Responding to Student Writing

Laura Aull
aul11@wfu.edu
Principles guiding Responding to student writing
1. The goals of the course and each assignment therein should match the emphasis of evaluation and feedback
2. Expectations should be explicit to students before and after feedback
3. Rubrics or other descriptions of more and less successful iterations of an assignment can make expectations more clear for you and students
4. Responses to student writing should reflect what is most important (and what is less or not important)
5. Consider both low- and high-stakes opportunities for feedback
Considering your assignment

1. The goals of the course and each assignment (and how should match the emphasis of evaluation and feedback
2. Expectations should be explicit in assignments below and other feedback
3. Statistics or other descriptions of more and less successful instances of an assignment can make expectations more clear for you and students
4. Responses to student writing should reflect what is most important (and what is less or not important)
5. Provide both formal and informal opportunities for feedback