Five principles for responding to your student writing:

1. **The goals of the course and each assignment therein should match the emphasis of evaluation and feedback**
   
   What are your goals for your assignment?
   
   Which of the course goals does this assignment engage?
   
   What are some goals that this assignment cannot/will not achieve?

2. **Expectations should be explicit to students before and after feedback**
   
   How can you articulate these (in words and also via examples or non-examples from course texts and/or previous assignments)?

3. **Rubrics or other descriptions of more and less successful iterations of an assignment can make expectations more clear for you and students**
   
   Write a bulleted or narrative list of 3 qualities of a successful iteration of this assignment. Then do the same for an unsuccessful iteration, and consider what comes in between:

4. **Responses to student writing should reflect what is most important (and what is less or not important)**
   
   Using the list you wrote under #3, consider and note:
   
   (1) what you need to respond to on every page and/or in summative feedback comments:
   
   (2) what you could respond to in one page and/or in a smaller note of feedback:

5. **Consider both low- and high-stakes opportunities for feedback**
   
   What low-stakes writing might students do to build toward their assignment and get feedback?

   How would they get feedback?