

# Providing Effective Feedback

A variety of methods can be used to provide feedback, make comments, and edit your manuscript. I have found three methods of providing comments particularly helpful for clients:

1. **Edit text**—The fastest way for me to enhance your work is to make edits directly on your manuscript. I make only changes that I am confident will increase the clarity of your ideas, and I indicate these changes by using **red font**. However, you are the ultimate authority and should only accept changes with which you feel comfortable.
2. **Insert macro**—If I have a question that I feel needs to be addressed by you, the author, I may highlight the word, phrase, or sentence using Microsoft's **highlighter function** and then insert my comment or question as a macro.
3. **Insert comment**—To keep my comments organized and to avoid a cluttered appearance, I also use Microsoft Word's "New Comment" function to provide feedback.

I have provided examples of each type of comment on the sample manuscript below:

Chapter V  
Discussion and Conclusion

Here I used the **highlighter function** in Microsoft Word and then inserted my comment in **blue**. To delete the comment, simply highlight it and press the "Enter" key.

Here I directly edited the text. I changed the font color to **red** to show that a change was made. To accept the change, simply convert the font color to **black**.

Chapter V is divided into six sections. The first section summarizes the academic and professional literature related to early literacy skills, assessments, and professional development **interrelatedness**. [**←Delete?**] The second and third sections **review** the purposes of the study **and examine** the results of the statistical analysis. The fourth section considers the implications of the results, **and the fifth section conveys** the limitations of the study. **The fifth** section further provides recommendations between professional development and connection to early literacy skills.

Summary

Literature **Review** With the passage of the NCLB **Act**, a more stringent accountability system was mandated. The Act called for the creation of "assessment systems that track the achievement of all students" and that were based on state grade-level standards and benchmarks that included assessing early literacy skills (**Jorgensen & Hoffman, 2003**). [**←Please be sure to include the page number when using direct quotations.**] The challenge of...

Here I used Microsoft Word's "New Comment" feature. To remove the comment, simply right click on it and select "Delete Comment."

**Comment [RS1]:** Headings at this level should appear in lower case, followed by a period.

identifying the specific early literacy skills that need to be assessed and subsequently assessing them... has a long and varied history. But despite historical **controversies, contemporary** research **confirms the** importance of teaching and assessing the following early literacy skills: “phonological processing, rapid naming, orthographic processing, oral language, print awareness and concept of word, alphabet knowledge, single word reading, oral reading in content, reading comprehension and written language” (Rathvon, 2004, p.14). To determine **whether** students are **effectively** acquiring these early literacy skills, screening assessments need to be used that are timely, reliable, and valid. **One of these screening assessments** is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which became a popular form of assessment within the educational arena eight to ten years ago.

Unfortunately [**←Add a comma. Use a comma to set off most introductory elements, such as prepositional phrases, subordinate clauses, etc.]** many teachers have not received adequate training in the relatively new area of screening assessments (Emberger, 2007). **This lack of training** can be linked to the amount of time the average teacher has been in the teaching profession since college graduation. The majority of teachers in the United States has **14 years** of teaching experience (Institute of Education Sciences U.S. Dept. of Education National Center for Education Statistics 2005), which is a significant amount of time in which professional development may or may not have not taken place.<sup>1</sup>

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