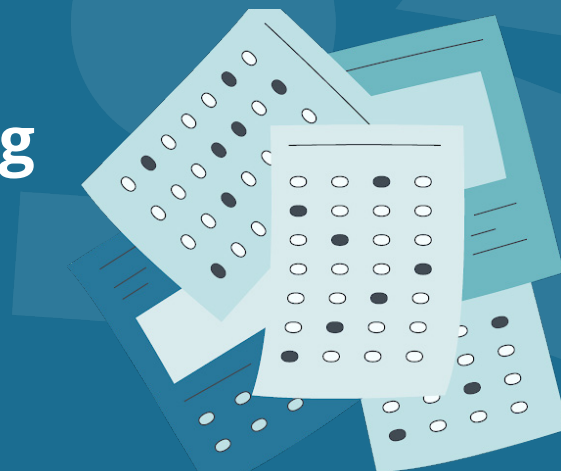


Instructor Guide: Interpreting the Writing Process Report

The Writing Process Report provides a window into the "invisible work" of student writing. It tracks engagement with planning, drafting, revising, and reflecting tools to provide context, not conclusions.

Use this data alongside the Originality Fingerprint and your professional judgment to understand authorship, engagement, and learning.



Common Student Patterns & How to Respond

The Iterative Writer

The Signal: The timeline looks like "zebra stripes"—a mix of colors representing Planning, Drafting, Revising, and Reflecting. The student also returned for multiple sessions.

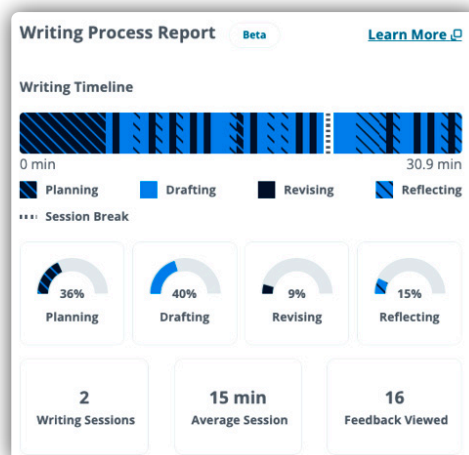
Interpretation: The student is wrestling with ideas, refining their work, and engaging deeply with the process.

Note: The student is wrestling with ideas, refining their work, and engaging deeply with the process.

Instructor Action

Validate their hard work.

"I noticed you spent a lot of time checking feedback and revising. I really see the effort you put into refining your thoughts."



The Quick Submit

The Signal: The timeline shows large, solid blocks or very short session times. There is minimal planning, revising, or feedback viewing.

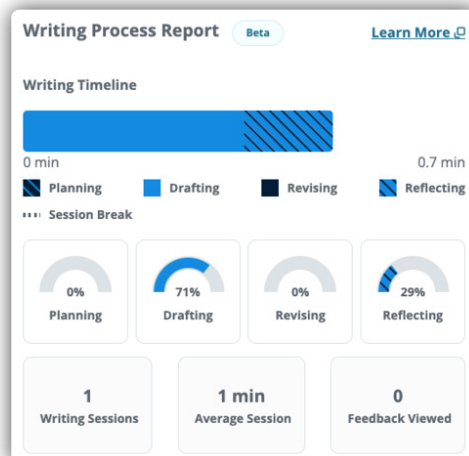
Interpretation: This often means the student drafted their work externally (e.g., Google Docs or Word) and pasted a near-final draft into Packback.

Note: This does not automatically indicate misconduct; many students prefer external editors.

Instructor Action

Check the Originality Fingerprint.

- If Originality Risk is Low: The student likely just prefers their own tools.
- If Originality Risk is High: Use the report to start a conversation, not an accusation.



The "Draft & Go" Writer

The Signal: Substantial time spent Drafting and Revising, but little to no time in Planning or Reflecting phases.

Interpretation: The student likely jumped directly into writing. Planning or reflection may have happened mentally or offline.

Instructor Action

Look at the quality of the work.

- If the paper lacks structure: Coach them on using the Planning tool or other planning strategies to organize thoughts before writing.
- If the student repeats past mistakes: Coach them on reviewing previous feedback and the importance of reflection.

