According to the studies of (Barker-Pummel et. al) Students were found (a) to have particular difficulties with distinguishing the conditional from the biconditional, (b) to be sensitive to word-order effects during translation, and (c) to be sensitive to factors associated with the naming of constants. We conclude by considering the implications of this kind of large-scale empirical study for improving an automated assessment system specifically, and logic teaching more generally.