



## Sample Daily Writing Record

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

Month: \_\_\_\_\_

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ADDITIONAL COMMENTS
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ADDITIONAL COMMENTS
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ADDITIONAL COMMENTS
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ADDITIONAL COMMENTS

**CODE:** **fd** - first draft                      **pr** - pre-writing  
**sd** - second draft                              **rv** - revising  
**sr** - self-reflection                           **ed** - editing/proofreading  
**pc** - peer conference                        **p** - publishing  
**tc** - teacher conference                    **s** - sharing

## Sample Writing 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. \_\_\_\_\_

\_\_\_\_\_

## Sample 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**

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### Capitalization

Is the first word of each sentence capitalized?  
Are all proper nouns capitalized?

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### Overall Appearance

Is the handwriting legible? Is the word processing format consistent?  
Are formatting, spacing, and margins appropriate?

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### Punctuation

Is end punctuation (.?! ) appropriate?  
Is internal punctuation ( , ; : " ") appropriate?  
Are apostrophes, hyphens, and dashes used appropriately?  
Are quotation marks used accurately?

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### Spelling

Does it look right?  
Does it sound right?  
Did you use a dictionary, or ask a peer or the teacher for assistance?

\_\_\_\_\_

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

## Sample Written Language Checklist

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

Language Knowledge/Abilities	Comments	Date Accomplished
• writes complete sentences		
• writes compound and complex sentences		
• uses a variety of sentence patterns		
• creates strong topic sentences		
• adds detail to support topic sentences		
• chooses effective verbs		
• uses descriptive words		
• sequences ideas and events appropriately		
• develops plot effectively		
• uses appropriate format for given/self-chosen audience and purpose		
• uses imagery and sensory appeal		
• expresses beliefs and opinions honestly		
• collects and organizes ideas effectively		
• writes in a variety of genre (list these)		
• 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.