

# Checklist for Assessing Writing

## Subject

Has subject been given or is there freedom to choose?

Why write about the subject?

Does the paper require a broad look or narrowing of topic?

How much detail?

## Sources

Where will the information come from?

What type of documentation is required?

## Purpose

Why is the paper being written? To inform, persuade, entertain, call to action?

## Audience

Who is the paper intended for? Instructor, competition, other students?

## Length and Design

Is there a requirement for the paper length? (consider purpose and audience)

Is there a design or format required for the paper?

## Reviewers and Deadlines

Who will review your draft?

What are the deadlines?

# Common Transitions

To show addition: and, also, besides, further, furthermore, in addition, moreover, next, too, first, second.

To give examples: for example, for instance, to illustrate, in fact, specifically.

To compare: also, in the same manner, similarly, likewise.

To summarize or conclude: in other words, in short, in summary, in conclusion, to sum up, that is, therefore.

To show time: after, as, before, next, during, later, finally, meanwhile, then, when, while, immediately.

To show place or direction: above, below, beyond, farther on, nearby, opposite, close, to the left.

To indicate logical relationship: if, so, therefore, consequently, thus, as a result, for this reason, since.

From: Hacker D. *A Writer's Reference*. 5th ed. New York, NY: Bedford/St. Martin; 2003.

# Paper Prospectus

This is due \_\_\_\_\_. Answer the following questions to help you get started on your paper. This is a plan, which means you will probably make changes before you finish.

1. Proposed title:
2. Purpose of paper:
3. Proposed outline:
4. Question(s) that will be answered:
5. Work schedule:
6. Resources (what will you need?):
7. Any concern(s) about the paper?

### Draft Peer Review

To be filled out by another student and turned in with draft on \_\_\_\_\_.

1. Is the paper well organized, does it have an introduction, main section and conclusion?
2. Are transitions between main points effective?
3. Is paragraphing effective?
4. Statement(s) of opinion is/are effective?
5. Does the material seem accurate and relevant?
6. Are references adequate and ample in number?
7. Are figures, diagrams or graphics appropriately used and placed correctly?
8. How are the mechanics? (grammar, spelling, etc.)
9. Any suggestions?

Name of reviewer:

## References

Angelo TA, Cross KP. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco, Calif: Jossey-Bass; 1993.

Prospectus and peer review modeled from CAT in this book.

Checkett L, Feng-Checkett G. *The Write Start With Readings: Paragraphs to Essays*. San Francisco, Calif: Longman Publishers; 2002.

Hacker D. *A Writer's Reference*. 5th ed. New York, NY: Bedford/St Martin; 2003.

Kennedy XJ, Kennedy DM, Holladay SA. *The Bedford Guide for College Writers*. 5th ed. New York, NY: Bedford/St Martin; 1999.

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<http://www.ncsu.edu/midlink/ho.html>.