



# Giving feedback on writing tasks

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om/](https://professionalwritingtips.weebly.com/)

# Discuss in pairs – your students

What are the students' goals in writing?

What levels are they?

What approaches do you use? What instructions?

What about artificial intelligence? Can they use it?

## **Feedback**

Do you have a set of generic templates?

What is on them?

Do you give them a grade? Based on what?

Do you give them other feedback? Negative / positive ?

Approach to give a balance?

What do they do with the feedback?



- Defining the goals
- Selecting suitable methods
- Building up a bank of resources

# Giving feedback on writing tasks - goals

What are the students' goals in writing?

- Exam preparation
- Improving professional writing – different types
- Applying for a job – CV, motivation letter ...
- General purposes – different text types



IELTS

TOEFL

Cambridge exams

Other exams

Writing emails, reports, letters

Applying for jobs

Writing essays for academic purposes

# Type of feedback

Oral files?

Written feedback?

Corrections?

Nudging using codes and comments boxes?

Track changes?

Use of colours?

Grades? What do they refer to?



Consider different types of feedback.

# Giving feedback on writing tasks – general approaches

What is the level of feedback needed?

B1, B2, B2+, C1, C2

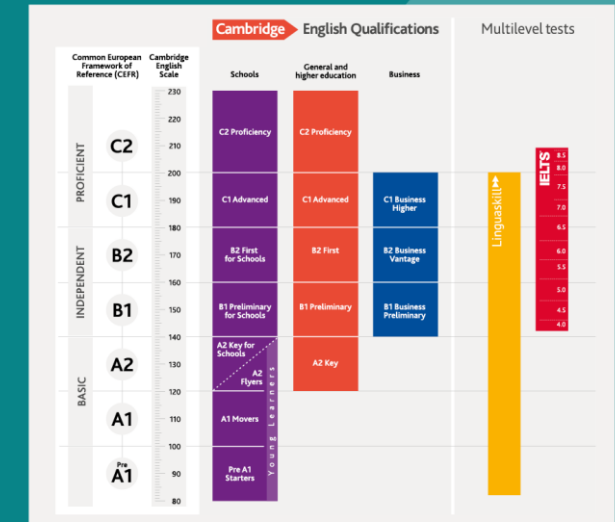
What are the different needs? Grades?

Break down the feedback into categories.

Consider the marking scheme of exams, if they exist, or of the needs.

Have a template for each of those levels to adapt.

## Our qualifications and tests



Design templates

Decide on grades

Decide on categories of feedback



# Giving feedback on writing tasks – find assessment criteria

What are the criteria used by the examiners?

<https://www.cambridgeenglish.org/Images/231794-cambridge-english-assessing-writing-performance-at-level-b1.pdf>

<https://www.cambridgeenglish.org/Images/600975-teacher-guide-for-writing-b2-first-for-schools.pdf>



Google for assessment criteria for the different exams.

# English for general purposes

What types of writing do your students do or need?

General purposes.

Writing an essay for academic purposes.

Technical writing.

Writing a blog.

Writing a journal.

Writing a letter or email.

Other?



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# Exam preparation

Examples for discussion

Exam preparation

Which exam?

Cambridge, TOEFL, IELTS academic or general, other?

Find the writing criteria.

Put it into plain English.





# Exam preparation – Cambridge B2 level

Cambridge English examiners consider these points when marking a piece of work:

Content	✓ The candidate answered the task. They done what they were asked to do.
	✗ The candidate did not include everything they were asked to. They have written something irrelevant.
Communicative Achievement	✓ The writing is appropriate for the task. The candidate used a style which is appropriate for the specific communicative context.
	✓ The writing is appropriate for the target reader.
Organisation	✗ They have written in a way that is not suitable – for example, using a very formal style in an email to a friend or ending an article with 'Love'.
	✓ The writing is put together well. It is logical and ordered.
Language	✗ It is difficult for the reader to follow. It uses elements of organisation which are not appropriate for the genre, like beginning an email with a title or starting every sentence in an article on a new line instead of using paragraphs.
	✓ There is a good range of vocabulary and grammar. They are used accurately.
Language	✗ Check the mistakes. How serious are they? Do the mistakes make it difficult for the reader to understand?



Put the [criteria](#) into plain English.

For example:

**Content** = task completion

**Communicate achievement** = appropriate style

**Organization** = order, paragraphs, using linkers.

**Language** = vocabulary and grammar. Accuracy, range, collocation ....

# Exam preparation – IELTS

<https://www.accioibis.com/ielts-writing-assessment-criteria/>

## Here are the 4 IELTS writing assessment criteria

1. Task Achievement
2. Coherence & Cohesion
3. Lexical Resource
4. Grammatical Range



### Plain English

- 1 Task – following instructions, completing the task.
- 2 Coherence = planning, using an appropriate structure (paragraphs).
- 2 Cohesion = using linking words
- 3 Lexical resource = vocabulary
- 4 Grammatical range = grammar accuracy and complexity

# Exam preparation – IELTS – put into plain English

<https://ieltstutorials.online/writing-assessment-criteria>

[https://ieltstutorials.online/images/ielts\\_task\\_1\\_writing\\_band\\_descriptors.pdf](https://ieltstutorials.online/images/ielts_task_1_writing_band_descriptors.pdf)

Take a look at IELTS Writing Marking Criteria for Task 1 & Task 2

## IELTS Writing Task 1

### Example

- Task Achievement: 7
- Coherence & Cohesion: 7.5
- Lexical Resource: 6.5
- Grammatical Range & Accuracy: 7

**Total Score for Task 1:**  $7 + 7.5 + 6.5 + 7 = 28 / 4 = 7$

## IELTS Writing Task 2

### Example

- Task Response: 6
- Coherence & Cohesion: 7
- Lexical Resource: 7
- Grammatical Range & Accuracy: 6

**Total Score for Task 2:**  $6 + 7 + 7 + 6 = 26 / 4 = 6.5$

**Total Writing Band Score:**  $7 + 6.5 = 13.5 / 2 = 6.75 = 7$  (rounded up)

# Allocating grades – C1 level – part 1

Assessment area	Mark /10 1-10 (10 = excellent; 6 = pass)	Criteria	Comments
Content		<ul style="list-style-type: none"><li>-You wrote about the topic and explored the advantages and/or disadvantages</li><li>-You included some reference to a changing situation</li><li>-You wrote 300 words or just over</li></ul>	
Organization		<ul style="list-style-type: none"><li>-You included clear paragraphs</li><li>-You made connections between information within paragraphs</li><li>-You made connections between paragraphs</li></ul>	
Accuracy and range for grammar and vocabulary		<ul style="list-style-type: none"><li>-You used vocabulary related to the key points</li><li>-You used some academic vocabulary</li><li>-You used a range of tenses and structures related to the topic, like present perfect, present continuous and used to + verb</li><li>-You may have made some mistakes, but it is still possible to follow your ideas</li></ul>	



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# Allocating grades – C1 level – part 2



If academic or professional writers, mechanics of style and other style points.

<b>Mechanics of style</b>  <b>1 What is a style guide?</b>  <a href="https://en.wikipedia.org/wiki/Style_guide">https://en.wikipedia.org/wiki/Style_guide</a>  <a href="https://www.grammarly.com/business/style-guide">https://www.grammarly.com/business/style-guide</a>  <b>2 Mechanics of style (style guides)</b> <b>Punctuation:</b>  <b>Grammarbook.com</b>  <b>Journalistic style guide:</b>  <a href="https://www.theguardian.com/guardian-observer-style-guide-a">https://www.theguardian.com/guardian-observer-style-guide-a</a>		<b>-Acronyms – did you spell them out?</b>  <b>-Capital letters – appropriate use.</b>  <b>-Spelling – were you consistent?</b>  <b>-Numbers, dates and time – appropriate and consistent.</b>	
<b>Style – academic techniques</b>		-You used a neutral to formal register, including shorter and longer sentences, impersonal and unemotional style, and avoiding phrasal verbs and contractions	
<b>Style – how easy it is for the reader</b>		<b>Writer's Diet analysis</b>	
<b>Fluency</b>		– how natural does it sound? How easily does it flow?	
<b>Effect on the target reader</b>		-Your position is clear to the reader: in favour of / against / mixed	
<b>Positive comments</b>			
<b>Other comments</b>			



# Index of grammar and style – C1 level – part 3

## Index of grammar and style points

[Site Map // Purdue College of Liberal Arts](#)

Meaning / problem	Category	Explanation / example	Website
Agreement (singular / plural) problem-	Grammar - agreement	does the subject agree with the verb (singular / plural)?  Staff is /staff are	<a href="http://guidetogrammar.org/Subject-Verb-Agreement">Subject-Verb Agreement (guidetogrammar.org)</a>
Article problem	Grammar – nouns	a / the / 0	<a href="http://guidetogrammar.org/articles-determiners-and-quantifiers">Articles, Determiners, and Quantifiers (guidetogrammar.org)</a>
Capital letter	Mechanics of style	Used for nationalities, languages	<a href="http://un.org/Department-for-General-Assembly-and-Conference-Management/Capitalization-in-English">Capitalization in English   Department for General Assembly and Conference Management (un.org)</a>
Collective noun	Grammar agreement	Team, staff, family	<a href="http://guidetogrammar.org/Plural-Noun-Forms">Plural Noun Forms (guidetogrammar.org)</a>
Collocation	Lexis	Words that go naturally together in the	<a href="http://elc.polyu.edu.hk/advdicts/collocation.htm">http://elc.polyu.edu.hk/advdicts/collocation.htm</a>

Have an A-Z index of points.

Tailor the index to each student.

How? Delete the points that are not relevant.

# English for general purposes

Show example of Joel's academic essay. Joel essay CW.

Use of comments boxes and highlight.

Show index Grammar and style points B2

Show index Grammar and style points C1

Show feedbackB2 CW



Have an A-Z index of points.

Tailor the index to each student.

How? Delete the points that are not relevant.

# Professional writing

Examples for discussion

Professional writing – each may have different requirements

- Emails
- Memos
- Reports
- Proposals
- Minutes of meetings
- Websites, blogs etc.



Grammar accuracy and range

Appropriate vocabulary

Appropriate style

Appropriate layout

# Feedback – professional writing

## Overall comment:

Positive:

Negative:

## Reminders of writer's diet and readability scores

See screenshots at the end of the document:

Writer's Diet:

Readability:

## List of points for you to focus on:

Grammar points for you to correct (See A-Z Grammar and Vocabulary Guide on Moodle)	Stylistic points for you to correct (See A-Z Style Guide on Moodle)
Vocabulary points for you to correct (See A-Z Grammar and Vocabulary Guide on Moodle)	Mechanical points for you to correct (see Editorial Manual Online or A-Z Style Guide on Moodle)

Missing from your writing (try to include)	Included in your writing (positive points)



Grammar

Vocabulary

Style

Mechanics of style

# Feedback – professional writing

## **Coding used in assignment**

G = Grammar; V = vocabulary problem; S = style problem; MS = mechanics problem; P = punctuation problem.

## **Style**

Yellow highlight for style.

Problem areas are underlined below.

1. **State a fact or an idea directly**
2. **Use “action-oriented” language: active voice and verbs**
3. **Use short sentences, short words, short paragraphs**
4. **Be concise**
5. **Use appropriate language**

## **Screenshots**

## **Readability statistics**

## **Writer’s diet**



Style points

Artificial Intelligence tools



# Professional writing

Show feedback C1 writing skills.

Show Florence and Jose Antonio feedback examples



Overall comments

Positive

Negative

Grammar points

Vocabulary points

Stylistic points

Mechanical points

Missing from your writing

Included in your writing

# Feedback and grades – professional writing

No marks for performance.

Marks allocated for task fulfilment.

Assignment can include up to 12 tasks.

100% everything done.

75% some missing parts etc.

Feedback shows how well they completed it.



Emphasis on completing tasks.

Each student performs to their ability.

Not penalized for errors.

Full feedback given.

# Artificial intelligence

Online assistance for writing. Discuss in class first!

Artificial intelligence:

Grammarly, ProWritingAid

Deepl, Google translate

Vocabulary: collocation, dictionaries

Writer's Diet

Readability statistics

Web concordancers

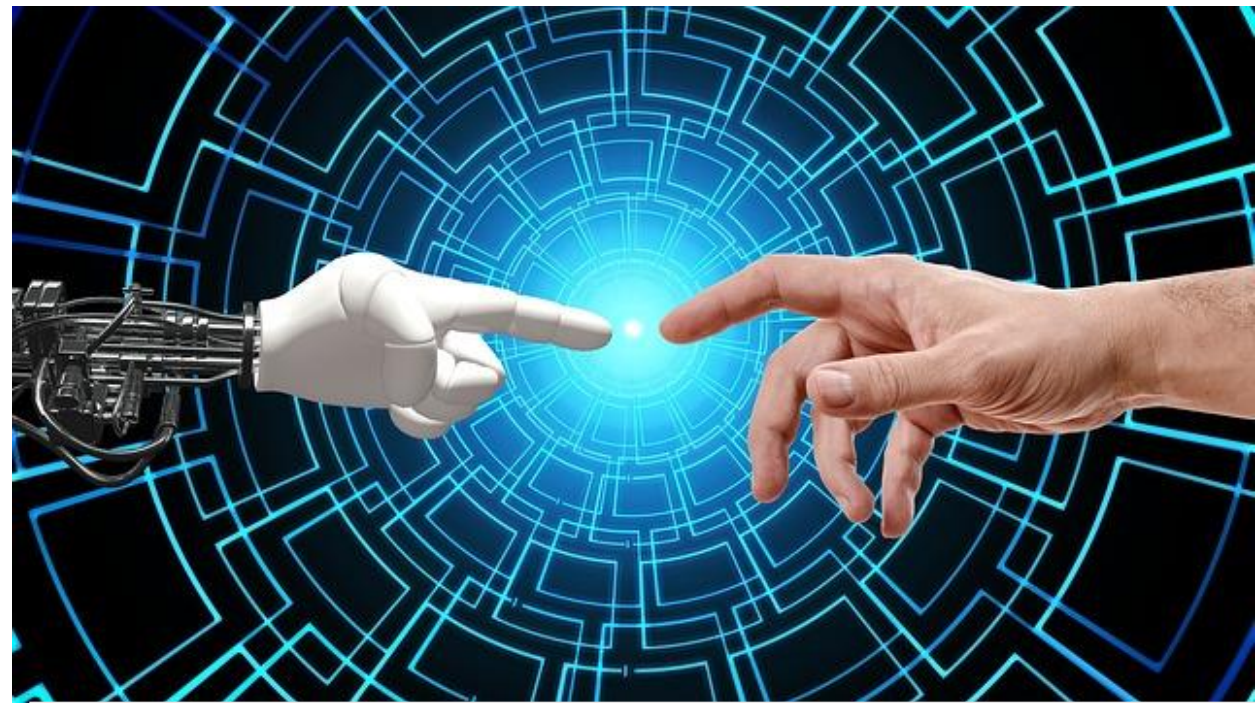


Image by [Gerd Altmann](https://pixabay.com/users/geralt-9301/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=3389904) from [Pixabay](https://pixabay.com/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=3389904)



# Artificial intelligence

Use AI intelligently!

What do you do if the writing is full of grammar errors?

How can AI help the student?

How can AI help you?

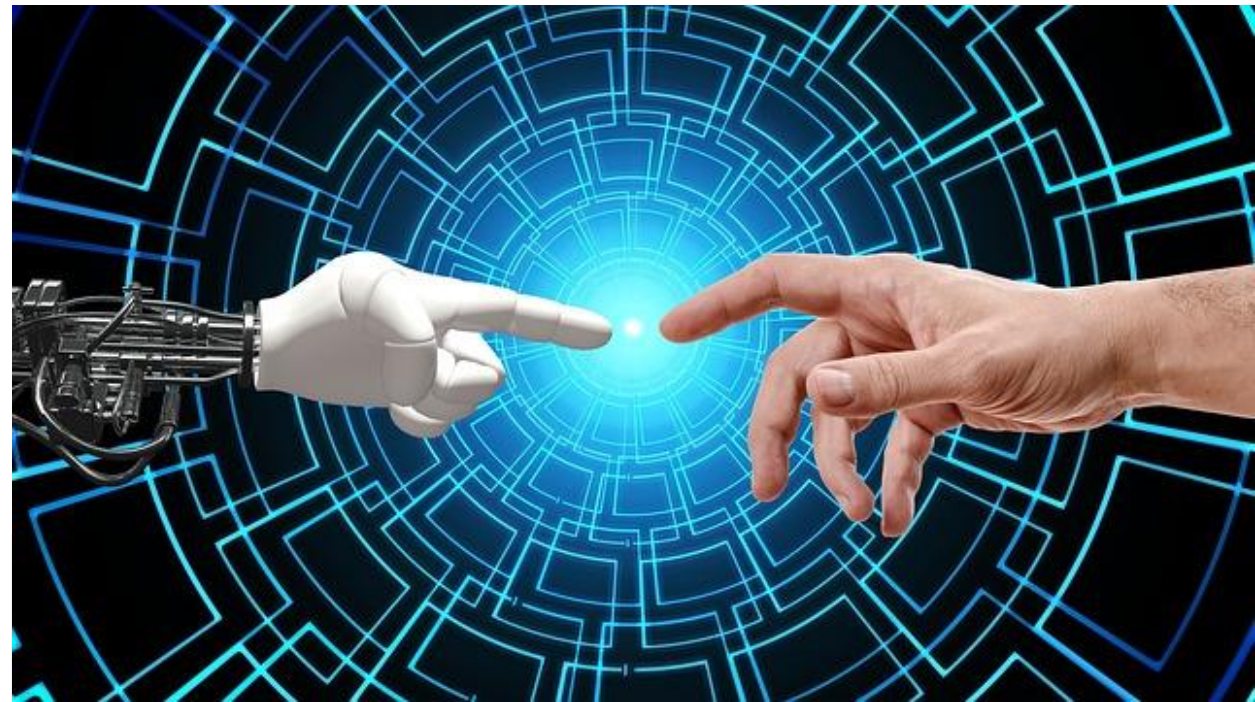


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# Artificial intelligence

Use AI intelligently!

How can the student use DeepL intelligently? To improve vocabulary and style.

Show example from Patricia.

Premium version does English – English.

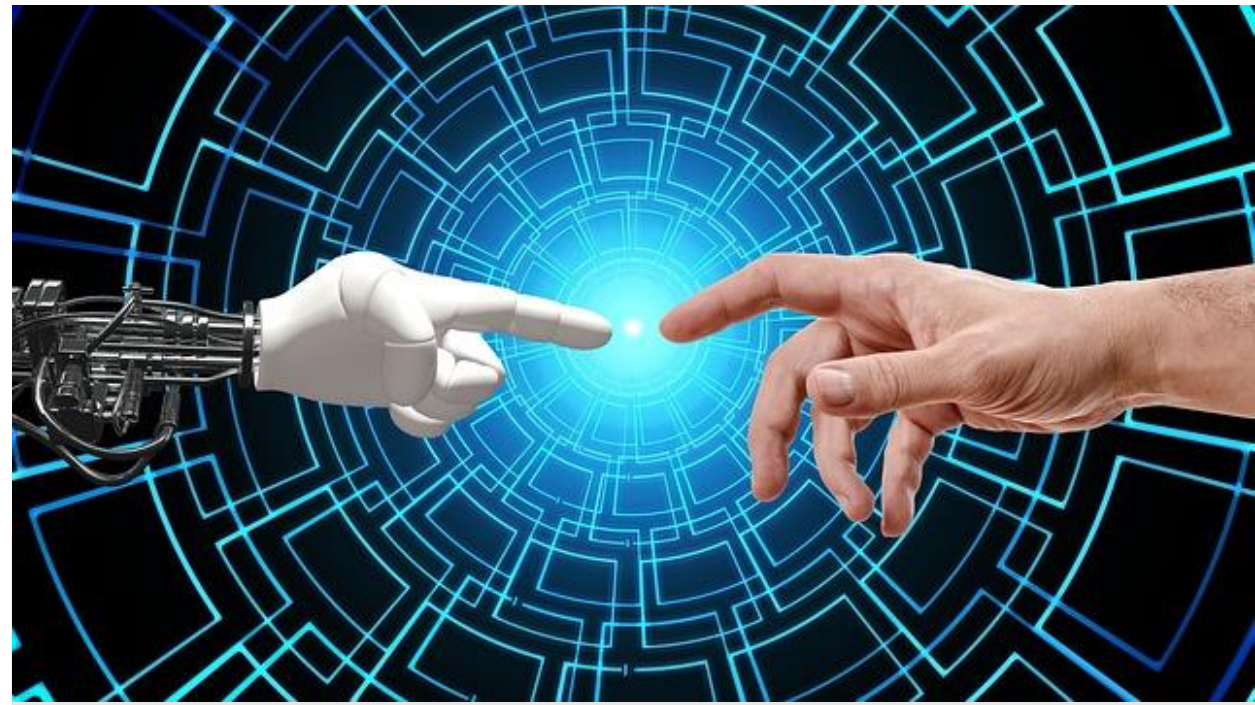


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# Allocating grades – academic writing – using DeepL

## Feedback on assignment

Student name: Patricia

Overall grade: Excellent – 8.5/10 No need to redraft as I think your editing tool did it all!

Category	1-10 (10 = excellent; 6 = pass)	Comments
Grammar range	7 original 9.5 edited	Careful of tenses, structure,
Vocabulary range	8	Good
Accuracy	7	Quite good, but deepl corrected the errors
Fluency – how natural	7	Avoid ending sentences with a verb.
Style (Writer’s Diet)	8	Use of verb “to be” and Zombie nouns is quite typical in this type of text
Mechanics of style (style guides)	9	No capital letter with an adverb
Other comments	10	For use of deepl to edit.  Your summary was quite detailed at the beginning. You introduced it with wordy expressions. This is where you could cut down on words if you needed.



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# Editing tools

PerfectIt!

Grammarly

ProWritingAid

Word – set language

Writer's Diet app

Readability statistics

Editor in Word

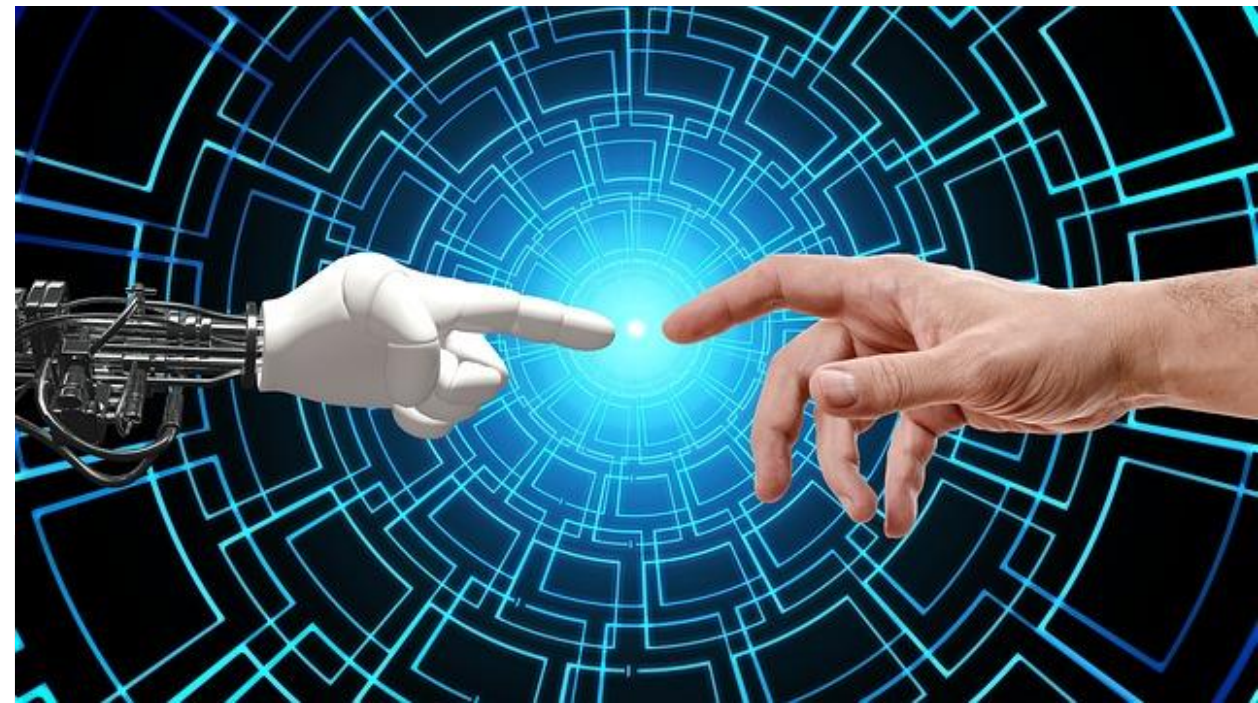
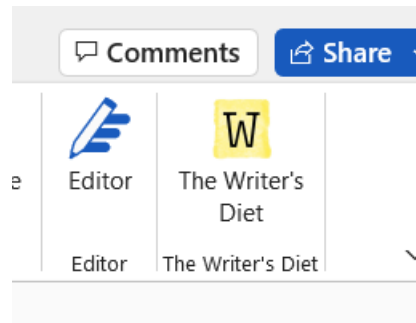
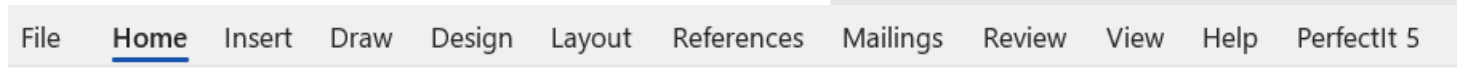
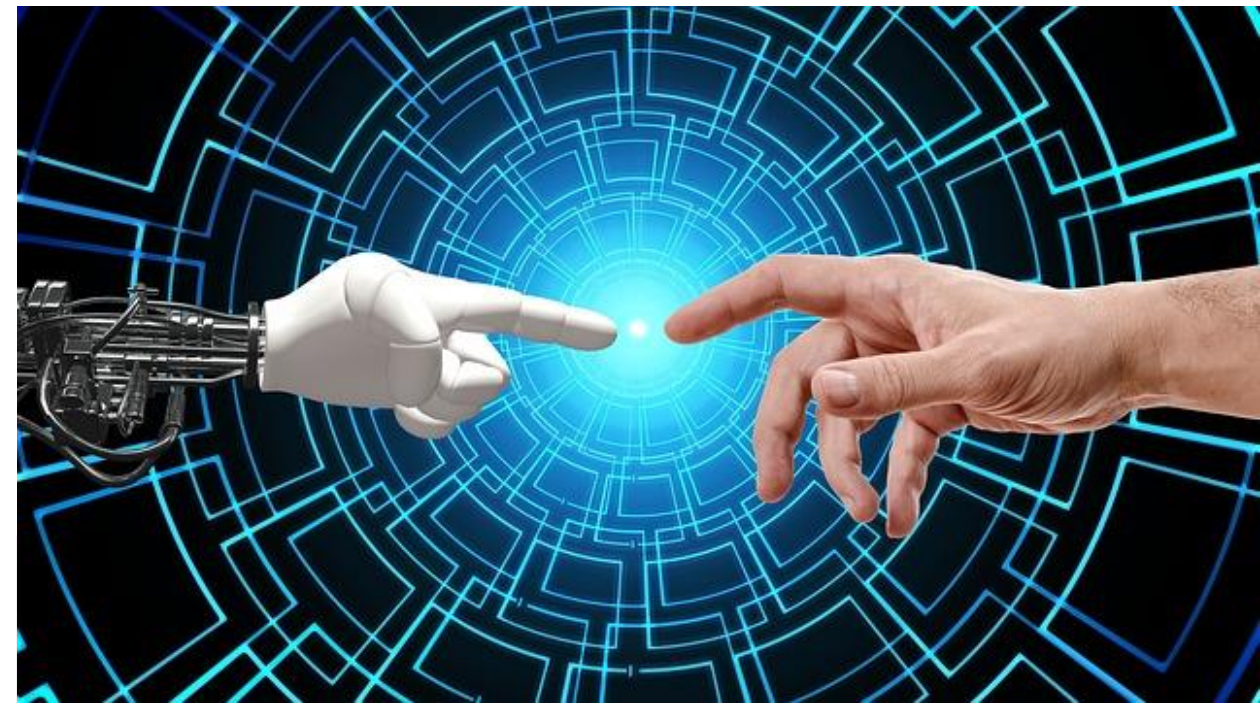
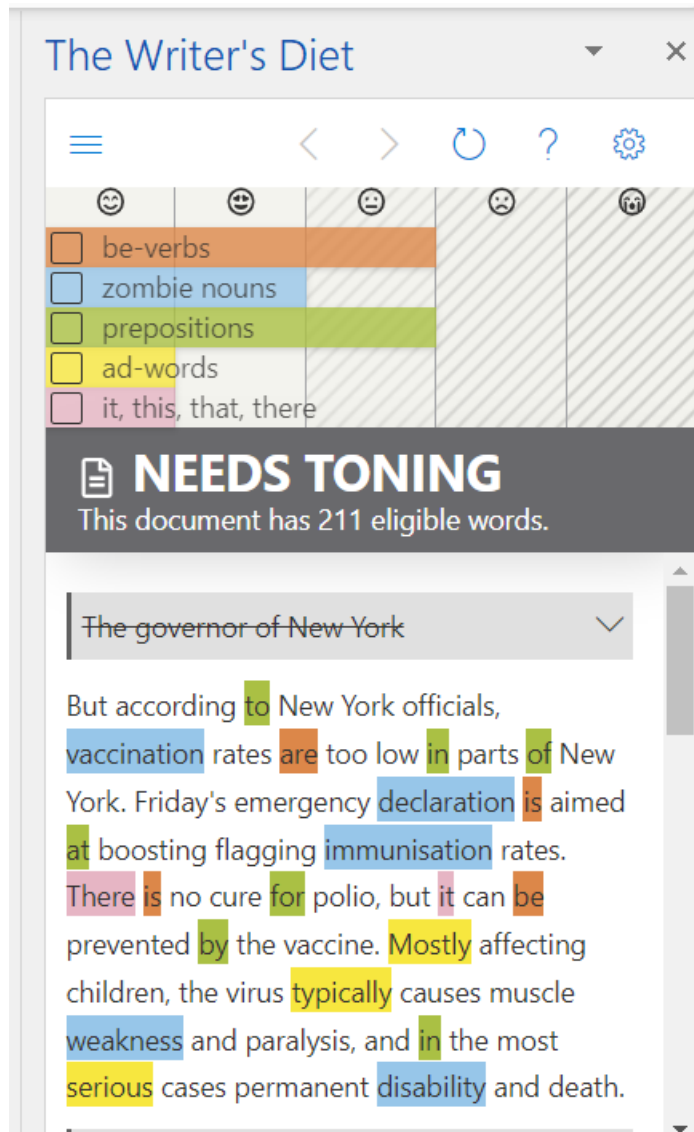
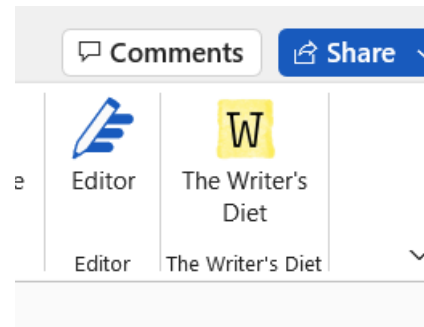


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# Editing tools



Text analysed from BBC News

<https://www.bbc.com/news/world-us-canada-62857112>

Image by <a href="https://pixabay.com/users/geralt-9301/?utm\_source=link-attribution&utm\_medium=referral&utm\_campaign=image&utm\_content=3389904">Gerd Altmann</a> from <a href="https://pixabay.com/?utm\_source=link-attribution&utm\_medium=referral&utm\_campaign=image&utm\_content=3389904">Pixabay</a>



# Readability statistics

<https://www.webfx.com/tools/read-able/>



## Text Statistics

**20**

SENTENCES

**406**

WORDS

**79**

COMPLEX WORDS

**19.46%**

PERCENT OF COMPLEX  
WORDS

**20.30**

AVERAGE WORDS PER  
SENTENCE

**1.69**

AVERAGE SYLLABLES  
PER WORD

**WebFX**

Digital Marketing  
That Drives Revenue®

SEO & Lead Generation ▾

Ecommerce ▾

UX & Interactive ▾

Our Technology

Calculate Readability ⓘ



### READABILITY TEST RESULTS:

Your direct input has an average reading ease of about **43.1 of 100**. It should be easily understood by 18 to 19 year olds.

Share: [Tweet your results](#)

[More Details](#)



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# Templates for different levels

Templates for different levels.

Indexes and codes used.

Grammar

Style

Vocabulary - collocation

Expressions and idioms



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# Job applications

Examples for discussion

Show PZ examples job application

Show VB CV

Show Feedback B2 cover letter CV

Show error correction for class work



Different approaches

Academic style

Job applications

Use of AI instruments

# Allocating grades – job applications

Category	1-10 (10 = excellent; 6 = pass)	Comments
Grammar range		
Vocabulary range		
Accuracy		
Fluency – how natural		
Style guide – use of capital letters, acronyms spelled out and foreign terms explained etc.		
Suitable expressions for task – cover letter		
Beginning of letter		
End of letter		
Other comments		



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# In summary - timesavers

Use **templates** for each writing course. Have boxes to tick.

Have **an index** with links to good sites for error correction. Adapt for each assignment.

Encourage the use of **artificial intelligence tools**, particularly for self-correcting.



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# Next step after feedback

Do they write a redraft? What level?

What if they don't? How do you know they have understood the feedback?

How can you encourage them to do several steps?

What do you do with the redraft?

Do you give another grade?



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Images downloaded from free sites (pixabay) or from other free sites (also downloaded with subscription).

PerfectIt. (70 USD annual subscription):

<https://intelligentediting.com/>

Writer's Diet: <https://writersdiet.com/test/>

Readability statistics: [https://www.online-utility.org/english/readability\\_test\\_and\\_improve.jsp](https://www.online-utility.org/english/readability_test_and_improve.jsp)



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