

# Checklist for drafting and proofreading

Ideally, you will complete several drafts for your assessment, including a final proofread.

Here are some suggested points of focus for each draft. It's not a rigid formula but following a sequence of drafting such as this has many benefits.

## Draft 1: Focus on ideas

**The writing doesn't have to be perfect at this stage – it's all about the ideas.**

Have I:

- Reviewed my assessment task and instructions?
- Covered all the main points from my plan?
- Developed one main idea per paragraph?
- Provided some supporting evidence, explanations or examples for each main point?
- Cited the source of the information I have used, and started a reference list?  
(it's a good idea to begin this task as early as possible)
- Read, re-read and read aloud my draft? Does it sound plausible? Convincing? Are there any notable gaps in logic?
- Checked (once again) that my work directly addresses the assessment task? Does it align with expectations set out in the rubric?

## Draft 2: Focus on structure

**As your writing evolves and you refine your response, focus on the structure of your writing.**

Have I:

- Developed a clear structure according to the assessment type (essay, report, reflective writing) and the rubric?
- Written each paragraph with examples, explanations and evidence that support my paragraph topic sentence?
- Clearly integrated ideas from multiple credible sources? Provided accurate summaries and paraphrases of sources in my own words, and properly cited them?
- Created an overall logical flow to my main points? Are the paragraphs well linked? Would it help to draw a mind map to get an overall picture of my written response?

Lean more about [paragraph structure](#).

## Draft 3: Focus on Language

Have I:

- Used language that is formal, objective and tentative?
- Used language that is appropriate to my discipline? Look closely at readings recommended by lecturers for good writing models.
- Checked my grammar and punctuation?
- Read my writing aloud to myself or to a friend/classmate to check for flow?
- Cited at all necessary points in my writing? Will my reader be able to easily distinguish between my **own** words and ideas, and the sources I have cited?

Learn more about [academic style](#).

## Draft 4: Proofreading

Have I:

- Done a final spell and grammar check?
- Read my assessment aloud or used a text-to-voice tool to check for errors and flow?
- Cross-checked all citations and the reference list?
- Checked my assessment instructions for any other formatting requirements?

Want to learn more about writing assessment tasks?

Get one-on-one assistance from [Deakin Study Support](#).