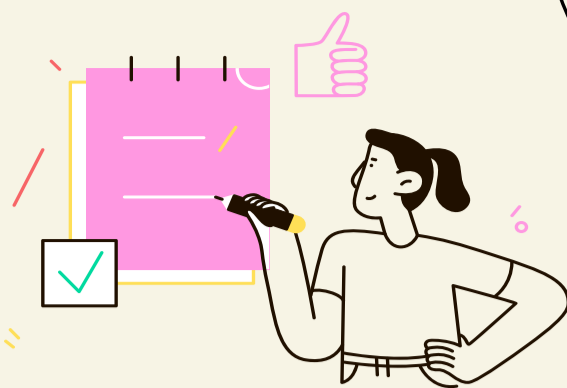


How Should We Provide Commentary on Student Essays?



This study investigated how multiple rounds of specific written commentary on student essays improved English learners' writing

Study Questions

- How do students **improve their writing** on subsequent drafts **after receiving commentary**?
- How do **student's responses** to the written **feedback** change as they receive more feedback?

Process Writing Approach

- Developing writing through **the experience of writing and rewriting**
- Use of **Dynamic Assessment (DA)**
 - Students go through **iterations of external support (feedback)** tailored to each individual
 - **Emphasizes the process** (more than the product) in writing
- Development occurs when **students no longer need external support and self-regulate** their learning



The Study

Three students underwent **3 rounds of writing** and **commentary** with **increasingly specific feedback**

- **Round 1: highlighting** parts of student essays that **need improvement**
- **Round 2: 3 to 4 end-of-text comments** with **recommendations** or **examples** of how to fix the problem
- **Round 3: Adding notes** to erroneous parts of the essays with **recommendations**

Findings

- Just **one round of feedback benefited student's writing**
- Students showed **improved responsiveness** to the feedback they received as they went **through subsequent rounds**
- **Students' abilities** to respond to the task (prompt) **improved**
- **Diagnostic insights** of student's areas of difficulty **were identified**

Implications for Teachers

- Both **explicit** and **implicit feedback benefit students**
- Adopting **hybrid approach for feedback** (using rubrics, highlighting, overall narratives, or comments)
- Creating **interaction grids** to track **student's responsiveness to feedback over time periods**

