

## Forms of Feedback for Early Phases of Student Writing Projects

<i>Project phase</i>	<i>Form of feedback</i>	<i>Possible application</i>
<b>Pre-project feedback</b>	Discuss the assignment with your students in class	When you introduce a new assignment, ask students to discuss how they might approach the assignment, and comment on those ideas in class.
	Provide students with a model paper that you've annotated	In your annotations, point out areas where the model paper fulfills the assignment learning goals or rubric criteria.
	Display a sample paragraph or section of a model paper and discuss it in class	Provide a prompt for small groups to discuss the sample, then ask each group to share out. Comment on their observations.
<b>Early-stage feedback</b>	Short individual conferences	Meet with students individually to discuss their evolving research topics, questions, or methods.
	Group conferences (during class or in the office)	Meet with small groups of students to discuss their evolving research topics, questions, or methods. If in class, have other groups working on a related task.
	Brief written or audio feedback	Offer brief written or audio feedback on students' research questions, lists of sources, or outlines. Focus on the element of the project appropriate to its phase, e.g. the scope of the project (topic or question) or the structure of the paper (outline).
<b>Focused feedback on early drafts</b>	Student-led feedback	Invite students to take an active role in the conversation: prompt them to ask questions (using Track Changes) they'd like you to address in your feedback.
	Targeted written or audio feedback on an early draft	On an early draft, offer written or audio feedback on only one or two rubric criteria. Audio feedback (using a screencast as you scroll through the draft) is particularly useful for multimedia projects; in addition, students may perceive it as more individualized and conversational than written feedback (Anson et al., 2016; Grygorian, 2017)
	Commenting form	Develop and use a form to help you focus your feedback on your key learning goals or rubric items.
	Comment bank	Develop a collection of comments you make frequently, and apply those that are relevant to individual students' drafts.
	Whole-class feedback	In class, comment on trends you are seeing in drafts.

## Selected Resources:

### Overview of feedback on student writing

- “Responding to Student Writing,” <https://dept.writing.wisc.edu/wac/responding-to-student-writing/>
- “Giving Feedback on Student Writing,” <https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/teachingresources/GivingFeedbackonStudentWriting/GivingFeedbackonStudentWriting.pdf>
- “Return on Investment: Four Core Strategies for Commenting on Student Essays,” <http://stearnscenter.gmu.edu/wp-content/uploads/Grading-on-a-Budget.pdf>

### Distributing feedback across the life of a writing project

- “The What, When, and Where of Feedback: Mapping Feedback Strategy to the Course Calendar,” <https://wac.gmu.edu/wp-content/uploads/Mapping-feedback-strategy-to-course-calendar.pdf>

### Commenting forms

- “Giving Feedback on Student Writing Supplement 2: Feedback Form,” [https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/teachingresources/GivingFeedbackonStudentWriting/Supplement2\\_FeedbackForm.pdf](https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/teachingresources/GivingFeedbackonStudentWriting/Supplement2_FeedbackForm.pdf)
- “Using a Form to Guide Instructor Feedback in Plant Pathology,” <https://dept.writing.wisc.edu/wac/using-a-form-to-guide-instructor-feedback-in-plant-pathology/>

### Audio feedback

- “Responding to Students’ Drafts Using Audio,” <https://dept.writing.wisc.edu/wac/responding-to-students-drafts-using-audio/>

## References

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