

Name _____ Assignment _____	Additional Proofreader _____ Due Date _____
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PROOFREADING CHECKLIST - USE THIS CHECKLIST TO PROOFREAD YOUR COMPOSITIONS. CHECK OFF EACH ITEM AS YOU FIX

	YOU	PARTNER		YOU	PARTNER		YOU	PARTNER
Spelling/Misusage						Grammar		
a lot NOT alot	<input type="checkbox"/>	<input type="checkbox"/>	God/gods	<input type="checkbox"/>	<input type="checkbox"/>	neither & nor	<input type="checkbox"/>	<input type="checkbox"/>
through NOT thru	<input type="checkbox"/>	<input type="checkbox"/>	no one NOT noone	<input type="checkbox"/>	<input type="checkbox"/>	either & or	<input type="checkbox"/>	<input type="checkbox"/>
throughout NOT through out	<input type="checkbox"/>	<input type="checkbox"/>	threw/through	<input type="checkbox"/>	<input type="checkbox"/>	Consistent tense (said, asked, walked/says, asks, walks)	<input type="checkbox"/>	<input type="checkbox"/>
can't or cannot NOT can not	<input type="checkbox"/>	<input type="checkbox"/>	choose/chews	<input type="checkbox"/>	<input type="checkbox"/>	No run-on sentences (2 or more lines without conjunction)	<input type="checkbox"/>	<input type="checkbox"/>
effect/affect	<input type="checkbox"/>	<input type="checkbox"/>	choose/	<input type="checkbox"/>	<input type="checkbox"/>	Parallel structures and tense (Tom was a fast runner and he was	<input type="checkbox"/>	<input type="checkbox"/>
chose	<input type="checkbox"/>	<input type="checkbox"/>	and/end	<input type="checkbox"/>	<input type="checkbox"/>	a strong swimmer NOT Tom was a fast runner and he is a very strong swimmer)	<input type="checkbox"/>	<input type="checkbox"/>
apart/ a part	<input type="checkbox"/>	<input type="checkbox"/>	who's/whose	<input type="checkbox"/>	<input type="checkbox"/>	No sentence fragments (all sentences have subject & verb)	<input type="checkbox"/>	<input type="checkbox"/>
sea/see	<input type="checkbox"/>	<input type="checkbox"/>	past/pass	<input type="checkbox"/>	<input type="checkbox"/>	Consistent Point of View (Use "I" - 1st person/ "He/Scott" - 3rd	<input type="checkbox"/>	<input type="checkbox"/>
were/we're	<input type="checkbox"/>	<input type="checkbox"/>	it's/its	<input type="checkbox"/>	<input type="checkbox"/>	Proper use of Poetic Devices	<input type="checkbox"/>	<input type="checkbox"/>
your/you're	<input type="checkbox"/>	<input type="checkbox"/>	want/won	<input type="checkbox"/>	<input type="checkbox"/>	Proper Paragraphing	<input type="checkbox"/>	<input type="checkbox"/>
witch/which	<input type="checkbox"/>	<input type="checkbox"/>	dye/die	<input type="checkbox"/>	<input type="checkbox"/>	Don't overwrite idea, choose another topic	<input type="checkbox"/>	<input type="checkbox"/>
whether/weather	<input type="checkbox"/>	<input type="checkbox"/>	waist/was	<input type="checkbox"/>	<input type="checkbox"/>	Alternate Noun & Pronoun (Tom ran home. He ran fast)	<input type="checkbox"/>	<input type="checkbox"/>
especially/specially	<input type="checkbox"/>	<input type="checkbox"/>	there/their	<input type="checkbox"/>	<input type="checkbox"/>	Subject/Verb Agreement (Tom is good NOT Tom are good)	<input type="checkbox"/>	<input type="checkbox"/>
assay/essay	<input type="checkbox"/>	<input type="checkbox"/>	When in doubt, look to/too/tw it up or leave it out!			First, Second, Third, not Firstly, Secondly, Thirdly	<input type="checkbox"/>	<input type="checkbox"/>
they're	<input type="checkbox"/>	<input type="checkbox"/>				Aesthetics/Content	<input type="checkbox"/>	<input type="checkbox"/>
bale/bail	<input type="checkbox"/>	<input type="checkbox"/>				Essay/Composition Title	<input type="checkbox"/>	<input type="checkbox"/>
been/bean	<input type="checkbox"/>	<input type="checkbox"/>				Legible & Easy to read	<input type="checkbox"/>	<input type="checkbox"/>
wear/where	<input type="checkbox"/>	<input type="checkbox"/>				Writer's name indicated	<input type="checkbox"/>	<input type="checkbox"/>
brake/break			YOU	PARTNER	Avoid cliches (Don't count your chickens...Needle in a haystack)	<input type="checkbox"/>	<input type="checkbox"/>	
ensure/insure/assure			<input type="checkbox"/>	<input type="checkbox"/>	Avoid jargon or slang (dope, chick, piece, wheels)	<input type="checkbox"/>	<input type="checkbox"/>	
Mechanics			<input type="checkbox"/>	<input type="checkbox"/>	Avoid use of conventional 5 paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	
Offset when more than 3 lines of quotations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	
Don't Misquote ("To be or to be not, that's the questions.")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not wishy-washy in formal essay (I believe, I think)	<input type="checkbox"/>	<input type="checkbox"/>	
Punctuation inside quotation marks ("Go away," said Tom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No vulgarity/profanity (appropriate use)	<input type="checkbox"/>	<input type="checkbox"/>	
Proper names capitalized (Tom, Vancouver, Kleenex)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Answers question posed in topic	<input type="checkbox"/>	<input type="checkbox"/>	
Proper use of commas, periods, colons, & semicolons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoid common speech & familiarity (You know what I mean)	<input type="checkbox"/>	<input type="checkbox"/>	
Indent all new paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoid use of 5 paragraph essay structure	<input type="checkbox"/>	<input type="checkbox"/>	
Underline the titles of novels The Lord of the Flies								

For Teacher Use Only									
Spelling/Misusage	N/A	2	4	6	8	10	12	14	16
	18	20							
Mechanics	N/A	2	4	6	8	10	12	14	16
	18	20							
Grammar	N/A	2	4	6	8	10	12	14	16
	18	20							
Aesthetics/Content	N/A	2	4	6	8	10	12	14	16
	18	20							
Related Materials/Instructions	N/A	1	2	3	4	5	6	7	8
(i.e. all drafts, notes, support points, outline)	9	10							
Comments on reverse if applicable									
							Total		/90