

WRITER'S COMPOSITION CORRECTION SHEET

Ever wish you had one last chance to correct a paper but didn't know where to begin? The Writer's Correction Sheet is a guideline to help you learn from your corrected papers so that you'll know what areas to work on in your next composition. You can also use the sheet as a guide for rewriting rough drafts into final copies or as a checklist for correcting a classmate's paper.

I. ESSAYS, REPORTS, TERM PAPERS

- | | YES | NO |
|--|--------------------------|--------------------------|
| A. Organization | | |
| 1. You introduce your topic clearly. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You arrange your ideas into logical parts. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You present each of these parts in a topic sentence that you develop by at least one paragraph. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You connect your ideas and paragraphs so that your reader can follow the organization easily. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You summarize your main idea in a concluding paragraph. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Development | | |
| 1. You use enough details to develop the topic sentence for each paragraph. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Each paragraph develops only one idea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The details in each paragraph follow a logical order. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Style | | |
| 1. You have a clear understanding of all the words you use. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You have varied your sentence constructions to avoid repetition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You have avoided clichés. | <input type="checkbox"/> | <input type="checkbox"/> |

II. CREATIVE WRITING

- | | YES | NO |
|--|--------------------------|--------------------------|
| A. Word choice and details | | |
| 1. You use descriptive words to show rather than tell. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You use words effectively to create a particular mood. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Your details create a picture of your characters and settings for your reader. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Realism | | |
| 1. Your characters seem believable because their language and actions are realistic. | <input type="checkbox"/> | <input type="checkbox"/> |

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|--|--------------------------|--------------------------|
| 2. Your situations are believable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You use descriptive details to make your fictional events come alive for your reader. | <input type="checkbox"/> | <input type="checkbox"/> |

III. MECHANICS

- | A. Spelling and punctuation | YES | NO |
|--|--------------------------|--------------------------|
| 1. Every word is spelled correctly. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Every comma is used correctly wherever needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Every sentence begins with a capital letter. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Every sentence ends with a period, exclamation point, or question mark. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Every paragraph is indented. | <input type="checkbox"/> | <input type="checkbox"/> |
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| B. Grammar | | |
| 1. Every sentence has a subject and predicate. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Subjects and predicates agree in number. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. All the verbs are in the proper form and tense. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Pronouns clearly agree with their antecedents. | <input type="checkbox"/> | <input type="checkbox"/> |

Main strength of this paper: _____

Main problem area of this paper: _____

