

**PROOFREADING/THE HEALTH RESEARCH PAPER**  
(To be used with English Language Arts Standards 5A.J and 5B.J)

**Performance Standard 3A.J**

Each student will write a six-page research paper on a health care topic chosen by the teacher or selected individually by students. The paper will be evaluated for mechanics using the Mechanics/Usage Rubric for conventions of English usage, and the results will be totaled to determine the student's performance accordingly:

- *Limiting errors in punctuation and spelling:* limit errors in punctuation, capitalization, end punctuation and apostrophes as defined in the ISAT Writing Rubric Conventions list; limit spelling errors of age appropriate words; limit significant comprehension problems created by punctuation.
- *Limiting errors in usage:* limit errors in English Usage (e.g., subject-verb agreement, pronoun-antecedent agreement, misplaced modifiers, omitted words, homonyms, verb tense, connectors/transition words).
- *Limiting errors in sentence boundaries:* limit sentence boundary errors (i.e., fragments, run-on sentences); limit paragraph miscues and formatting errors.

**Procedures**

1. ***In order to use correct grammar, spelling, punctuation, capitalization and structure (3A)***, students should experience sufficient learning opportunities to develop the following:
  - Edit/revise draft documents to more effectively communicate the intended message.
  - Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences.
  - Format documents in final form for submission and/or publication.
  - Proofread for correct English conventions.
  - Use appropriate style manuals and guides (e.g., MLA, APA).Students working in health care occupations must communicate with other health care workers in order to provide optimum care for the client. Writing is a major form of communication in health care. This documentation is considered a legal record. Progress notes from all disciplines are used to evaluate the client. Errors in communication may affect client outcome. Students must learn to proofread and edit their reports in order for the content to be accurate and understood by those reading the document.
2. Have health occupations students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will be familiar with the rules of grammar and their application to written English.
4. Students will be familiar with medical terminology and its use.
5. Each health occupations student will be familiar with the techniques of editing and proofreading.
6. Each student will be familiar with the prescribed format for the finished document.
7. Review the selected topic(s). Students will write the first draft of the paper in the time allotted. On a chosen day, students will revise, edit and format the finished document.
8. Each student will be assessed on errors in mechanics, usage and using standard composition grading marks; and the numbers of minor and major errors will be totaled to determine the student's proficiency. The list of errors attached to the ISAT Writing Rubric is the standard. The attached rubric utilizes that list of errors to determine the student's level of proficiency.
9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

**Examples of Student Work**

- [Meets](#)
- [Exceeds](#)

**Time Requirements**

- One class period to revise, edit and format the pages within the timeline for 5A.J

**Resources**

- Research paper written to meet Standards 5A.J and 5B.J
- Writing materials, including available technology
- Handout of the prescribed format
- Conventions of Usage Rubric

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Note: This *Conventions of Usage Rubric* was adapted from the ISAT Writing Rubric.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 11 - 12 total points)   
 Approaches standard (must receive 5 - 7 total points)  
 Meets standard (must receive 8 -10 total points)   
 Begins standard or absent (must receive 3 - 4 total points)

	<b>Conventions of English – Punctuation and Spelling</b>	<b>Conventions of English – Usage</b>	<b>Conventions of English – Sentence Boundaries</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• 0-5 minor errors in punctuation, capitalization, end punctuation and apostrophes as defined in the ISAT Writing Rubric Conventions list.</li> <li>• No spelling errors of age appropriate words.</li> <li>• No significant comprehension problems created by punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• 0-5 errors in English Usage, including: <ul style="list-style-type: none"> <li>○ Subject-Verb Agreement</li> <li>○ Pronoun-Antecedent Agreement</li> <li>○ Misplaced Modifiers</li> <li>○ Omitted Words</li> <li>○ Homonyms</li> <li>○ Verb Tense</li> <li>○ Connectors/Transition Words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No major sentence boundary errors (i.e., fragments, run-on sentences).</li> <li>• No paragraph miscues.</li> <li>• No formatting errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• 6-10 minor errors in punctuation, capitalization, end punctuation and apostrophes.</li> <li>• 1-4 spelling errors of age appropriate words.</li> <li>• No significant comprehension problems created by punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 errors in English Usage, including: <ul style="list-style-type: none"> <li>○ Subject-Verb Agreement</li> <li>○ Pronoun-Antecedent Agreement</li> <li>○ Misplaced Modifiers</li> <li>○ Omitted Words</li> <li>○ Homonyms</li> <li>○ Verb Tense</li> <li>○ Connectors/Transition Words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 major sentence boundary errors (i.e., fragments, run-on sentences).</li> <li>• 0-2 paragraph miscues.</li> <li>• Minor formatting errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• 11-15 minor errors in punctuation, capitalization, end punctuation and apostrophes.</li> <li>• 5-8 spelling errors of age appropriate words.</li> <li>• Some significant comprehension problems created by punctuation. Meaning can be determined with some effort.</li> </ul>	<ul style="list-style-type: none"> <li>• 11-15 errors in English Usage, including: <ul style="list-style-type: none"> <li>○ Subject-Verb Agreement</li> <li>○ Pronoun-Antecedent Agreement</li> <li>○ Misplaced Modifiers</li> <li>○ Omitted Words</li> <li>○ Homonyms</li> <li>○ Verb Tense</li> <li>○ Connectors/Transition Words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 sentence boundary errors (i.e., fragments, run-on sentences).</li> <li>• 3 paragraph miscues.</li> <li>• Significant formatting errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• More than 15 minor errors in punctuation, capitalization, end punctuation and apostrophes.</li> <li>• More than 8 spelling errors of age appropriate words.</li> <li>• Many significant comprehension problems created by punctuation. Meaning may not be determined.</li> </ul>	<ul style="list-style-type: none"> <li>• More than 15 errors in English Usage, including: <ul style="list-style-type: none"> <li>○ Subject-Verb Agreement</li> <li>○ Pronoun-Antecedent Agreement</li> <li>○ Misplaced Modifiers</li> <li>○ Omitted Words</li> <li>○ Homonyms</li> <li>○ Verb Tense</li> <li>○ Connectors/Transition Words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• More than 5 sentence boundary errors (i.e., fragments, run-ons).</li> <li>• Major paragraphing miscues OR</li> <li>• Paragraphing not attempted.</li> <li>• Major formatting errors.</li> </ul>
<b>Score</b>			

**NOTE: Errors are counted using the criteria of the ISAT Rubric for Grade 10**

## PROOFREADING/THE HEALTH RESEARCH PAPER

### MAJOR AND MINOR ERRORS

#### SENTENCE CONSTRUCTION

##### Major Errors

- Incorrect subject/verb agreement
- Run-on
- Fragment
- Omitted words that interfere
- Incorrect usage
- Incorrect use of common words
- Incorrect pronoun reference
- Confusing tense shifts

##### Minor Errors

- Incorrect use of connectors between clauses
- Omitted words that do not interfere

#### USAGE

##### Minor Errors

- Commas in a series, for opening or clauses
- Awkward or odd use of words/phrases, but meaning still clear
- Homonyms (its/it's, there/their/they're, to/two/too)

#### SPELLING

##### Major Errors

- Misspelled common words (same misspelled word considered once)

##### Minor Errors

- Inventive spellings for unusual or less frequently used words

#### PARAGRAPH FORMAT

##### Major Errors

- Using titles to delineate paragraphs
- Numbering paragraphs

##### Minor Errors

- Inconsistent separation of paragraphs

#### PUNCTUATION/ CAPITALIZATION

##### Major Errors

- Omission of initial caps
- Common proper nouns
- Missing/incorrect end punctuation
- Missing or misplaced apostrophes

##### Minor Errors

- Missing periods for abbreviations