

# The Research Shows...

## A Summary of Findings

...that PEG Writing® makes a difference! Check out these informative results from research conducted by Joshua Wilson, Ph.D., and colleagues:

- Students who use PEG Writing revise a lot!—and much more than traditional paper-and-pencil writing or even when using GoogleDocs (Wilson & Andrada, 2016; Wilson & Czik, 2016).
- With repeated exposure to PEG Writing's automated feedback, students demonstrate strong improvements in the quality of their writing from first draft to final draft, and reduce the number of spelling and grammar errors they make (Wilson & Andrada, 2016; Wilson, Olinghouse, & Andrada, 2014).
- Students who use PEG Writing demonstrate significant gains in writing motivation (Wilson & Czik, 2016) and writing confidence (Wilson, in preparation).
- Students with learning disabilities or other high-incidence disabilities (e.g., Speech and Language Impairment) who use PEG Writing appear to close the gap with their non-disabled peers. Even though they create rough drafts that are much lower in quality, they are able to use feedback from PEG Writing to produce final drafts which are of equivalent quality to their non-disabled peers.
- When teachers use PEG Writing for a number of writing assignments, students demonstrate improvements in their independent writing performance from pretest to posttest. This means that PEG Writing helps make a lasting, positive impression on students' writing ability (Wilson, in preparation).
- Teachers who use PEG Writing report that giving students feedback takes about half the amount of time it takes when they are the sole source of feedback. And, these time-savings do not come with a reduction in the overall amount of feedback given (Wilson & Czik, 2016).
- Teachers who use PEG Writing give significantly more feedback on higher-level writing skills such as idea-generation and organization versus when they are the sole source of feedback (Wilson & Czik, 2016).
- Scores from PEG Writing are able to accurately identify which students may be at-risk of failing state writing tests (Wilson, Olinghouse, McCoach, Santangelo, & Andrada, 2016).

Wilson, J. (in preparation). *PEG Writing supports eighth-graders' growth in independent writing quality and writing confidence*. Manuscript in preparation.

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Wilson, J., & Czik, A. (2016). Automated essay evaluation software in English language arts classrooms: Effects on teacher feedback, student motivation, and writing quality. *Computers and Education*, 100, 94-109.

Wilson, J., Olinghouse N. G., & Andrada, G. N. (2014). Does automated feedback improve writing quality? *Learning Disabilities: A Contemporary Journal*, 12, 93-118.

Wilson, J., Olinghouse, N. G., McCoach, D. B., Andrada, G. N., & Santangelo, T. (2016). Comparing the accuracy of different scoring methods for identifying sixth graders at risk of failing a state writing assessment. *Assessing Writing*, 27, 11-23.

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