**EDITING/PROOFREADING CHECKLIST**

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| **Y/N** |  |
|  | 1. Make sure every sentence begins with a capital letter and ends with a period, question mark, or exclamation point. |
|  | 2. Make sure every proper noun (name) begins with a capital letter. |
|  | 3. Check for homonyms, which are words that sound the same, but have different meanings and are spelled differently. Some examples include **their/there/they’re, two/too/to, accept/except,** and **its/it’s**. Make sure you have used the correct word. |
|  | 4. Make sure your subjects and verbs agree. This can often be a problem if there are other words between the subject and the verb.  For example, **one of the sisters live near me**. This is incorrect. The writer has made the verb (live) agree with the noun (sisters). However, the word “sisters” is not the subject of the sentence. The word “one” is the subject. The correct version is **one of the sisters lives near me.** |
|  | 5. Check that you are using a consistent tense. In other words, you should not be switching back and forth between past and present tense.  For example, **in that story, Harold is the main character. He has a pet cat. Harold was sad when the cat got lost.** Do you see the tense shift between the first two sentences and the third one? |
|  | 6. Make sure you are using complete sentences.  For example, **Harold was sad. When the cat got lost.**  “When the cat got lost” is a sentence fragment. It is not a complete thought, and it is not a complete sentence. It needs to be joined to **Harold was sad**, as in the example in number 5. |
|  | 7. Check for run‐on sentences, which are sentences that are put together without using a joining word (and, but, or).  For example, **he had a pet cat he was sad when it got lost.** This is one type of run‐on sentence. It should read: **He had a pet cat. He was sad when it got lost.** Another correct option would be: **He had a pet cat, and he was sad when it got lost**. Another type of run‐on sentence is when too many sentences are put together with joining words. Eg. **In the story, Harold is the main character, and he has a pet cat, and he was sad when the cat got lost, but he found the cat in the nearby park, and he brought it home, and it was really good to see him.** This sentence should be divided into at least three sentences. |
|  | 8. Did you use apostrophes when you used the possessive form? (exception: its.)  For example, **that is my brother’s car** (possessive).  **He has two brothers** (plural, no apostrophe). |
|  | 9. Have you given your composition an appropriate and interesting title? |
|  | 10. If this is a formal writing situation, make sure you avoid using slang, internet abbreviations (for example, “u” for you), or emoticons (:)  :^)  :^().  Also, in a formal writing situation, numbers from 0-9 should be written out in full text (“two”, not “2”), and anything larger should be written as numbers (147, not “one hundred forty-seven”). |
|  | 11. Have you used commas properly? Use commas for lists.  For example, **he bought apples, pears, and oranges.**  Use commas when you are joining two complete sentences using a conjunction, such as **and, but**, or **or.**  For example, **he went to the store, and he bought some milk.**  Use commas after an introduction to a sentence. For example, **when he got there, the store was out of bananas. On the other hand, there were plenty of grapes.** |
|  | 12. Have you avoided these common errors?   * **Alot** – incorrect. Correct version – **a lot**, * **Would of, could of**, or **should of** – incorrect. Correct version – **would have (or would’ve), could have (or could’ve), should have (or should’ve).** |

**The list includes most of the common errors that high school students make. For more information (or for other kinds of errors) consult your writer’s handbook.**

(http://www.lithgowh.schools.nsw.edu.au/documents/37762471/37769121/Peer%20Editing.pdf)