



## **EXPLORING TEACHER FEEDBACK STRATEGIES IN ENHANCING SENIOR HIGH SCHOOL STUDENTS WRITING SKILL IN CIREBON CITY**

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**Abstract:** This research investigates teacher feedback strategies in enhancing senior high school students' writing skills in Cirebon City. The study was motivated by the frequent writing errors made by students and the need to understand how teacher feedback can address these errors effectively. Guided by Vygotsky's Sociocultural Theory and Hattie and Timperley's feedback model (2007), this study also employed Dulay et al.'s Surface Strategy Taxonomy (1982) to classify students' writing errors. A qualitative case study design was used, with data collected from one English teacher and 35 students at Senior High School 2 Cirebon through classroom observations, interviews, and document analysis. The findings reveal that misformation errors were the most frequent, followed by omission, addition, and misordering errors. The teacher provided four types of feedback: task, process, self-regulation, and personal feedback. Students responded positively to the feedback, showing improved awareness of grammar and writing quality in their subsequent drafts. It can be concluded that teacher feedback plays a crucial role in reducing errors and supporting both the technical and motivational aspects of students' writing development.

**Keywords:** Teacher Feedback, Writing Skills, Error Analysis.

## INTRODUCTION

This study aims to investigate writing errors made by senior high school students in Cirebon City and to analyze how teacher feedback strategies address these errors. Specifically, it applies Dulay et al.'s (1982) Surface Strategy Taxonomy to identify the most frequent errors in students' writing and explores how teachers provide feedback, as well as how such feedback influences students' writing development. By linking theory with classroom practice, the study seeks to offer pedagogical insights into how teacher feedback can be optimized to enhance students' writing proficiency in the Indonesian EFL context.

English has become a global lingua franca and a vital medium for international communication. Its position is further reinforced by the prominence of standardized tests such as IELTS and TOEFL, which function as gateways for academic and professional mobility worldwide (Abbas et al., 2021). In Indonesia, English is taught as a compulsory subject in secondary schools. However, since it is categorized as a foreign language, students often encounter substantial difficulties in mastering it. These challenges are particularly evident in productive skills like writing, which demand not only creativity but also technical mastery of grammar, vocabulary, and coherence.

Writing is widely acknowledged as one of the most complex skills in language learning. It requires students to integrate creativity with technical mastery of grammar, vocabulary, sentence structure, and coherence. As Agustinasari et al. (2022) emphasize, accurate sentence construction relies on adherence to grammatical rules such as subject verb agreement, the correct use of articles, and appropriate word order. Failure to apply these principles often results in writing errors that obscure meaning and hinder effective communication. To systematically categorize these errors, Dulay et al. (1982) proposed the Surface Strategy Taxonomy, which includes omission, addition, misformation, and misordering. These error types frequently appear in students' writing, underscoring the need for structured instructional support.

One of the most effective ways to address such challenges is through teacher feedback. Feedback plays a crucial role not only in identifying errors but also in guiding students toward improving their accuracy, coherence, and overall writing quality. According to Hyland (2003), feedback provides learners with essential input for revising and refining their work while simultaneously encouraging motivation and engagement in the learning

process. However, the effectiveness of feedback is not guaranteed; it depends on the clarity, specificity, and relevance of the feedback provided. Pratiwi (2020) highlights that the way teachers deliver feedback significantly influences students' ability to understand and apply corrections. Misinterpreted or vague feedback may impede progress rather than foster improvement.

From a theoretical perspective, writing instruction can be understood through the lens of Vygotsky's (1978) sociocultural theory. Learning is seen as a socially mediated process in which teachers provide scaffolding to help students progress within their Zone of Proximal Development (ZPD). In writing, feedback serves as this scaffolding: it not only corrects errors but also stimulates reflection, critical thinking, and independent learning. Error analysis also provides a systematic way to identify learners' weaknesses. Dulay et al. (1982) introduced the Surface Strategy Taxonomy, which categorizes errors into omission, addition, misformation, and misordering. These categories remain highly relevant in analyzing common difficulties in students' writing and in connecting feedback strategies with specific types of errors.

Despite its importance, research has shown that many classrooms in Indonesia still struggle with providing effective and systematic feedback on students' writing. Teachers may focus primarily on content delivery rather than active engagement, which limits students' opportunities to practice writing, explore creativity, and receive constructive responses. Babellian (2020) argues that student-centered approaches can address this issue by giving learners more responsibility in their own learning process while positioning teachers as facilitators who provide targeted feedback and support. Such approaches align with the broader goal of fostering both linguistic proficiency and learner autonomy.

Several previous studies have explored the relationship between teacher feedback and student performance in language learning. These studies provide valuable insights into the effectiveness of feedback strategies in both oral and written contexts. However, each of them has certain limitations, which highlight the need for further investigation. The following section reviews some of these key studies that are closely related to the focus of the present research.

Hasibuan (2021) investigated the types of teacher feedback that teachers use in writing and how teachers use teacher feedback in writing recount texts for eighth grade students at

MTs Tarbiyah Islamiyah Hajoran. The descriptive qualitative method was employed in this study, and interviews and documentation were used to collect the data. The author findings that there are two types of feedback were identified in the writing recount texts of grade eight students at MTs Tarbiyah Islamiyah Hajoran. The two types were: direct and indirect. The reason why the teacher utilized those types of feedback on students work in order to enhance their vocabulary acquisition and discourage reliance on incorrect word choices.

Prawiro & Kholisna (2020) determine the perceptions of both the teacher and the students towards the teacher's written corrective feedback, as well as to provide a detailed description of the teacher's approach to giving written corrective feedback on students' writing. The researcher used a descriptive case study as the research design, utilizing three data collection procedures. The questionnaire and interview methods are employed to ascertain the perceptions of both teachers and students on written feedback. Analyzing the teacher's method of providing written corrective feedback on student tasks using a document created by the students. The research findings indicated that the teachers utilized nearly all types of written corrective comments. The research findings indicate that teachers usually utilize direct corrective feedback when offering written comments on students' work. Additionally, students generally like it when teachers offer direct corrective feedback and use appropriate language when explaining students' mistakes.

Indrawati & Ariyanti Hanapi (2022) conducted study to find out how a teacher offers feedback to students at MTs Al-Khairat Sandana regarding their descriptive text learning and assesses the students' reactions to the feedback. This study employed a descriptive qualitative research design. The research instrument employs a combination of a questionnaire, interviews, and documentation. The results of the research, derived from interviews and questionnaires, support the notion that the English teacher provided both direct and indirect feedback. Direct feedback involved the teacher offering explanations and posing questions during the learning process. Indirect feedback, on the other hand, entailed assigning descriptive text learning tasks based on the conclusions reached at the end of the lessons. Students demonstrate commendable engagement with teacher feedback in descriptive text learning by active participation in assignments, including asking questions, providing answers, and completing assigned activities.

Hoa & Lap (2021) conducted a study to investigate the distinct impacts of teacher feedback using Google Docs and the combined peer feedback and teacher feedback using Google Docs on the writing proficiency of EFL high school students in composing paragraphs. The study also aimed to acquire insights into students' perspectives regarding the impact of peer feedback and teacher feedback, facilitated through the use of Google Docs, on their paragraph writing. This study utilized a mixed research method, incorporating both quantitative and qualitative data collection methods. The participants were divided into two treatment groups: the experimental group, which received both peer feedback and teacher feedback through Google Docs, and the control group, which only received teacher feedback through Google Docs. Participants completed in two writing tasks, each consisting of a first draft, a second draft, and a final document. Before the study commenced, students in the experimental group underwent in-person training on providing peer feedback. The results demonstrated that participants in the control group, who received feedback from their teacher, exhibited superior performance in paragraph writing compared to those in the experimental group who received feedback from both their peers and teacher utilizing Google Docs.

Veren et al. (2020) analyzed whether teacher's written corrective feedback can improve students' writing skill. The researcher took the participation of 12 students from one of the vocational schools in Kediri. The study findings indicate that the majority of students demonstrate improvement in their writing proficiency following the offering of written corrective feedback from their teachers. Furthermore, in the third draft, they exhibit a reduction in errors compared to the initial draft. The researchers suggested that encouraging the utilization of written corrective feedback from teachers in writing activities can enhance students' writing proficiency.

The previous studies share the same thing, which aims to investigate the types of feedback given by teachers to students and how the feedback affects students' abilities in various aspects of language, such as writing and speaking. The majority of the previous studies also employed descriptive qualitative research methods. This approach entails gathering data through interviews, documentation, and occasionally the utilization of questionnaires to obtain insights from teachers and students regarding the feedback given.

Previous studies share similarities in terms of methodological approaches, objectives, and primary conclusions, indicating a consistent body of research on the efficacy of instructor feedback on students' language skills. Nevertheless, previous studies still have some limitations. Previous studies unable to provide an explanation or categorization of the common errors made by students in their writing. Therefore, the objective of this study is to examine the extent to which teacher feedback can improve the writing skills of senior high school students by analyzing the most common types of writing errors committed by students. This research aims to provide a new addition to the advancement of theory and practice in the field of teaching writing through the use of teacher feedback, specifically within the educational setting of Indonesia.

## **METHODOLOGY**

This study employed a qualitative case study approach, guided by Vygotsky's sociocultural theory, which views teacher feedback as a form of scaffolding to facilitate students' progress within their Zone of Proximal Development. The design follows Creswell and Creswell's (2018) framework for qualitative inquiry, emphasizing the use of non-numerical data to explore educational practices in their natural contexts.

Participants were selected through purposive sampling, consisting of one English teacher and 35 students from Class XI-12 at Senior High School 2 Cirebon. The sampling criteria required that participants be actively involved in English writing instruction and willing to take part in the research. Data collection techniques included classroom observations, semi-structured interviews, and document analysis. Observations, supported by an observation checklist, were conducted to capture teacher feedback strategies and students' responses. Interviews explored teachers' and students' perspectives on writing difficulties, feedback practices, and the perceived effectiveness of feedback. Meanwhile, students' written tasks were analyzed using Dulay et al.'s (1982) Surface Strategy Taxonomy to identify common error patterns.

Data were analyzed through Creswell and Creswell's (2018) six steps: organizing data, coding, generating themes, interpreting meanings, validating findings, and reporting results. Triangulation was achieved by combining observations, interviews, and document analysis, while member checking was conducted by sharing transcripts and summaries with

participants to ensure accuracy. This approach ensured the validity, reliability, and depth of insights into how teacher feedback contributes to the improvement of students' writing skills.

## FINDINGS AND DISCUSSION

### Finding

#### 1. Writing Errors in Students' Work

The analysis of students' essays aimed to identify the most frequent grammatical errors and evaluate how teacher feedback addressed them. Based on Dulay et al.'s (1982) Surface Strategy Taxonomy, errors were classified into omission, addition, misformation, and misordering. From 35 essays, misformation was the most common (41%), followed by omission (31%), while addition (18%) and misordering (10%) occurred less often. These findings indicate that students struggled most with applying correct grammatical forms and producing complete sentences. Representative examples of each error type are shown in Table 1, illustrating how feedback guided students in correcting their work.

**Table 1:** *Examples of Writing Errors Based on Surface Strategy Taxonomy*

Error Type	Example (Student Writing)	Corrected Form	Explanation
Omission	"The best parts our lives"	"The best parts of our lives"	Missing preposition "of" disrupted sentence structure.
	"They can become motivation"	"They can become a motivation"	Missing article "a"; students show limited awareness of obligatory articles.
Addition	"The teachers explains the topic clear"	"The teacher explains the topic"	Unnecessary plural marker (teachers) and missing adverb form (clearly).

		clearly”	
Misformation	“I was still confuse with it study system”	“I was still confused with this study system”	Wrong word form: verb (confuse) used instead of adjective (confused); wrong pronoun.
	“She can’t company me”	“She can’t accompany me”	Wrong word form: noun (company) used instead of verb (accompany).
Misordering	“It was great meeting with everyone, I had the chance to meet new people”	“I had the chance to meet new people, and it was great meeting with everyone”	Misordered clauses created awkward flow of ideas.

Overall, the dominance of misformation and omission reflects the complexity of English grammar for Indonesian learners, particularly in areas where the two languages differ structurally. The persistent presence of these errors underscores the importance of targeted and systematic feedback from teachers to help students internalize correct forms.

## 2. Teacher Feedback Strategies & Students Responses

The findings, derived from classroom observations and interviews with both the teacher and students, revealed that the teacher employed four main feedback strategies, namely task, process, self-regulation, and personal feedback, aligned with Hattie and Timperley’s (2007) framework. Task feedback was the most frequent, where errors in students’ assignment books were underlined, circled, or given short notes. Students generally found this clear and helpful for correcting grammar and vocabulary, though many admitted they focused only on marked errors and overlooked unmarked ones.

Process feedback was used less often but encouraged students to improve organization and coherence. Some students reported that it made them more aware of logical flow, while others found it harder to apply consistently. Self-regulation feedback was applied occasionally, with the teacher prompting students to recheck their own work. While some students responded positively and became more careful in revising, others preferred direct correction due to low confidence.

Personal feedback, often in the form of approval such as “Yes, that’s correct” or “I agree with your idea,” was highly valued by students. They expressed that such acknowledgment reduced anxiety and increased motivation to revise. Taken together, the feedback strategies not only improved technical accuracy but also shaped students’ confidence, reflection, and engagement in the writing process.

### 3. Teacher Feedback in Students’ Writing Development

The analysis of students’ assignments submitted through Google Forms demonstrated clear progress in writing skills following teacher feedback. Students’ scores were compared across two stages: before receiving feedback and after applying revisions in subsequent tasks. This comparison highlights not only their improvement but also the effectiveness of feedback in guiding their learning development.

To present these results more clearly, the students’ scores were categorized into three performance levels: High ( $91 < X$ ), Medium ( $79-91$ ), and Low ( $\leq 79$ )—and the distribution before and after receiving feedback was calculated. This categorization provides a clearer picture of how feedback shifted students’ performance levels and how many learners improved after the intervention. The distribution is presented in Table 2 below.

**Table 2:** *Students Responses Patterns*

Score	Category	Number of Students (Before)	Percentage (Before)	Number of Students (After)	Percentage (After)
$91 < X$	High	28	80,0%	33	94,3%
$79 < X \leq 91$	Medium	6	17,1%	2	5,7%
$X \leq 79$	Low	1	2,9%	0	0%
Total		35	100%	35	100%

The findings confirm that teacher feedback significantly contributed to students' writing development. Not only did it reduce the number of low and medium performing students, but it also strengthened overall accuracy and confidence in writing. These results suggest that consistent, targeted feedback can play a pivotal role in supporting both struggling and proficient students to achieve higher standards of performance.

## **Discussion**

This study aims to understand how teacher feedback can help improve students' writing skills, with a particular focus on the mistakes they often make. The primary goal is to explore how feedback helps students correct errors and develop better writing competence. The teacher provided various types of feedback which were designed to address students' writing difficulties and encourage deeper engagement in the writing process. Feedback targeted not only technical aspects of writing but also promoted reflection on writing strategies. Framed by Vygotsky's Sociocultural Theory, feedback functioned as scaffolding within the Zone of Proximal Development (ZPD), guiding students from current performance toward greater proficiency. The following discussion examines the prevalent error types and how feedback strategies aided students' development within that theoretical framework.

### **1. Students' Writing Skills Development**

Analysis showed that misformation was the most common error, followed by omission, addition, and misordering. Misformation indicates difficulties with using the correct word forms, such as confusing verbs and adjectives or nouns and verbs, which often results in faulty sentence construction. This type of error significantly disrupts meaning and is particularly problematic because it prevents students from expressing their intended ideas clearly. Omission errors such as leaving out auxiliary verbs, articles, or prepositions were also frequent. These errors reflect lapses in including essential sentence elements, which, although sometimes small, have a substantial impact on grammatical accuracy and overall sentence completeness. Addition errors, though less common, reveal students' tendency to insert unnecessary elements into sentences, for instance by overgeneralizing grammatical rules or adding redundant words. Misordering errors were the least frequent, suggesting that students generally possess a relatively good grasp of basic word order, though occasional slips occurred in more complex sentence constructions.

These patterns portray students' main difficulties as centered on word choice and sentence structure rather than on word order. The predominance of misformation and omission errors highlights gaps in students' ability to produce grammatically accurate and semantically clear sentences. In particular, the frequent omission of items such as articles or prepositions may stem from first-language interference, since Indonesian does not use articles in the same way as English. This suggests that students are still in the process of internalizing rules that are not present in their native language, making these errors especially persistent. Meanwhile, the rarity of misordering errors indicates that while students are capable of following standard English word order in most cases, they face challenges when handling phrasal verbs or more advanced syntactic structures.

The findings also show that teacher feedback contributed directly to improvement: students who received clear, precise corrections were able to remedy errors in subsequent tasks. For example, when the teacher provided explicit task-level corrections, students were better able to apply this knowledge in their later assignments. This immediate and targeted guidance helped them avoid repeating the same mistakes and reinforced their understanding of grammatical forms. The effectiveness of this approach resonates with Hattie & Timperley's (2007) theory of effective feedback, which stresses that feedback must be specific, actionable, and connected to learning goals. It also reflects Vygotsky's notion of scaffolding within the Zone of Proximal Development, as the teacher's corrections provided the necessary support for students to move beyond their current level of performance. Yu & Liu (2021) further highlight the importance of feedback literacy, noting that students who are able to interpret and act upon feedback develop stronger self-regulation and show marked improvement in writing. Similarly, the results of this study confirm that when students actively engaged with teacher feedback, they demonstrated not only greater accuracy but also more confidence in their revisions.

In short, the observed error patterns emphasize the priority areas particularly misformation and omission, where teacher feedback has the most immediate instructional leverage. Addressing these problem areas through sustained corrective feedback can help students gradually internalize grammatical rules, reduce recurring mistakes, and develop stronger foundations for more advanced writing skills.

## 2. Teacher Feedback Strategies

This discussion is adapted to the theory of feedback by Hattie & Timperley, which identifies four types of feedback that can affect the learning process: task, process, self-regulation and personal feedback. In the context of this study, the proper application of feedback is expected to help students overcome their writing errors, improve certain aspects of their writing, as well as improve their overall writing skill. Based on the results of this study, it can be concluded that feedback provided by teacher plays an important role in improving students' writing skill. The types of feedback provided by teacher, whether in the form of task, process, self-regulation, or personal feedback, contribute to helping students correct their mistakes, improve their technical writing skills, and encourage deeper self-reflection. This is in accordance with Hattie & Timperley's theory which emphasizes the importance of clear and targeted feedback to improve student performance. In addition, Vygotsky's theory also supports this finding, where teacher feedback serves as scaffolding that allows students to progress further from their zone of actual development towards the zone of proximal development, ultimately improving their writing skills.

Furthermore, the findings of this study show that feedback provided by teacher has a significant impact on improving students' writing skills. Based on the analysis of the results of the tasks given to students, it can be seen that students who received clear and directed feedback were able to correct the mistakes they made, both in terms of sentence structure, vocabulary use, and other technical aspects of writing. The types of feedback provided, whether in the form of task-related feedback, process, self-regulation, or personal feedback, complement each other to support the development of students' writing skills.

Feedback from teacher has a significant influence on students' essay writing outcomes. The feedback provided by teacher is useful in the process of revising their essays. Students receive corrective and encouraging feedback to improve the quality of their writing (Renati et al., 2024). This is in line with Hattie & Timperley's (2007) theory which underlines the importance of clear and targeted feedback to improve student performance. In addition, Vygotsky's theory also provides a strong perspective, where feedback functions as scaffolding that helps students to move from the zone of actual development towards the zone of proximal development. With the help of feedback

provided by teacher, students can achieve a higher level of writing ability, which ultimately improves their overall writing skills. Thus, the results of this study show that feedback not only serves to correct errors, but also as an important tool to encourage students' self-reflection and cognitive development in the writing process.

Thus, the findings from this study, when connected with relevant literature, support the critical role of the different types of feedback in improving students' writing. By addressing both the technical aspects of writing and the reflective processes, teacher feedback has proven to be an effective tool in advancing students' writing skills, as supported by both the findings of this study and previous research.

In addition, the results of this study also support the concept of the Zone of Proximal Development (ZPD) in Vygotsky's Sociocultural Theory, in which feedback functions as scaffolding that helps students move from their current level of ability to a higher level with the help of teacher. As explained by Vygotsky (1978), effective learning occurs in the context of social interaction, and with the right support, students can achieve a higher level of proficiency in their writing skills. In this case, the feedback provided by teacher in this study can be considered a form of scaffolding that enables students to improve and refine their writing skills.

## **CONCLUSION**

This study aims to analyze the effect of teacher feedback on improving students' writing skills at Senior High School 2 Cirebon, focusing on the types of writing errors that are often made by students. Based on the results of the analysis, it can be concluded that the feedback provided by teacher has a significant impact on improving students' writing skills. The most effective types of feedback are feedback related to task, process, self-regulation, and personal feedback. All these types of feedback complement each other in helping students correct technical errors in writing, improve sentence structure, proper word usage, as well as correct other errors.

This study also shows that misformation is the most frequent type of error made by students, followed by omission, addition, and misordering. With the application of clear and targeted feedback, students were able to correct these errors, and the results can be seen in the improvement of their writing task scores after receiving feedback. This feedback also acts

as a self-reflection tool for students, encouraging them to think more critically about their writing process, as well as enabling them to achieve a higher level of writing skills.

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