	GTHS ponses are direc	ct and advanc	ed. I have one s	entence str	ucture erre	or. and I had s	mooth
,	porises are an ex	or and advanc	ica, i nave one s		accar c crr	o, and mad	
WEAKI	NESSES						
	to work on pror	nouns and frag	gments.				

My WEAKNESS - What do I need to improve on?

3	4	EXAMPLE	HELP LOCATION
		By forcing a transgendered individuals into bathrooms labeled for a sex they do nit identify with is discrimination based on their provious sex. Corrected- Forcing transgendered	click here for a quiz:
		Corrected- Forcing transgendered individuals in bathrooms labeled for a	http://depts.dyc.edu/ learningcenter/owl/exercises/

	We shouldn't make anyone feel like they are a second class citizen.	click here for quiz.		
	Corrected- We should not make anyone feel like he or she are a second class citizen.	http:// grammar.ccc.commnet.edu/ grammar/quizzes/ cases_quiz1.htm		
tle mistakes.				
ransitions.				
	-			

Table 1

Table 1

Style Manuals APA			
APA	<u>owl apa guide</u>		