

Using the Feedback Tool: WriteAhead Tutor

***Reminder- When the teacher creates the assignment, they must ensure the WriteAhead Feedback is turned on (this is the default).**

1. To revise, students go to MY Access! and choose **Assignments** at the top. Any prompt students have submitted for a score with submissions left will have a red **Start Revision** button. They click the button to revise.

The screenshot shows the MyACCESS interface with the 'Assignments' tab selected. Below the navigation bar, there's a section titled 'Writing Assignments'. It includes a filter 'View assignments from: All selected (3)' and a 'Join a class:' field. A table lists assignments with columns: Assignment Topic, Assignment Status, Assigned By, Submission #, Submissions Remaining, and Due Date. The first row shows 'Abe Buys a Barrel' with a red 'Start Revision' button highlighted by a red arrow. The 'Assigned By' is 'Monroe Demo Class 1 24-25 - India Monroe', 'Submission #' is 1, 'Submissions Remaining' is 4, and 'Due Date' is 12/31/26.

2. The student will now be in the writing space and will see the most recent submission of their writing. To access the revision tools, the student will click on **Start Revision**. When they arrive in their writing space, students click on **Feedback** in the upper right corner to generate the feedback. **It is important that a teacher explicitly points this out.** Once clicked, a window will populate with individualized and targeted feedback in the areas on the rubric. Students can see the feedback side-by-side with their writing space and make revisions accordingly.

The screenshot shows the 'A Healthy Society' writing prompt in the WriteAhead Tutor. The 'Views' section at the top right has 'Prompt' selected and 'Feedback' highlighted in yellow. The writing area on the left contains the text: 'learn in the morning. Starting the day earlier can help them focus better in their first new classes and make the most of their learning time. It also gives them more time in the afternoon for homework, sports, or family activities. An earlier start can help students build better routines, like going to bed on time and waking up earlier, which prepares them for high school and future jobs. With more structure and a head start on the day, middle schoolers can be more successful in school and life.' The character and word counts are 588 and 103 respectively. On the right, the 'WriteAhead Tutor' panel shows the 'Introduction Strength' feedback: 'You present a clear thesis statement that takes a strong position on the issue. *Middle schools should start at 9:00 AM instead of 7:30 AM because a later start time helps students succeed academically and stay safe* effectively sets up your main argument and previews the key points you will discuss.'

3. Students can review the suggestions made by the AI WriteAhead Tutor, focusing on one area of the writing at a time. Depending on how many submissions the student has available for the document, a student can revise in one area, submit it for score, and then revise in another and submit it for score, and so on. This allows students (and teachers) to see the growth progression of their writing in the Portfolio. Alternately, the student can wait to submit until all of the revisions have been made.

4. When the student feels the writing is ready for its final submission, the student may choose to use **MY Editor** to check for grammar and spelling errors. MY Editor is located at the top of the feedback box next the MY Tutor or WriteAhead Tutor.

Students click on a blue highlighting in the document text, and they will see options for substitutions for the word or phrase related to the blue label, or a definition of a suspected error and an explanation of how that type of error can be corrected, depending on the type of error. Students may choose to replace individual words or phrases with suspected errors or leave them as is.

5. Once revisions are completed, students can submit their revised essay for a score and compare how their scores increased from the previous submission to the most recent in their **Portfolios**. Below shows the changes between a student's Submission 1 (S1) and Submission 2 (S2) as viewed in the student's Portfolio.

Essay Actions: Select

	Date	Assignment	Status	H	F	C	O	L	G	Originality	Feedback	Revision Plan	Comments
☐	1/7/25	Abe Buys a Barrel (S2)	✓	3.1	3.1	2.8	2.7	3.0	3.0	100%	🔍	📄	💬
☐	1/6/25	Abe Buys a Barrel (S1)	✓	2.1	2.1	2.0	1.8	2.0	2.0	100%	🔍	📄	💬

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