

## Resource Template Tagging

**Title:** Writing Evaluation

**Person Who Submitted Response:** Beverly Montgomery

**Campus:** Southeast Arkansas College

**Developer of the Resource:** Beverly Montgomery

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**Short Description:** The checklist can be used to quickly evaluate a student's essay without editing and marking on the paper. It allows a student to see what he or she needs to work on for the next draft or final essay.

**Resource Type:** Assessment or Evaluation

**Audience:** Instructor

**Program Area:** Dev Ed

**Curriculum Area:** Integrated Reading and Writing, Composition

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Type of Writing:** Exemplification

**Instructions:** Circle all that apply.

**1. Title**

- a. capitalized correctly and refers to the paragraph
- b. lowercased words should be capitalized
- c. capitalized words should be lowercased
- d. need to be a phrase but is one word
- e. underlined or in quotation marks and should not be
- f. title not centered

**Prewrite:** yes or no \_\_\_\_

**Outline** yes or no \_\_\_\_

**Draft(s):** yes or no \_\_\_\_ **More than 1** \_\_\_\_

**Turniti.com:** yes or no \_\_\_\_

**2. Introduction**

- a. grabs reader attention
- b. focuses reader
- c. provides insight
- d. uses anecdote, background, general to specific, questions, quote, simple to complex
- e. contains thesis: does not contain thesis

**3. Thesis sentence is effective.**

- a. a general idea covers all the body supporting paragraphs
- b. thesis last sentence in the introduction.
- c. thesis contains plan of development

**4. Thesis is ineffective.**

- a. topic sentence too broad, vague, or general
- b. topic sentence too narrow
- c. topic sentence more than one focus
- d. topic sentence overlaps
- e. topic—not a topic sentence at all

**5. Body Paragraphs/Supporting Sentences**

- a. main idea sentence for paragraph all; missing main idea for paragraph 1, 2, or 3
- b. paragraph(s) supported adequately ( all, 1, 2, or 3)
- c. lack adequate support or enough details -- less than less than five-eight sentences
- d. use too many simple sentences—need sentence variety; writing is too rudimentary or elementary
- e. sentence(s) placed in the wrong order; ideas unclear; writing perfunctory; lacks style

**6. Unity**

- a. essay unified
- b. sentences wander off the topic body paragraph 1, 2, 3
- c. sentences digress/stray from topic: body paragraph 1, 2, or 3
- d. ideas related but not needed: body paragraph 1, 2, or 3

**7. Coherence**

- a. essay is coherent; uses transitions, repetition of pronouns, or uses synonyms
- b. sentences missing transition words or phrases; body paragraphs 1, 2, 3
- c. sentences need repetition of pronoun: paragraph 1, 2, 3
- d. sentences need repetition of synonym

**8. Organizational Pattern**

- a. essay uses appropriate organizational pattern
- b. need emphatic order-order of importance: body paragraph 1, 2, 3
- c. need spatial order-where things are located: body paragraph 1, 2, or 3
- d. need chronological order-sequence or time events: body paragraph 1, 2, or 3

**9. Conclusion**

- a. conclusion is effective and is well-written
- b. wanders off the topic
- c. needs to conclude the paragraph
- d. need to summarize, offer hope, or make a recommendation

**10. Formatting**

- a. headed and formatted appropriately
- b. not one inch margins all around; too little margin; too big of a margin
- c. not headed correctly
- d. no page number and last name in upper right corner
- e. font not the same throughout

**11. Errors**

- a. run-ons: comma splices, fused sentences, fragments
- b. misspelled words, typos,
- c. dangling/misplaced modifiers, adj./adverb use
- d. comma errors: items series, appositives, introductory elements, dates, addresses, compounds, others
- e. apostrophes, subject-verb agreement, pronoun-reference, weak reference, parallelism, semicolon
- f. others-----

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