

# APPENDIX F Evaluation Form

Based on the CSU English Placement Test (EPT)

**Part I: Revising Checklist**—Mark the appropriate categories.

	Superior	Strong	Adequate	Marginal	Weak	Very Weak	Comments
<b>Response to the topic</b>	Addresses the topic clearly and responds effectively to all aspects of the task	Addresses the topic clearly but may respond to some aspects of the task more effectively than others.	Addresses the topic but may slight some aspects of the task.	Distorts or neglects aspects of the task	Indicates confusion about the topic or neglects important aspects of the task.	Suggests an inability to comprehend the question or to respond meaningfully to the topic.	
<b>Understanding and use of the assigned reading</b>	Demonstrates a thorough critical understanding of the assigned reading in developing an insightful response.	Demonstrates a sound critical understanding of the assigned reading in developing a well reasoned response.	Demonstrates a generally accurate understanding of the assigned reading in developing a sensible response.	Demonstrates some understanding of the assigned reading but may misconstrue parts of it or make limited use of it in developing a weak response.	Demonstrates very poor understanding of the main points of the assigned reading. Does not use the reading appropriately in developing a response or may not use the reading at all	Demonstrates little or no ability to understand the assigned reading or to use it in developing a response.	
<b>Quality and clarity of thought</b>	Explores the issues thoughtfully and in depth.	Shows some depth and complexity of thought.	May treat the topic simplistically or repetitively.	Lacks focus or demonstrates confused or simplistic thinking.	Lacks focus and coherence and often fails to communicate ideas.	Is unfocused, illogical, or incoherent.	
<b>Organization, development, and support</b>	Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples.	Is well-organized and developed, with ideas supported by appropriate reasons and examples.	Is adequately organized and developed, generally supporting ideas with reasons and examples.	Is poorly organized and developing, presenting generalizations without adequate support or details without generalizations.	Has very weak organization and development, providing simplistic generalizations without support.	Is disorganized and undeveloped, providing little or no relevant support.	
<b>Syntax and command of language</b>	Has an effective, fluent style marked by syntactic variety and a clear command of language.	Displays some syntactic variety and facility in the use of language.	Demonstrates adequate use of syntax and language.	Has limited control of syntax and vocabulary.	Has inadequate control of syntax and vocabulary.	Lacks basic control of syntax and vocabulary.	
<b>Grammar, usage, and mechanics (See list on next page for details)</b>	Is generally free from errors in grammar, usage, and mechanics.	May have a few errors in grammar, usage, and mechanics.	May have some errors but generally demonstrates control of grammar, usage, and mechanics	Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.	Is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.	Has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning.	

## Part II: Editing Checklist

Problem	Questions	Comments
Sentence boundaries	Are there fragments, comma splices, or fused sentences?	
Word choice	Are word choices appropriate in meaning, connotation, and tone?	
Subject-verb agreement	Do main verbs agree with the subject in person and number?	
Verb tense	Is the tense appropriate to the topic and style? Does the writing shift back and forth from present to past inappropriately?	
Word forms	Are any parts of verb phrases missing or incorrect? Are verb endings correct? Do other words have correct endings and forms?	
Noun plurals	Do regular plurals end in "s"? Are irregular plurals correct? Are there problems with count and non-count nouns?	
Articles	Are articles ( <i>a</i> , <i>an</i> , and <i>the</i> ) used correctly? ( <i>Note</i> : Proper nouns generally don't have an article, with exceptions like "the United States" and "the Soviet Union," which are more like descriptions than names.)	
Spelling	Are words spelled correctly?	
Punctuation	Are periods, commas, and question marks used correctly? Are quotations punctuated correctly? Are capital letters used appropriately?	
Pronoun reference	Does every pronoun have a clear referent? ( <i>Note</i> : Pronouns without referents or with multiple possible referents create a vague, confusing style?)	
Other problems	Are there other important problems?	