

Empower teaching with AI assisted feedback

ELC PD Session

Adam Forrester

Monday 19 May 2025

12:30 - 13:30

Outline

- Why AI grading? What is Pregrade?
- How it has been used in the ELC
- How Pregrade works
- What kind of feedback it provides
- Student feedback
- Teacher feedback
- Grades
- EWR
- Looking forward

Why AI grading?/ Why Pregrade

- Summer 2024
- ELC2011 Assessment 1: in-class writing / handwritten scripts
 - Use of AI for (1) text recognition, and (2) grading and feedback
 - Different companies contacted
 - Some replied / some did not
 - Two trialed during summer (One UK based, and Pregrade)
 - Pregrade chosen
 - Professionalism of company / responsive / HK based

What is pregrade

- **Empower teaching with AI assisted grading**
- Our easy-to-use AI grading assistant allows **educators** to efficiently grade an **entire batch of essays** simultaneously using their own rubrics, delivering **personalized feedback** for each student. Educators can also modify the grading and feedback ensuring a **human-in-the-loop approach** that maintains accountability and appropriateness in the final evaluation.

<https://pregrade.ai/>

Background of Pregrade

- Hong Kong based / part of '[Learnovate](#)' (exhibitor a Symposium)
- Start-up from HKUST - Joon Nak Choi (Adjunct Assistant Professor at HKUST Business School)
 - AI and Society: Ethics, Cognition, and Critical Analysis (with Sean McMinn)
 - "incorporates AI tools for real-time assessment of essays and in-class responses, aiming to bolster students' critical thinking abilities while emphasizing the optimization of AI advantages and the mitigation of associated risks to promote self-directed learning" ([source](#))

Pregrade – Sem 1 2024/25

- Initial contract signed
- Data privacy agreement signed

First Pilot – Sem 1, 2024/25

- ELC2011 Assessment 1
- In-class writing - pen and paper
- Students given three texts: article, poem, lyrics etc. around one theme (e.g., space)
- Write an essay analyzing and comparing at least two of the texts
 - Content
 - Organisation
 - Language
- All scripts scanned, uploaded to Pregrade, distributed to teachers with feedback and grade

First Pilot - Pregrade set-up

- Re-format Rubric
- Add Assessment instructions
- Original / Pregrade rubrics

	A Excellent	B Good	C Satisfactory	D Pass	F Fail
Content (40%) <i>- fulfils the requirements of the task; word length presents in-depth analysis of text features</i> <i>- uses examples from texts to support analysis</i> <i>- compares and contrasts text features accurately</i>	Fulfils all task requirements convincingly; word length meets requirements. Analysis demonstrates a sophisticated understanding of text features. Analysis is very well supported by relevant examples from the texts. Comparison and contrast points consistently reflect text features accurately.	Fulfils task requirements; word length meets requirements. Analysis demonstrates a good understanding of text features. Analysis is generally supported by relevant examples from the texts. Comparison and contrast points reflect text features accurately, with one or two exceptions.	Fulfils task requirements, though some only partially; word length slightly above or below requirements. Analysis demonstrates some understanding of text features. Analysis is sometimes supported by relevant examples from the texts. The majority of comparison and contrast points reflect text features accurately.	Fulfils some, but not all, task requirements; word length significantly above or below requirements. Analysis shows almost no understanding of text features. Analysis is mostly unsupported by relevant examples from text. A minority of comparison and contrast points reflect text features accurately.	Does not fulfil task requirements; word length significantly above or below requirements. Analysis shows almost no understanding of text features. Analysis is not supported by relevant examples from text. Comparison and contrast points do not accurately reflect text features.
Organisation (20%) <i>- makes clear and logical connections between ideas- uses different methods and transitional devices to connect ideas.</i>	Presents ideas logically in relation to one another within and between paragraphs making it very easy for the reader to follow. Uses a wide range of methods to connect ideas successfully.	Presents ideas mostly logically in relation to one another within and between paragraphs making it easy for the reader to follow. Uses a good range of methods to connect ideas, mostly successfully.	Presents ideas generally logically in relation to one another within and between paragraphs, but some errors in this make it a little difficult for the reader to follow at times. Uses a narrow range of methods to connect ideas, mostly successfully.	Presents ideas in relation to one another illogically at times, making it difficult for the reader to follow. Uses basic linking words to connect ideas, sometimes unsuccessfully.	Presents ideas in relation to one another frequently illogically, making it very difficult for the reader to follow. Uses basic linking words to connect ideas, often unsuccessfully.
Language (40%) <i>- communicates meaning clearly with accurate grammar and vocabulary.</i> <i>- uses an appropriate tone and style for university writing</i>	Uses a wide range of language structures highly accurately to communicate meaning very clearly. Demonstrates skilful use of varied vocabulary to convey precise meaning. Consistently uses a tone and style that is entirely appropriate for university writing.	Uses a range of language structures accurately to communicate meaning clearly. Demonstrates generally accurate use of vocabulary with some variation. Uses a tone and style that is appropriate for university writing, with a few lapses.	Uses a limited range of language structures to communicate meaning, with a number of mistakes that occasionally cause the reader difficulty. Demonstrates generally accurate use of vocabulary, though with little variation. Mostly uses a tone and style that is appropriate for university writing, but with	Use a limited range of language structures to communicate meaning with many mistakes that frequently cause the reader difficulty. Uses simple vocabulary with errors. Mostly uses an informal tone and style that is generally inappropriate for university writing.	Does not use language structures successfully and fails to communicate meaning, causing the reader extreme difficulty. Uses simple vocabulary with frequent errors. Uses an informal tone and style that is not appropriate for university writing.

	1	2	3	4	5	Weights
Content: fulfils the requirements of the task; word length presents in-depth analysis of text features uses examples from texts to support analysis compares and contrasts text features accurately	Does not fulfil task requirements; word length significantly above or below requirements. Analysis shows almost no understanding of text features. Analysis is not supported by relevant examples from text. Comparison and contrast points do not accurately reflect text features.	Fulfils some, but not all, task requirements; word length significantly above or below requirements. Analysis demonstrates little understanding of text features. Analysis is mostly unsupported by relevant examples from text. A minority of comparison and contrast points reflect text features accurately.	Fulfils task requirements, though some only partially; word length slightly above or below requirements. Analysis demonstrates some understanding of text features. Analysis is sometimes supported by relevant examples from the texts. The majority of comparison and contrast points reflect text features accurately.	Fulfils task requirements; word length meets requirements. Analysis demonstrates a good understanding of text features. Analysis is generally supported by relevant examples from the texts. Comparison and contrast points reflect text features accurately, with one or two exceptions.	Fulfils all task requirements convincingly; word length meets requirements. Analysis demonstrates a sophisticated understanding of text features. Analysis is very well supported by relevant examples from the texts. Comparison and contrast points consistently reflect text features accurately.	40
Organisation - makes clear and logical connections between ideas- uses different methods and transitional devices to connect ideas.	Presents ideas in relation to one another frequently illogically, making it very difficult for the reader to follow. Uses basic linking words to connect ideas, often unsuccessfully.	Presents ideas in relation to one another illogically at times, making it difficult for the reader to follow. Uses basic linking words to connect ideas, sometimes unsuccessfully.	Presents ideas generally logically in relation to one another within and between paragraphs, but some errors in this make it a little difficult for the reader to follow at times. Uses a narrow range of methods to connect ideas, mostly successfully.	Presents ideas mostly logically in relation to one another within and between paragraphs making it easy for the reader to follow. Uses a good range of methods to connect ideas, mostly successfully.	Presents ideas logically in relation to one another within and between paragraphs making it very easy for the reader to follow. Uses a wide range of methods to connect ideas successfully.	20
Language - communicates meaning clearly with accurate grammar and vocabulary. - uses an appropriate tone and style for university writing	Does not use language structures successfully and fails to communicate meaning, causing the reader extreme difficulty. Uses simple vocabulary with frequent errors. Uses an informal tone and style that is not appropriate for university writing.	Use a limited range of language structures to communicate meaning with many mistakes that frequently cause the reader difficulty. Uses simple vocabulary with errors. Mostly uses an informal tone and style that is generally inappropriate for university writing.	Uses a limited range of language structures to communicate meaning, with a number of mistakes that occasionally cause the reader difficulty. Demonstrates generally accurate use of vocabulary, though with little variation. Mostly uses a tone and style that is appropriate for university writing, but with several instances of informality.	Uses a range of language structures accurately to communicate meaning clearly. Demonstrates generally accurate use of vocabulary with some variation. Uses a tone and style that is appropriate for university writing, with a few lapses.	Uses a wide range of language structures highly accurately to communicate meaning very clearly. Demonstrates skilful use of varied vocabulary to convey precise meaning. Consistently uses a tone and style that is entirely appropriate for university writing.	40

First Pilot: What did we get?

- *Original student script*

Is there right or wrong? A textual analysis
TITLE: of the article 'Tiger Moms: Is Tough Parenting Really the Answer?' and the fable 'The Miller, his son, and their ass'. NAME: _____ STUDENT #: _____

In a family, is there any right or wrong parenting method? Both passage, the magazine article 'Tiger Moms: Is Tough Parenting Really the Answer?' published by Anne Murphy Paul on the year 2011 and the fable named The Miller, his son and their ass written by a legendary Greek storyteller Aesop shows two families of different parenting style. This essay will compare and contrast the purpose, the typical genre features and the message displayed.

First Pilot: What did we get?

- *Pregrade scanned version*

In a family, is there any right or wrong parenting method? Both passage, the magazine article "Tiger Moms: Is Tough Parenting Really the Answer?" published by Annie Murphy Paul in the year 2011 and the fable named "The Miller, his Son and Their Ass" written by a legendary Greek storyteller Aesop shows the positives of different parenting style. This essay will compare and contrast the purpose, the typical genre features and the message displayed.

First Pilot: What did we get?

- *markup version*

In a family, is there any right or wrong parenting method? Both ~~passage~~, passages, the magazine article "Tiger Moms: Is Tough Parenting Really the Answer?" published by Annie Murphy Paul in the year 2011 and the fable named "The Miller, his Son and Their Ass" written by ~~a~~ the legendary Greek storyteller Aesop shows show the positives of different parenting ~~style~~. styles. This essay will compare and contrast the purpose, the typical genre ~~features~~ features, and the message displayed.

First Pilot: What did we get?

- *explanation*

Original: Both passage, the magazine article "Tiger Moms: Is Tough Parenting Really the Answer?" published by Annie Murphy Paul in the year 2011 and the fable named "The Miller, his Son and Their Ass" written by a legendary Greek storyteller Aesop shows the positives of different parenting style.

Corrected: Both passages, the magazine article "Tiger Moms: Is Tough Parenting Really the Answer?" published by Annie Murphy Paul in the year 2011 and the fable named "The Miller, his Son and Their Ass" written by the legendary Greek storyteller Aesop, show the positives of different parenting styles.

Explanation:

1. "Both passage" should be corrected to "Both passages" to match the plural form of "passages."
2. "shows" should be corrected to "show" to agree with the plural subject "Both passages."
3. "parenting style" should be corrected to "parenting styles" to match the plural form of "positives."

- Individual Scores:

Language (L): 2. The essay uses a limited range of language structures with frequent grammatical errors, such as 'passage' instead of 'passages' and awkward phrasing like 'aims to provoke.' The vocabulary is simple and lacks variation, which affects clarity. Additionally, the tone is occasionally informal, which is not appropriate for university-level writing.

Organisation (O): 2. The essay presents ideas in a somewhat illogical manner, making it difficult for the reader to follow. Transitions between ideas are weak, and the structure lacks coherence, particularly in paragraphs two and three. The introduction and conclusion do not effectively frame the analysis, leading to a disjointed overall presentation.

Content (C): 2. The essay fulfills some task requirements but lacks depth in analysis. It demonstrates little understanding of text features, with superficial comparisons and unsupported claims. The analysis is mostly unsupported by relevant examples, and the comparison and contrast points do not accurately reflect the texts' features, as seen in the vague discussion of literary devices and messages.

Overall Grade: 2

- ****Strengths:****

Your essay demonstrates an understanding of the theme of parenting as explored in the texts. You effectively identify the purpose of each passage, noting how both aim to provoke thought about parenting choices. For example, you mention how Amy Chua is proud of her parenting style despite public opinion, which shows an understanding of her stance. Additionally, you highlight the fable's depiction of the miller's lack of personal beliefs, which contrasts with Chua's confidence. Your attempt to compare different parenting styles is evident, and you recognize that both texts encourage reflection on parenting values. The essay also acknowledges the societal context in which these parenting styles are discussed, which adds depth to your analysis.

****Areas for Improvement:****

Your essay would benefit from clearer language and more precise vocabulary. For instance, phrases like "aims to provoke" and "high expectation on her" could be rephrased for clarity. The organization of your ideas could be improved by using clearer transitions between points, especially when comparing the texts. In discussing literary devices, provide specific examples and explain how they contribute to the texts' messages. For example, when mentioning rhetorical questions, elaborate on their impact. Additionally, ensure your analysis is well-supported with direct quotes from the texts to strengthen your arguments. Finally, the conclusion should synthesize the main points rather than introduce new ideas.

****Summary Comments:****

Overall, your essay shows a good understanding of the theme of parenting and attempts to compare and contrast the texts effectively. However, the analysis would be stronger with clearer language and more precise examples. Improving the organization and coherence of your ideas will make your arguments more persuasive. Remember to support your points with direct quotes and detailed explanations. With these improvements, your essay will provide a more comprehensive and insightful analysis of the texts.

First Pilot Feedback

- Teachers – mixed / not very positive
 - Administrative workload that would be involved
 - Checking Pregrade corrections / feedback - extra workload
 - Prefer to just grade the handwritten version
 - Content feedback?

Semester 1, 2024/25

- Further small-scale pilots with EUS and EWR (teacher generated grades and feedback)
- Pregrade Meeting – Improvements / changes requested

Second Pilot – Sem 2, 2024/25

- Student submission platform created
- Student get feedback by email (no grades)
 - Students get suggestions for improvement
- Teacher dashboard
 - Teachers can download feedback / grades / markup texts
- Piloted with EUS Assessment 2 and ELC2011 Assessment 2
 - Academic Essay
 - Multimodal Feature Article

Pregrade Interface (Admin)

pregrade

School account

Assignment grading

Department list

Course List

Admin

Teacher list

Student List

Basic grading

Upload

Files

Departments

Search departments here

Create department

1 on this list

ELC ^

ELC1012

ELC1013

ELC2011

Pregrade Interface (Admin)

The screenshot displays the Pregrade Admin interface. On the left is a dark blue sidebar with the 'pregrade' logo at the top. Below the logo are navigation links: 'School account', 'Assignment grading' (with a graduation cap icon), 'Department list' (highlighted with a dark background), 'Course List', 'Admin' (with a calendar icon), 'Teacher list', 'Student List', 'Basic grading', 'Upload' (with a download icon), and 'Files' (with a folder icon). The main content area is titled 'Departments' and features a search bar with the placeholder text 'Search departments here' and a blue 'Create department' button. Below the search bar, it indicates '1 on this list'. A dropdown menu for the 'ELC' department is open, showing a list of courses: 'ELC1012', 'ELC1013', and 'ELC2011'. The 'ELC2011' course is expanded, showing a list of sections: 'Adam's test', 'ELC2011 S07 SEM001', 'ELC2011 S10 SEM002', and 'ELC2011 S10 SEM003'.

pregrade

School account

Assignment grading ^

Department list

Course List

Admin ^

Teacher list

Student List

Basic grading

Upload

Files

Departments

Search departments here

Create department

1 on this list

ELC ^

- ELC1012 ▾
- ELC1013 ▾
- ELC2011 ^
 - Adam's test
 - ELC2011 S07 SEM001
 - ELC2011 S10 SEM002
 - ELC2011 S10 SEM003

Videos for Students and Teachers

- [Student Video](#)
- [Teacher Video](#)

Other Changes in Second Pilot

- Updated Rubric – More ‘AI’ friendly
- [EUS A2 Original Rubric](#)
- [Pregrade Modified Rubric](#)
- [More detailed Assessment task](#)

Example of EUS Feedback sent to student (1)

Evidence

Your essay demonstrates good use of evidence from relevant sources, though there is room for improvement.

- The reference to the Finnish education system could be supported by more detailed academic studies or reports on its effectiveness.
- The citation of Yip (2023) lacks specificity and could be strengthened by providing more context or direct quotes from the source.

Analysis

Your analysis is relevant and supported by evidence, but could benefit from more original interpretation.

- The explanation of parental expectations could be streamlined to avoid redundancy.
- The analysis of mental health support systems is somewhat superficial; deeper exploration of specific programs or initiatives could enhance the argument.

Application

You have effectively applied knowledge to propose solutions, but more detail and creativity could enhance your essay.

- The implementation of continuous assessments could be elaborated with examples of successful models or pilot programs.
- The integration of mental health education into the curriculum is a strong solution, but the essay could further explore potential challenges and how they might be addressed.

Example of EUS Feedback sent to student (1)

Evidence

Your essay demonstrates good use of evidence from relevant sources, though there is room for improvement.

- The reference to the Finnish education system **could be** supported by more detailed academic studies or reports on its effectiveness.
- The citation of Yip (2023) lacks specificity and **could be** strengthened by providing more context or direct quotes from the source.

Analysis

Your analysis is relevant and supported by evidence, but **could** benefit from more original interpretation.

- The explanation of parental expectations **could be** streamlined to avoid redundancy.
- The analysis of mental health support systems is **somewhat** superficial; deeper exploration of specific programs or initiatives **could** enhance the argument.

Application

You have effectively applied knowledge to propose solutions, but more detail and creativity could enhance your essay.

- The implementation of continuous assessments **could be** elaborated with examples of successful models or pilot programs.
- The integration of mental health education into the curriculum is a strong solution, but the essay **could** further explore potential challenges and how they might be addressed.

Example of EUS Feedback sent to student (1)

Evidence

Your essay demonstrates good use of evidence from relevant sources, though there is room for improvement.

- The reference to the Finnish education system could be supported by more detailed academic studies or reports on its effectiveness.
- The citation of Yip (2023) lacks specificity and could be strengthened by providing more context or direct quotes from the source.

Analysis

Your analysis is relevant and supported by evidence, but could benefit from more original interpretation.

- The explanation of parental expectations could be **streamlined to avoid redundancy**.
- The analysis of mental health support systems is somewhat superficial; deeper exploration of specific programs or initiatives could enhance the argument.

Application

You have effectively applied knowledge to propose solutions, but more detail and creativity could enhance your essay.

- The implementation of continuous assessments could be elaborated with **examples of successful models or pilot programs**.
- The integration of mental health education into the curriculum is a strong solution, but the essay could **further explore potential challenges and how they might be addressed**.

Example of EUS Feedback sent to student (2)

Coherence

Your essay has a clear structure, but transitions between sections could be smoother.

- The shift from discussing problems to solutions could be more explicitly marked.
- The conclusion could more effectively summarize the key arguments and solutions, reinforcing the essay's overall coherence.

Cohesion

Your essay uses a range of methods to connect ideas, but there is room for improvement.

- The repetition of certain phrases, such as "academic pressure," could be reduced by using synonyms or rephrasing to maintain cohesion without redundancy.

Grammar and vocabulary

Your essay uses mostly accurate language, though there are occasional errors.

- There are subject-verb agreement issues, such as "students easily suffer in silence," which could be rephrased for clarity.

Example of EUS Feedback sent to student (2)

Coherence

Your essay has a clear structure, but transitions between sections could be smoother.

- The shift from discussing problems to solutions could be **more explicitly marked**.
- The conclusion could more effectively **summarize the key arguments and solutions**, reinforcing the essay's overall coherence.

Cohesion

Your essay uses a range of methods to connect ideas, but there is room for improvement.

- The **repetition** of certain phrases, such as "academic pressure," could be reduced by using synonyms or rephrasing to maintain cohesion without redundancy.

Grammar and vocabulary

Your essay uses mostly accurate language, though there are **occasional errors**.

- There are **subject-verb agreement issues**, such as "students easily suffer in silence," which could be rephrased for clarity.

Example of EUS Feedback sent to student (3)

Citations

Your essay generally adheres to APA citation style, but there are some errors.

- Some citations lack page numbers or specific details that would enhance credibility and precision.
- The reference list should ensure all entries include complete publication information, such as dates for "SG Mental Health Matters."

Requirements

Your essay fulfills the task requirements, but ensure all references are complete and accurate.

- The reference list should be checked to ensure all entries are complete and accurate.

Tone

Your essay maintains an academic tone, but there are occasional lapses into informal language.

- Some phrases, such as "Under no circumstance should we overlook," could be rephrased to maintain a more objective tone.

Example of EUS Feedback sent to student (3)

Citations

Your essay generally adheres to APA citation style, but there are some errors.

- Some citations lack page numbers or specific details that would enhance credibility and precision.
- The reference list should ensure all entries include complete publication information, such as dates for "SG Mental Health Matters."

Requirements

Your essay fulfills the task requirements, but ensure all references are complete and accurate.

- The reference list should be checked to ensure all entries are complete and accurate.

Tone

Your essay maintains an academic tone, but there are occasional lapses into informal language.

- Some phrases, such as "**Under no circumstance should we overlook**," could be rephrased to maintain a more **objective tone**.

Example of EUS Feedback sent to student (4)

General Comments

Your essay demonstrates a thoughtful and well-researched approach to addressing the serious issue of academic stress and student suicide rates in Hong Kong, with a particularly compelling analysis of how continuous assessments can alleviate pressure. You've effectively used evidence from various sources to support your arguments, showcasing your ability to integrate research into your writing. As you continue to explore this topic, consider delving deeper into the role of cultural expectations in shaping academic stress and how educational reforms can address these societal influences.

Example of EUS Feedback sent to student (4)

General Comments

Your essay demonstrates a **thoughtful and well-researched** approach to addressing the serious issue of academic stress and student suicide rates in Hong Kong, with a particularly **compelling analysis** of how continuous assessments can alleviate pressure. You've effectively used evidence from various sources to support your arguments, showcasing your ability to integrate research into your writing. As you continue to explore this topic, consider **delving deeper** into the role of cultural expectations in shaping academic stress and how educational reforms can address these societal influences.

ELC2011 – Extra Line of Feedback

“ELC2011 Assessment 2 is a multimodal opinion feature article. Remember that there are assessment content and engagement requirements including hyperlinks to relevant sources and multimedia such as images and video. The article should be submitted on Sway. Read page 9 of the Subject Information Sheet on Blackboard for more details.”

- **Customise the feedback**
- **Explain areas where Pregrade has not checked?**

Student Feedback (1) Focus Groups x 3

General Usage and Positive Aspects

- **General Usage and Experience:**

- Participants used Pregrade for essay/article modification and feedback.
- Positive aspects include quick feedback, detailed suggestions, and improvement in writing.

- **Positive Aspects:**

- Participants appreciated the quick response time and detailed feedback.
- Pregrade helped improve grammar, sentence structure, and provided useful advice.

- **Suggestions for Improvement:**

- Participants suggested more detailed analysis and specific feedback.
- Improvements in evaluating academic resources and providing precise comments were recommended.

Student Feedback (1) Focus Groups

Impact on Academic Performance and Feedback Tone

- **Impact on Academic Performance:**

- Pregrade helped participants achieve better grades by providing relevant study materials and suggestions.
- The feedback allowed participants to make improvements in their writing.

- **Feedback Tone:**

- The tone of the feedback was generally positive and polite.
- Participants found the feedback motivating and helpful.

- **Comparison with Other Tools:**

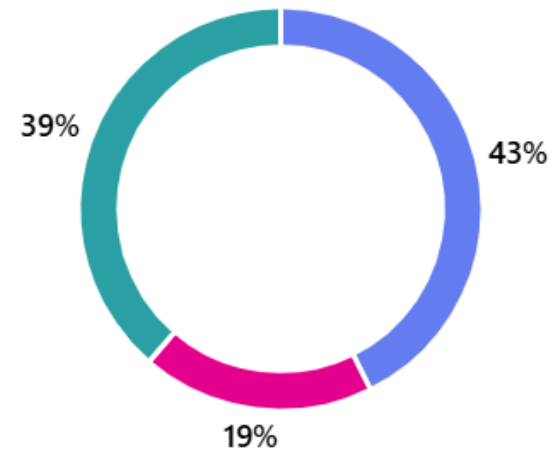
- Participants used other AI tools like Grammarly and ChatGPT for grammar checks and brainstorming ideas.
- Pregrade was found to be more focused on academic writing compared to other tools.

Student Survey Results – 75 students

1. Which subject are you currently taking?

[More details](#)

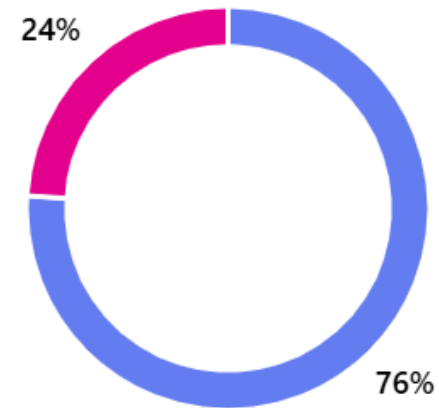
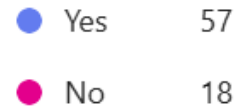
● ELC1012	32
● ELC1013	14
● ELC2011	29
● Other	0



Student Survey Results

2. Did you use pregrade to get feedback on your ELC writing assessment?

[More details](#)

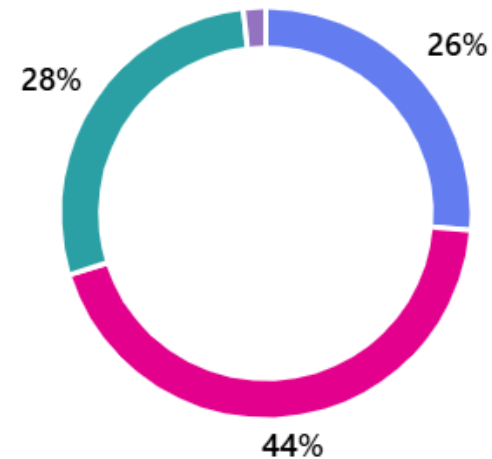


Student Survey Results

3. On a scale of 1-5, how useful did you find the Pregrade AI feedback for improving your writing?

[More details](#)

● 5 (Extremely useful)	15
● 4	25
● 3	16
● 2	1
● 1 (Not useful at all)	0



Student Survey Results: Aspects of Pregrade found most helpful?

4. What specific aspects of the Pregrade AI feedback did you find most helpful for your writing?

[More details](#)

57

Responses

Latest Responses

"It gives holistic feedback on the writing and mentioned a lot of aspects."

...

16 respondents (28%) answered Content for this question.



Student Survey Results: Suggested improvements to Pregrade

5. What improvements would you suggest for the Pregrade AI feedback system?

[More details](#)

57

Responses

Latest Responses

"adopt different grading modes depending on the text type"

...

8 respondents (14%) answered grade for this question.

A word cloud visualization of student suggestions for improving the Pregrade AI feedback system. The words are arranged in a circular pattern, with 'grade' and 'article' being the most prominent. Other suggestions include 'specific suggestions', 'requirements for each grade', 'grade range', 'word limit', 'limit of the article', 'grade for students', 'grade or marks', 'predict grade', 'different grades', 'Grading on each aspect', 'suggestion should be more specific', 'improvements', 'feedbacks', 'system', 'types articles', 'sentence', 'merits of the article', and 'grade of essay'.

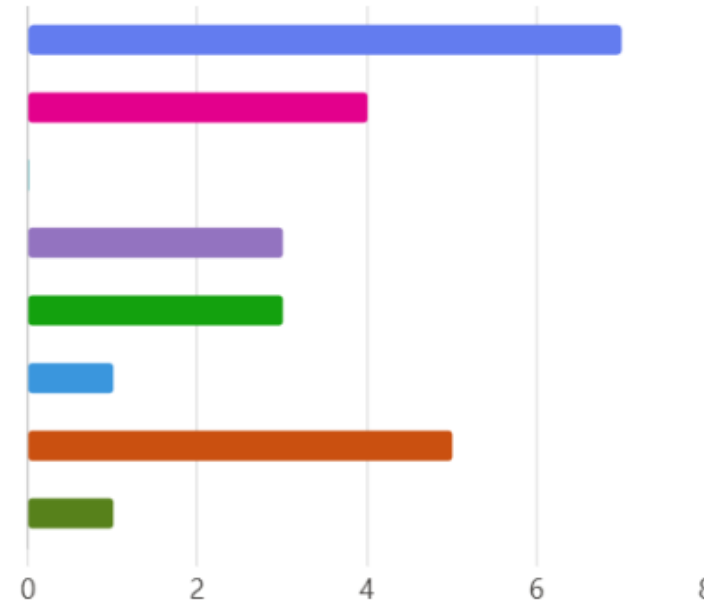
grade of essay specific suggestions types articles
merits of the article feedbacks system
improvements grade article
suggestion should be more specific
Grading on each aspect different grades grade for students
requirements for each grade grade range
sentence word limit limit of the article
predict grade grade or marks

Student Survey Results: Students who did not use – Why?

6. Why did you not use Pregrade AI for feedback on your writing? (Select all that apply)

[More details](#)

- Too busy to submit a draft 7
- Used different tools to get feedback 4
- Do not trust AI feedback 0
- Could not find the submission link 3
- Not aware Pregrade AI was available 3
- Technical difficulties with the platform 1
- Preferred human feedback (from peers or instructors) 5
- Other 1

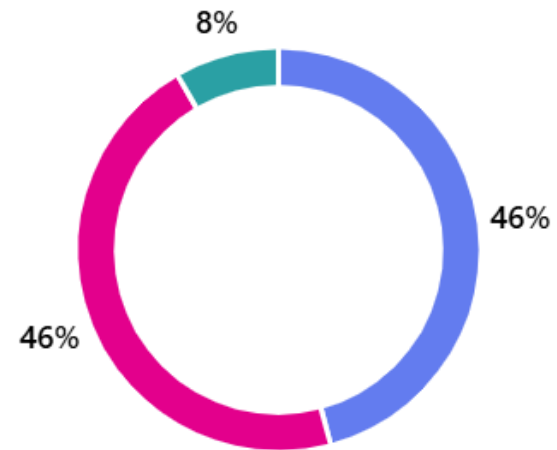


Teacher Survey Results – 24 teachers

1. Which subjects did you use Pregrade with?

[More details](#)

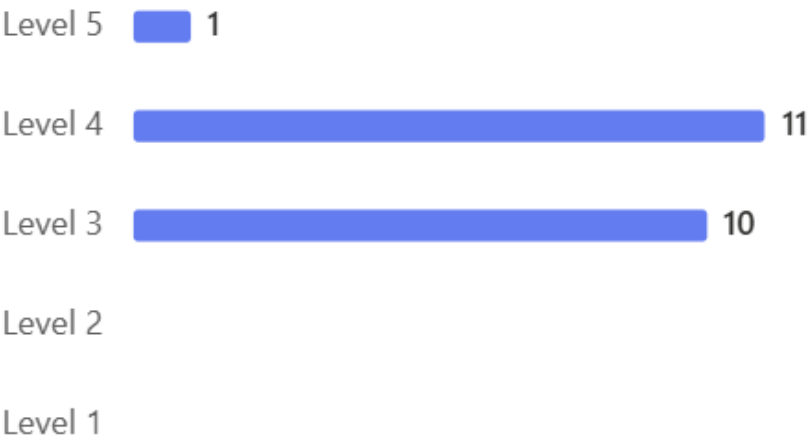
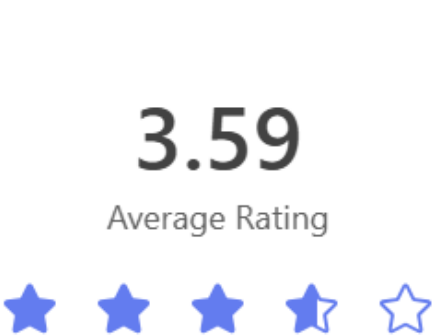
● EUS (ELC1012 / ELC1013)	11
● ELC2011	11
● Other	2



Teacher Survey Results: overall rating

2. What rating would you give Pregrade on a scale of 1-5 (1= lowest)?

[More details](#)



Teachers: What do you think are the positive features of Pregrade?

- User-friendly platform with quick response time.
- Provides actionable feedback (e.g., avoid contractions, include more academic sources).
- Feedback is clear, concise, and uses specific examples for improvement.
- Helps students improve grammar, sentence structure, and academic writing.
- Allows students to receive feedback before submitting to teachers.
- Teachers can focus on areas that students need to work on. **
- Feedback is generally positive, motivating, and helpful.
- Some suggestions for improvement in evaluating academic resources

Teachers: Which features of Pregrade do you think are less useful / positive? 1/2

- **Clarity of Feedback:** Some feedback can be clearer by providing specific examples from the student's work.
- **Confusing Feedback:** Some feedback can confuse students, such as the system not detecting certain news sources like CBS.
- **Consistency in Scores:** Most students seem to receive similar scores.
- **Generic Feedback:** Feedback is sometimes generic; more specific actionable steps are needed.

Teachers: Which features of Pregrade do you think are less useful / positive? 2/2

- **Evidence Quality:** Feedback on evidence quality and follow-up comments are weak areas.
- **Perception of Criticism:** Some students perceive suggestions as criticisms of their work.
- **Length of Feedback:** Feedback can be too long and detailed.
- **Interpretation Issues:** Students may not interpret feedback properly, leading to frustration.

Teacher Survey Results

5. Pregrade is a **paid for** service. Do you think we should continue paying for Pregrade in the next academic year?

[More details](#)

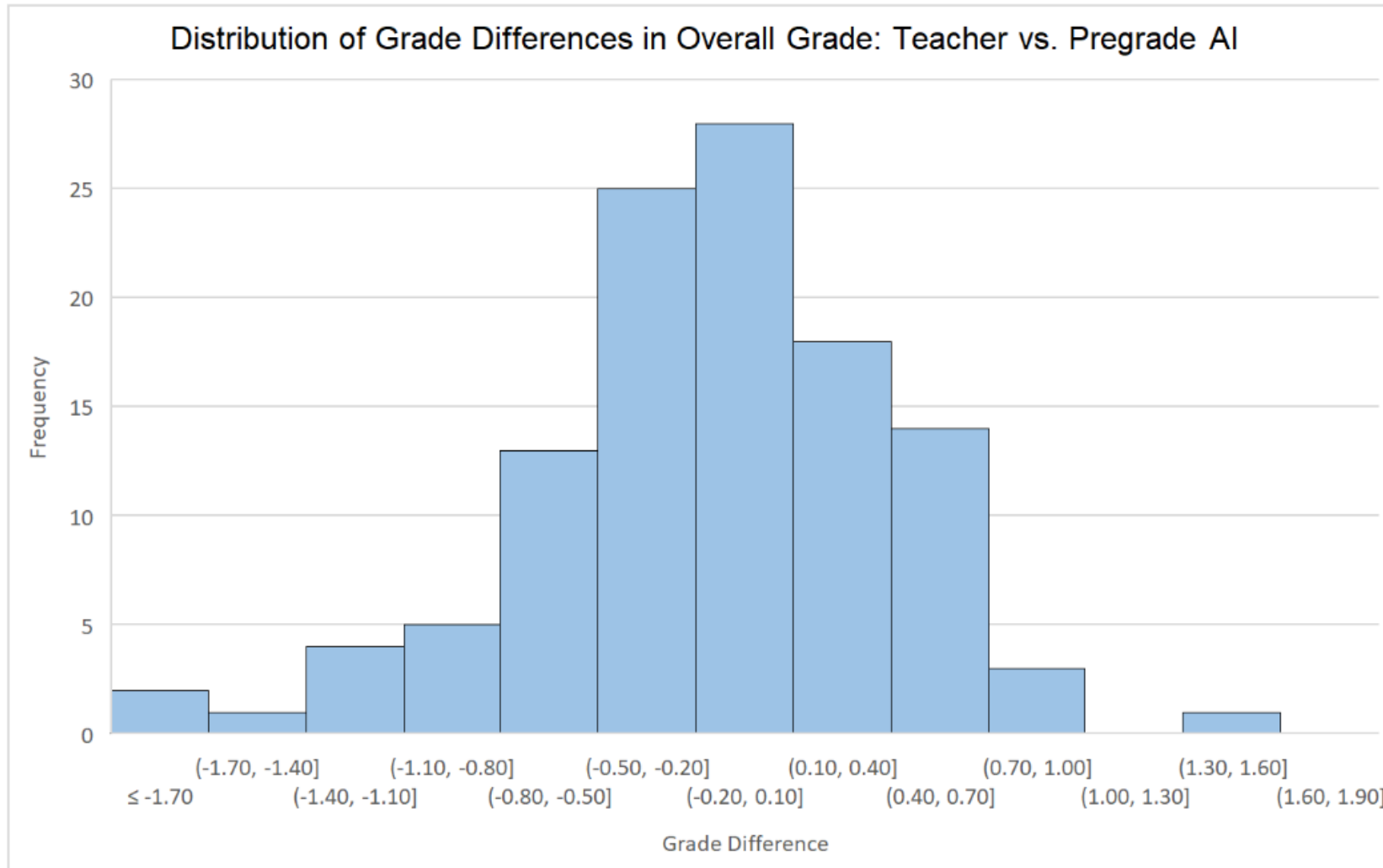
● Yes	12
● No	0
● Maybe	10



Teachers: continue using Pregrade?

- Provides students feedback before they submit their assessment essay.
- While not all feedback is clear, students can ask the subject teacher or book WAP sessions if they have questions.
- Useful and saves time.
- Swift feedback to students is beneficial.
- Helps students produce higher quality work.
- Good for formative feedback.

Pregrade - Grades – Preliminary analysis



Grade Analysis - Summary

Pregrade AI shows **reasonable alignment** with teacher grades across all three criteria, with differences typically within 1-2 letter grade steps (e.g. **B to B-, or B to C+**). Overall and **Language Clarity** exhibit the strongest agreement, while Analysis and Appropriacy show slightly more variation. Pregrade tends to grade marginally higher, but the effect is minimal.

Grading - cautions

- Preliminary Analysis
- Teachers marking final submission, Pregrade marking pre-submission.
 - Assume that essay is improved between before final submission?
- Rubric for Pregrade has been adjusted; scores have to be recalculated to match the teacher scores.

EWR

- Limited pilot - *Products and Materials in Modern Society*
- Create a Rubric
 - Checklist fulfilment
 - Organisation
 - Language Accuracy
 - Referencing

(criteria given ratings so that they added up to 100%)
- Modify Checklist into Assessment Guidelines
- Pregrade comments checked and then added as comments through Grademark

EWR Limitations

- Pregrade scores are based on rubric (but rubric was produced only to get feedback, not scores)
- Jim – analysis comparing Pregrade to teacher comment
 - Lower order feedback OK
 - Higher order - less good
 - high-level aspects like content and fake citations
- Pregrade compared to average teacher / very conscientious teacher

Going Forward

- Further Enhancements on Pregrade
 - Markup file can be attached to email feedback
 - Other platform enhancements / Customisation
 - More accurate grading by providing essay and grades
 - “We recommend creating a range of three to five examples for successful calibration. The more examples you create the more accurate Pregrade will be”
 - Download common problems of students (class / subject level)
 - Better Analysis of Content - check source materials
 - Medium term – LTI integration into LMS
- ELC work
 - Continued experimentation with rubrics
 - Compare staff feedback with Pregrade feedback
 - Further investigate use of grading

Why Pregrade?

- Why not just use GenAI / ChatGPT?
 - Students use multiple tools; Pregrade can / will be used with other GenAI tools.
 - Pregrade provides rubric specific comments (also possible with ChatGPT, but requires careful / precise prompt)
 - Pregrade makes it easier for teachers and students
- Why use Pregrade, not other PolyU tools?
 - If other tools provide as good a service (or better), then happy to use them

Summer 2025, 2025/26

Continued use of Pregrade

- ELC2011 / EUS
- Other subjects?
- New contract needs to be signed – include estimate of the number of students
- Pregrade / Learnovate – at AHKLC Symposium