

## Simple Checklist for Evaluating Writing -- Annotation

- |   |  |   |   |
|---|--|---|---|
| <input checked="" type="checkbox"/> simple to use | <input type="checkbox"/> in-class feedback                         | <input type="checkbox"/> progress report            | <input type="checkbox"/> literature review                |
| <input type="checkbox"/> complex to use           | <input checked="" type="checkbox"/> out-of-class                   | <input checked="" type="checkbox"/> proposal        | <input type="checkbox"/> letter or resume                 |
| <input type="checkbox"/>                          | <input type="checkbox"/>   | <input checked="" type="checkbox"/> project report  | <input checked="" type="checkbox"/> other                 |
| <input type="checkbox"/> oral                     | <input checked="" type="checkbox"/> assessor: professor to student | <input checked="" type="checkbox"/> research report | <input type="checkbox"/>                                  |
| <input checked="" type="checkbox"/> written       | <input checked="" type="checkbox"/> assessor: student to self      | <input type="checkbox"/> abstract/summary           | <input checked="" type="checkbox"/> assignment handout    |
| <input type="checkbox"/>                          | <input checked="" type="checkbox"/> assessor: student(s) to peers  | <input type="checkbox"/> bibliography               | <input checked="" type="checkbox"/> can adapt for scoring |

### Application:

To be used for quick assessment or evaluation of research papers, lab reports, project reports, or other documents, with either individual or team writers. Can be used by instructor, writer(s), or peers at any stage of a report.

### Skill set addressed:

- Language development: building vocabulary and understanding syntax like grammar, sentence structure, etc.
- Communication skills: creating, organizing, and presenting a message with effective use of form.

### Suggestions for usage:

- The instrument is used to assess four categories of the writing assignment: substance/content; organization; mechanics of writing; and evidence/proper documentation. An alternate, briefer "Mechanics" section is provided at the end that summarizes the lengthier and more specific "Mechanics" section.
- The instructor or assessor employs a holistic approach by checking either "Yes" or "No" to indicate how well the writer demonstrates competency in each of the four categories.
- A "Comments" section at the end provides opportunity to explain or support "Yes" or "No" choices, especially when the goal is to provide feedback rather than a grade.
- The instructor can change this instrument into a grading sheet by assigning points and weights to the four categories as appropriate to the context of the assignment.
- This instrument can be provided to students at the start of the assignment to provide writing expectations.

### Commentary:

- When used to assess a team writing assignment, the instrument must be accompanied by another tool to assess contribution by team members.
- This instrument consists of a total of 20 items within the four categories. Although the document is in simple, dichotomous format, some instructors may find the list of items long.

### Notes by User:

**Source:** Based on an instrument in *Improving Student Writing: A Guidebook for Faculty in All Disciplines*, by Andrew Moss and Carol Holder, Kendall/Hart Publisher, 1988.