

Writing Guidelines for Education Department

Date _____

Student Name _____

Student ID Number _____

| Meets Criteria | Area of Concern | Criteria |
|----------------|-----------------|--|
| | | I. Writing Meaning |
| | | Writing makes sense. Writing is clear and fluent. Writer's voice is clear, engaging and convincing. Purpose connects with intended audience. |
| | | II. Standard English Conventions |
| | | Organization of ideas |
| | | Paragraph structure contributes to understanding. Sentences are complete. Phrases and clauses are appropriately placed and add clarity. |
| | | Word choice |
| | | Selection of words is appropriate for the meaning and audience. |
| | | Grammatical accuracy |
| | | Subject and verb agree in tense and number. Pronouns are correctly used. Adjectives and adverbs are appropriately used. Items listed in a series have parallel structure. |
| | | Spelling |
| | | Spelling is accurate. Abbreviations are appropriately used. |
| | | Standard use of mechanics |
| | | Capitalization is accurate. Commas, semi-colons, quotation marks, and periods appropriately used. |

Notes and plan of action:

Faculty Signature _____

Student Signature _____

Adopted 1/ 03
Revised 10/03, 10/08

See reverse side for directions

Directions for the Writing Guidelines for Education Department

1. This form is used to document discussion/interventions for students who have writing difficulties.
2. Instructors will complete this form and attach a copy of portions of the paper with the writing difficulties.
3. A copy will be made of the form and the portions of difficulties, and that will be placed in the student's file.
4. Education Faculty member will meet with the student to review the form.
5. Student will take the original paper and original completed guideline form to the Academic Enhancement and Writing Center.