[Problem Definition 1](https://docs.google.com/document/d/179aVQiX8QkYvXwdKPGWxlZd18Lmv2WRon3H6-5FOOxY/edit?usp=sharing) Changelog

| Original text that has feedback | Feedback | Revised Text |
| --- | --- | --- |
| “People use insecure passwords for accounts…” | What makes a password insecure or secure? This key detail of the problem causality is missing | “People use passwords that are too short and/or are too simple…” |
| “... which leads to those passwords being stolen.” | Passwords can be stolen even when they are secure, e.g. a data breach. Probably should use a different word, unless you're trying to solve the general securing data problem. | “... which leads to those passwords being able to be brute-forced or guessed.” |
| “... and passkeys can replace…” | and other ways of authentication like texting a one time code to the user's phone number | “... passkeys (and other password alternatives) can replace…” |
| “… not a universal feature of websites/accounts.” | There is a missing "because ..." here, which could then be proposed to be addressed in the final sentence | “… not a universal feature of websites/accounts because it is something that has to be implemented or enabled by each site.” |
| “ … have at least one secure password memorized,” | What's that one password that is needed, you allude to it above, it should be mentioned | “... have at least one secure password memorized (either to login to their password manager or for a website that does not offer an alternative),” |
| “… prevent their passwords from being stolen?” | This needs to frame the causality being addressed, right now it is just repeating the problem from the first sentence. What might avoid this? | “… create and use passwords that are not too short and/or too simple?” |

[Problem Definition 2](https://docs.google.com/document/d/179aVQiX8QkYvXwdKPGWxlZd18Lmv2WRon3H6-5FOOxY/edit?usp=sharing) Changelog

| Original text with feedback | Feedback | Revised Text |
| --- | --- | --- |
| “they will abandon the attempt to understand the text. As they continue to read, they pay less attention to accuracy” | **“You could focus specifically on how to help people notice this and recover instead, as that is the main causality framed in the problem statement right now. The issue is this causality is not mentioned later or connected to in the later parts of the problem statement.”** | This was general feedback for the whole problem statement as this was pasted into a quote so I left it untouched and replied with, “Alright, moving through the rest of the problem I will focus on attention and accuracy” |
| “To try and remedy this issue in the past we’ve tried a couple options such as…” | “who is we? this could be less verbose overall, by entirely cutting this, and adding "text to speech, and options for font size and color"+ can help by <causality e.g. how do they help>.” | “Readers can help remedy this issue with tools such as Google's built in text to speech as it forces the reader to slow down and follow along, reducing the possibility of a reader with dyslexia to lose their place or a reader with ADHD to read too fast.” |
| No text specifically, general note for the sentence before and after | “It's not clear how these solutions address dyslexia or ADHD, you should refine that and include it if they are the best solutions” | Added after the previous sentence “However, these solutions may not account for those with additional disabilities such as deafness or hard of hearing, or the reader could be in a situation where they can’t listen without disturbing others in public.” |
| “Since a big issue with reading comprehension is retention, how can we keep readers engaged and help them follow along with the text?” | This is adding a new part to the problem, retention. It's not described how ADHD, dyslexia affect this. So this is kind of out of left field here.  But I do think retention is a key part of the problem of reading comprehension. There are existing strategies/solutions that try to address retention.  If wanted to focus on retention, would need more about the causality for retention issues specifically encountered for dyslexic and ADHD people. | Since a big issue with readers that have ADHD and dyslexia is reading comprehension, how can we keep readers engaged, reading at their own pace, and following along with the text accurately and attentively? |