

### Conference Revision Checklist

Author: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Genre/Format: \_\_\_\_\_

#### Self-reflection

I read this piece: once ? twice ? several times ? aloud to myself ?

One change I decided to make is \_\_\_\_\_

\_\_\_\_\_

I think this makes sense because \_\_\_\_\_

\_\_\_\_\_

The part I like best is \_\_\_\_\_

\_\_\_\_\_

#### Peer Conference

Conference Partner Name: \_\_\_\_\_

1. Something you did well in this piece is \_\_\_\_\_

\_\_\_\_\_

2. I especially like \_\_\_\_\_

\_\_\_\_\_

3. Something that I suggest you consider is \_\_\_\_\_

\_\_\_\_\_

**Do you need an extended teacher conference?** Yes ? No ?

If yes, state at least two specific things that you would like to discuss:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Teacher-Student Writing Conference Checklist

Student: \_\_\_\_\_

Date of Conference \_\_\_\_\_

Student's Topic: \_\_\_\_\_

The student requested help in the following area(s): \_\_\_\_\_

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Did the student	Yes	No	Comments
<del>/</del> establish a point of view?			
<del>/</del> Target a specific audience? <del>/</del> Adjust language and content to that audience?			
<del>/</del> State reasons for choice of format/audience? <del>/</del> Use vocabulary suitable to format/audience?			
<del>/</del> Create a distinct beginning, middle, and end?			
<del>/</del> State meaning clearly?			
<del>/</del> Make attempts to edit own work?			
<del>/</del> Indicate plans for further revision?			
Positive points regarding student's progress:			
Areas of concern to be addressed:			

This checklist can also be adapted for student use.

## Editing/Proofreading Checklist

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Title of the writing piece is: \_\_\_\_\_

My purpose is: \_\_\_\_\_

My audience is: \_\_\_\_\_

The form of my writing is: \_\_\_\_\_

Things that I like about this draft are: \_\_\_\_\_

\_\_\_\_\_

Things I think need improving are: \_\_\_\_\_

\_\_\_\_\_

**Editor:** (circle one)      Self   Peer   Writing Group   Teacher

Item	Comments
<b>Capitalization</b>	
Is the first word of each sentence capitalized?	
Are all proper nouns capitalized?	
<b>Overall Appearance</b>	
Is the handwriting legible? Is the word processing format consistent?	
Are formatting, spacing, and margins appropriate?	
<b>Punctuation</b>	
Is end punctuation (?! ) appropriate?	
Is internal punctuation (,;"" ) appropriate?	
Are apostrophes, hyphens, and dashes used appropriately?	
Are quotation marks used accurately?	
<b>Spelling</b>	
Does it look right?	
Does it sound right?	
Did you use a dictionary, or ask a peer to the teacher for assistance?	

It is important to help students to focus their editing/proofreading by limiting the criteria listed on a checklist.

### Writing Process Assessment Checklist

A = Always = 5 marks U = Usually = 3 marks N = Never = 0				Comments
<b>When pre-writing, the student:</b>				
Uses a variety of pre-writing techniques				
Considers the purpose of the piece				
Considers the audience for the piece				
Considers various possible points of view				
Considers possible formats appropriate to purpose and audience				
<b>When drafting, the student:</b>				
Produces a first, rough draft				
Produces subsequent drafts				
Confirms point of view				
Confirms format appropriate to purpose and audience				
Confers with peers and teachers				
Revises the draft for content and clarity of meaning				
Edits the draft individually and collaboratively				
<b>When post-writing, the student:</b>				
Prepares a final, polished draft				
Decides if and how the written work will be shared or published				
Shares and publishes a variety of written forms				
Decides which writing pieces become part of the portfolio				
<b>Throughout the writing process, the student:</b>				
Reflects upon the writing piece and revises accordingly				
Confers willingly with teachers and peers				
Consults appropriate reference resources as needed				
Monitors continuous progress				

## Written Language Checklist

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Language/Knowledge/Abilities	Comments	Date Accomplished
<del>✍</del> Writes complete sentences		
<del>✍</del> Writes compound and complex sentences		
<del>✍</del> Uses a variety of sentence patterns		
<del>✍</del> Creates strong topic sentences		
<del>✍</del> Adds detail to support topic sentences		
<del>✍</del> Chooses effective verbs		
<del>✍</del> Uses descriptive words		
<del>✍</del> Sequences ideas and events appropriately		
<del>✍</del> Develops plot effectively		
<del>✍</del> Uses appropriate format for given/self-chosen audience and purpose		
<del>✍</del> Uses imagery and sensory appeal		
<del>✍</del> Expresses belief and opinions honestly		
<del>✍</del> Collects and organizes ideas effectively		
<del>✍</del> Writes in a variety of genre (list these)		
<del>✍</del> Other		

Teachers can use the above checklist as it is, or adapt it to fit their chosen objectives. It may also be adapted for student use. One checklist should not contain all writing criteria; editing/proofreading is less overwhelming when checklists are specific and fewer items are listed.



### Checklist/Anecdotal Notes: The Mechanics of Language

Student: _____			
Concept/Knowledge/Skill	Date: _____	Date: _____	Date: _____
	Comments	Comments	Comments
<b>End Punctuation</b> ?? Period ?? Exclamation mark ?? Question mark			
<b>Internal Punctuation</b> ?? Comma ?? Semi-colon ?? Colon ?? Dash ?? Hyphen ?? Ellipsis			
<b>Print Techniques</b> ?? Italics ?? Underlining ?? Bold			
<b>Paragraph Indentations</b>			
<b>Capitalization</b> ?? Sentence beginnings ?? Proper nouns and adjectives ?? Pronoun "I" ?? First word of direct quotations			

Key: CU - Competent Use (of the concept/knowledge/skill)  
 DCU - Developing Competent Use  
 NE - No Evidence of Use

Teachers may wish to add to or delete from the items in the above checklist. Teachers may also wish to comment on a student's ability to state the name and purpose of each of the checklist items, as well as to use each appropriately. In addition, it may be useful to keep a record of the instruction provided to each student and in what context it occurred.