

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

1

2

3

4

5

6

7

What was your score?

10

12

13

14

15

16

PURPOSE

Essay 1

Introduction-

Thesis stated or implied

Body –

Unity, Coherence, and Development

Conclusion –

Discussion brought to complete close

4

CONTENT

Examples

Explanations

Details

4

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

3

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

4

Verb forms (endings)

Subject/verb agreement

Unclear pronoun reference

Pronoun/antecedent (i.e., plural pronoun renaming a singular noun)*

Punctuation (specific marks)

An editing skills checklist is an integral component of an effective writer's process. Having such a checklist carefully scrutinize the written product for strengths and weaknesses. This particular checklist is designed evaluated via the writing competency rubric.

PURPOSE : Completing the checklist upon receipt of each evaluated essay allows the writer to map writing time. In addition to the journal entries prepared throughout the course and notes taken in the classroom, material to use in support of the journal summaries required for the e- Portfolio.

INSTRUCTIONS: This sheet must be completed upon receipt of evaluated essays. Column A contains the n specific concerns that occur. Column B contains the specific areas of evaluation outlined in the Writing Co to record writing strengths indicated on each of the four major essays; columns h through k provide space four major essays. Column L provides space for specific examples to be written, and column M is used to r assistance.

SAMPLE: A writer receives an essay score of one wherein specific comments concerning the need for mor numbers 5 and 14 appear multiple times in the text as well.

The writer is then required to mark examples, explanations, and details as weaknesses by placing an X in t provide and example or explanation concerning each area in column M

The writer will notate (5) garbled sentences and (14) unclear pronoun references by entering the specific r

addition, the writer will provide a corrected example taken from the returned text.

After completing the entries in the spreadsheet, the writer will provide a brief synopsis of strengths and pl

EDITING SKILLS CHECK LIST # 1 - from Essay 1

STRENGTHS - What did I do well in?

My WEAKNESSES

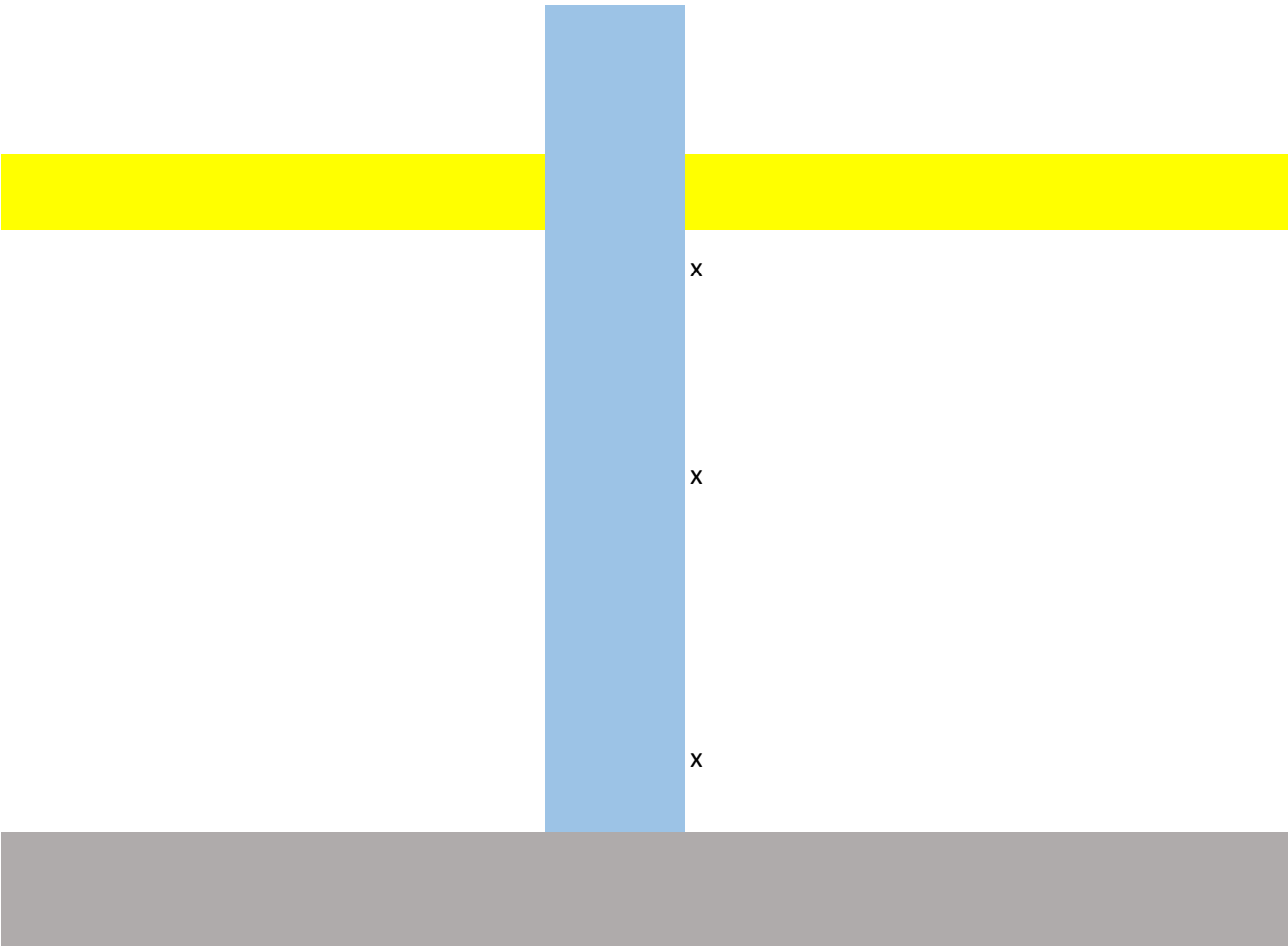
Essay 2	Essay 3	Essay 4	Essay 1	Essay 2	Essay 3	Essay 4
---------	---------	---------	----------------	---------	---------	---------

--	--	--	--	--	--	--

--	--	--	--	--	--	--

x

x



available when writing, individuals are reminded to specifically to address the components of writing

growth exhibited throughout specified periods of the completed checklist provides additional source

numerals used in track changes feature to indicate competency Rubric. Columns C thorough F provide space to record writing weaknesses indicated on each of the record specific locations where one might go for

examples and details has be written. Additionally, the

he applicable column. In addition, the writer will

number of occurrences in the applicable blocks. In

WRITER'S SYNOPSIS

STRENGTHS
I have no contradicto
(WSPT only), I have a

WEAKNESSES
In my essay one any t
and the sentence's les

plan for improving notated weaknesses.

NESS - What do I need to improve on?

EXAMPLE

What are the errors you made? Paste in the error. Type in the correction.

HELP LOCATION

Find a Web site. Copy and paste in the URL. Write a note. What did you see on this Web site? Did you read a PowerPoint? Did you do an exercise?

I wrote:" they spend too much time in their extra school activities" instead of :"they spend too much time on their extra school activities"

I wrote this:" The worst enemy for those who have difficulties to keep the balance between having some fun and work." instead of : " Time is the worst enemy of the students who have difficulties to keep the balance between their work and having some fun."

I wrote: "bike tour" instead of: "bike tours"

I wrote: "Everything such as attendance, homework, late, behavior and loss of materials are under their responsibility" instead of "Everything such as attendance, homework, late, behavior and loss of materials **is** under their responsibility."

In college on the other hand, the students "are their own boss." the correct punctuation was "In college, the students are their own boss."

ry or mutually exclusive statements in my essay 1 purpose. The reader can easily envision the points presented in combination of errors equal to seven or fewer.

ext containing three to five word choice errors. I plan to review and improve my vocabulary to avoid word choice errors. I will also take more time to review my draft before I submit it.



in my content. Finally, excluding spelling errors

e errors in future. I will also review the punctuation

