

What is the most helpful feedback you've gotten on a paper?

- One teacher would give detailed comments and number them in every paper. She would then refer back to specific comment numbers she made on previous papers to explain why she was grading something a certain way. It was incredibly consistent, and made it very easy to see what revisions had to be done.
- The most helpful feedback has been when a professor has gone through one paragraph line by line to highlight an error throughout my paper. The professor used this line-by-line feedback not to focus on grammar, but to focus on the clarity of my ideas.
- I find it most helpful when professors tell me the weaknesses AND the strengths of my paper, as it helps me better understand which elements I should replicate and/or add for the next paper.
- It is helpful when professors give specific feedback, rather than general feedback. It is helpful to know what to change for the next paper—not in vague terminology, such as "grammar," but specifically what I can change.

What is the least helpful feedback you've gotten on a paper?

- The least helpful feedback I've gotten was red circles around some out-of-place commas I had typed, and a number grade on the back of the paper with one sentence saying my argument wasn't strong. *It was really hard to figure out the specific mistakes I had made.*
- General comments that come at the end of a paper. The least helpful feedback is *unspecific or written in a way I cannot understand.*
- One teacher gave only one comment, which was that my essay was too panoramic. Even when I went to office hours, the professor did not explain what specifically I could do.
- Simple unordered list of every problem a professor found in a paper. Just proves the professor knew how to evaluate a paper; it was not helpful feedback for its author.

What kind of feedback is easiest to work with in the Writer's Workshop?

- Direct feedback that references what exactly worked and what didn't work in their past essays, and/or advice moving forward with future assignments.
- When teachers have very specific issues with a student's paper and clearly explain to the student what they mean by those issues. A lot of students come in and tell me that they've been to office hours and need to work on things like "structure" but don't know specifically what their professor means by that.
- It is easiest if the professor has given the student specific tasks to improve on. It's best when these tasks are explained in specific language and in a way that the student understands.