

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

Date: \_\_\_\_\_

**ESLP 182 Questionnaire:  
Self-Assessment of English Writing and Grammar, Punctuation, & Mechanics Skills and  
Use of Writing & Editing Strategies**

Please rate your abilities for each item below a scale between 1 to 5. Circle your choice.

- 1=never or almost never true of me
- 2=usually not true of me
- 3=somewhat true of me
- 4=usually true of me
- 5=always or almost always true of me

**Self-Assessment of English Writing and Grammar, Punctuation, and Mechanics Skills**

<b>General English Writing Skills</b>					
I can effectively brainstorm to gather ideas before writing.	1	2	3	4	5
I can choose an appropriate academic research topic.	1	2	3	4	5
I can choose an appropriate research question to help guide my research process.	1	2	3	4	5
I can successfully conduct library research to locate information to support my ideas.	1	2	3	4	5
I can successfully use internet search engines to locate information to support my ideas.	1	2	3	4	5
I can take good notes on readings and then use them to help support my ideas in my writing.	1	2	3	4	5
I can write an outline, map, or flowchart to logically organize my ideas before writing.	1	2	3	4	5
I can write a good academic research paper.	1	2	3	4	5
I can write a good introduction for an English essay.	1	2	3	4	5
I can write a clear thesis statement that identifies the topic and controlling idea of an essay.	1	2	3	4	5
I can use a logical arrangement of paragraphs to support and develop my thesis statement.	1	2	3	4	5
I can write good body paragraphs.	1	2	3	4	5
I can write clear topic sentences that identify the topics and controlling ideas of paragraphs.	1	2	3	4	5
I can logically organize my ideas when I write a paragraph.	1	2	3	4	5
I can write using various expository strategies to logically organize my writing (e.g. process, comparison, cause, effect).	1	2	3	4	5
I can logically support and develop my main point when I write a paragraph.	1	2	3	4	5
I can logically support and develop my thesis with my own experiences and reasoning.	1	2	3	4	5
I can logically support and develop my thesis with paraphrases, summaries, and quotations.	1	2	3	4	5
I can accurately summarize information that I have read in English.	1	2	3	4	5
I can accurately paraphrase information that I have read in English.	1	2	3	4	5
I can accurately quote information that I have read in English.	1	2	3	4	5
I can write a good conclusion for an English essay.	1	2	3	4	5
I can write using an academic style and tone.	1	2	3	4	5
I can use appropriate vocabulary and word forms to effectively communicate with the reader.	1	2	3	4	5
I can write accurate in-text citations using MLA.	1	2	3	4	5
I can write an accurate Works Cited sheet for sources using MLA.	1	2	3	4	5
I can use a word processing program to type and format my essays in English.	1	2	3	4	5
I can revise my own writing to improve the development and organization.	1	2	3	4	5
I can identify problems in my writing and see what should be improved.	1	2	3	4	5
I can use appropriate strategies to fix problems with my writing.	1	2	3	4	5
I can use my own independent thinking in my writing.	1	2	3	4	5
I can effectively write under time constraints.	1	2	3	4	5
I can write quickly in English.	1	2	3	4	5

<b>Grammar, Punctuation, and Mechanics Skills</b>					
I can use grammar, punctuation, and mechanics well so my errors do not interfere with peoples' understanding of my ideas.	1	2	3	4	5
I can use correct word forms and parts of speech when I write.	1	2	3	4	5
I can use correct basic sentence structure when I write.	1	2	3	4	5
I can use a variety of sentence types when I write.	1	2	3	4	5
I can use capital letters correctly when I write.	1	2	3	4	5
I can spell correctly when I write.	1	2	3	4	5
I can use hyphens correctly when I write. (-)	1	2	3	4	5
I can use underlining correctly when I write.	1	2	3	4	5
I can use italics correctly when I write.	1	2	3	4	5
I can use the various present tenses correctly when I write.	1	2	3	4	5
I can use the various past tenses correctly when I write.	1	2	3	4	5
I can use the various future tenses correctly when I write.	1	2	3	4	5
I can use modals correctly when I write.	1	2	3	4	5
I can use passive voice correctly when I write.	1	2	3	4	5
I can use active voice correctly when I write.	1	2	3	4	5
I can use subject-verb agreement correctly when I write.	1	2	3	4	5
I can use count and non-count nouns correctly when I write.	1	2	3	4	5
I can use singular and plural nouns correctly when I write.	1	2	3	4	5
I can use articles correctly when I write. (a, an, the)	1	2	3	4	5
I can use pronouns correctly when I write.	1	2	3	4	5
I can use gerunds and infinitives correctly when I write. (e.g. running, to run)	1	2	3	4	5
I can place adjectives and adverbs in the right place when I write.	1	2	3	4	5
I can use commas correctly when I write.	1	2	3	4	5
I can use colons correctly when I write. (:)	1	2	3	4	5
I can use semicolons correctly when I write. (;)	1	2	3	4	5
I can find the errors I make with grammar, punctuation, and mechanics.	1	2	3	4	5
I can identify the types of grammar, punctuation, and mechanics errors I make.	1	2	3	4	5
I can correctly fix the errors I make with grammar, punctuation, and mechanics.	1	2	3	4	5

## Use of Learning Strategies

Please rate your use of each learning strategy below on a scale between 1 to 5. Circle your choice.

- 1=never
- 2=rarely
- 3=sometimes
- 4=often
- 5=most often

<b>General Writing Strategies</b>					
I often write in my native language.	1	2	3	4	5
I often write in English.	1	2	3	4	5
I write for pleasure in my freetime in English.	1	2	3	4	5
I write notes, messages, letters, or reports in English.	1	2	3	4	5
I use a bilingual dictionary.	1	2	3	4	5
I use an English-English dictionary.	1	2	3	4	5
I use an English grammar book or handbook.	1	2	3	4	5
I read native English writing.	1	2	3	4	5
I use the English words I know in different ways.					
<b>Before Writing</b>					
I review my class notes, handouts, and assignment requirements before beginning to write.	1	2	3	4	5
I consider the task or assignment and instructions carefully before writing.	1	2	3	4	5
I discuss what I am going to write with other students or my teacher.	1	2	3	4	5
I brainstorm and write down ideas before I begin to write.	1	2	3	4	5
I make plans and notes in my native language before writing.	1	2	3	4	5
I make an outline or plan in English.	1	2	3	4	5
I make a timetable for when I will do my writing.	1	2	3	4	5
Before writing the first draft, I do extra study outside the classroom to improve my writing.	1	2	3	4	5
I think of the relationships between what I already know and new things that I learn.	1	2	3	4	5
I notice vocabulary related to a topic that I will write about and try to remember the words.	1	2	3	4	5
I use a dictionary to check things I am not sure about before I write.	1	2	3	4	5
I use a grammar book to check things I am not sure about before I write.	1	2	3	4	5
<b>During Writing</b>					
I try to write in a comfortable, quiet place where I can concentrate.	1	2	3	4	5
I use my background knowledge (world) knowledge to help me develop my ideas.	1	2	3	4	5
I like to write in my native language first and then translate it into English.	1	2	3	4	5
I like to write a draft in my native language first and then translate it into English.	1	2	3	4	5
I edit for content (ideas) as I am writing.	1	2	3	4	5
I edit for organization as I am writing.	1	2	3	4	5
I like to change, or make my ideas clearer as I am writing.	1	2	3	4	5
I use a dictionary to check things I am not sure about when I write.	1	2	3	4	5
I use a grammar book to check things I am not sure about when I write.	1	2	3	4	5
I generally fix my grammar, punctuation, and mechanics errors right away as I am writing.	1	2	3	4	5
If I can't think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5
I make up new words if I do not know the right ones in English when I am writing.	1	2	3	4	5
I make my writing assignments fun for myself.	1	2	3	4	5
I think about how learning to write well in English will help me succeed in my other courses.	1	2	3	4	5
I encourage myself by telling myself that I can do well.	1	2	3	4	5

<b>After Writing</b>					
I give myself a reward when I have finished writing.	1	2	3	4	5
I go back to my writing to revise the content and make my ideas clearer.	1	2	3	4	5
I go back to my writing to revise and improve my organization.	1	2	3	4	5
I go back to fix my grammar, punctuation, and mechanics errors after I am satisfied with my organization and content.	1	2	3	4	5
I use a dictionary after I finish writing a draft.	1	2	3	4	5
I use a grammar book after I finish writing a draft.	1	2	3	4	5
I discuss my work with other students to get feedback on how I can improve it.	1	2	3	4	5
I discuss my work with my teacher to get feedback on how I can improve it.	1	2	3	4	5
I evaluate others students' writing and give them feedback on how they can improve it.	1	2	3	4	5
I visit the campus Writing Center to get feedback from a tutor.	1	2	3	4	5
If I do not understand a comment when getting feedback, I ask the person to explain it to me.	1	2	3	4	5
I make notes or try to remember feedback I get so I can use it the next time I write.	1	2	3	4	5
I record the types of errors I have made so I do not keep making the same types of errors.	1	2	3	4	5
I read the feedback from my previous writing and use this feedback in my next writing.	1	2	3	4	5
I use the feedback to help with my other English skills (reading, speaking, and listening).	1	2	3	4	5
<b>Grammar, Punctuation, and Mechanics Strategies</b>					
I fix all kinds of grammar, punctuation, and mechanics errors at once.	1	2	3	4	5
I focus on fixing my grammar, punctuation, and mechanics errors by error type (e.g. pronouns)	1	2	3	4	5
I look beyond the sentence level when I fix my grammar, punctuation, and mechanics errors.	1	2	3	4	5
I consult handbooks, handouts, dictionaries, and other resources to find rules that can help me to fix my grammar, punctuation, and mechanics errors.	1	2	3	4	5
I ask my friends for help with finding and fixing my grammar, punctuation, and mechanics errors.	1	2	3	4	5
I remember the kinds of errors I make with grammar, punctuation, and mechanics and use this information the next time I write.	1	2	3	4	5
I look at good writing and notice how the writers use grammar, punctuation, and mechanics.	1	2	3	4	5
<b>General Learning Strategies</b>					
I try to find as many ways as I can to use my English.	1	2	3	4	5
I look for opportunities to read as much as possible in English.	1	2	3	4	5
I look for opportunities to listen as much as possible to English.	1	2	3	4	5
I look for opportunities to speak as much as possible to English.	1	2	3	4	5
I think about my progress in learning English.	1	2	3	4	5
I try to find out how to become a better learner of English.	1	2	3	4	5
I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
I plan my schedule so that I have enough time to study and improve my English.	1	2	3	4	5
I have clear goals for improving my English skills.	1	2	3	4	5
I give myself a reward or treat when I do well in English.	1	2	3	4	5
I try to relax whenever I am afraid of using English.	1	2	3	4	5
I encourage myself to use English even when I am afraid of making mistakes.	1	2	3	4	5
I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
I write down my feelings about learning English in a diary.	1	2	3	4	5
I talk to someone else about how I feel about learning English.	1	2	3	4	5
If I do not understand something in English, I ask the person to slow down or say it again.	1	2	3	4	5
I ask English speakers to correct me when I talk.	1	2	3	4	5
I practice English with other students.	1	2	3	4	5
I ask for help from English speakers.	1	2	3	4	5
I ask questions in English.	1	2	3	4	5
I try to learn about the culture of English speakers.	1	2	3	4	5

