**Interview Guideline – Grading Written Essays**

| # | Top | Question | Answer | Comment |
|---|-----|----------|--------|---------|
| 1 | Introduction | For how many years have you been teaching English? | 13 years | |
| 2 | | How many students do you have on average? | 20 students per class x 6 classes | |
| 3 | | How many times do you correct/grade writing assignments? | 5 per year on average | |
| 4 | | How much time do you spend to grade an assignment on average? | 20 minutes per essay | |
| 5 | | Age ? | 38 years old | |
| 6 | | Gender ? | Male | |
| 7 | | Average age of students? | 16 - 18 years old | |
| 8 | | Do you use any automated tool to help you with the grading? | No | |
| 9 | Why? | How do you describe your method of grading essays? | Partially analytic with a keen focus on giving a personnalised written feedback | A PDF file describing the assessment method is available. + a PDF file containing an assessment example. |
| 10 | | What helps you when grading? | Having some metrics like word count, and highlighting the linking words | |
| 11 | | What challenges do you face when grading written essays? | Judging the level of content and ideas despite the linguistic mistakes | |
| 12 | | Which step of the grading task is the most important? | Identifying the content and ideas | |
| 13 | | Which step of the grading task is the most time-consuming? | Judging the level of content and ideas despite the linguistic mistakes + looking for linking words | |
| 14 | | Which step of the grading task is the most difficult? | Attribute a numerical grade | |
| 15 | | How do you proceed when grading a large number of essays? | Randomly (no sorting or filtering, that would take more time) | |
| 16 | How? | What could help you grade written essays more efficiently ? | Any part that could be automated and make the task faster | |
| 17 | | What could help you give better feedback to the students? | - | |
| 18 | | Assuming there is an IT tool that would help you with this task, what should this tool look like? | It's difficult to imagine | |
| 19 | | How and when would you use such a tool? | Always (if it is good enough) | |
| 20 | | What would you like for this tool to asses you with in the grading task? | Linking words | |
| 21 | | What type of information you would like this tool to provide ? | An overview of past assignments of the student | |
| 22 | | How should this information be presented? | | |
| 23 | | What requirements would the tool have to meet in terms of "usefulness" and "usability" in order for you to use it? | | |

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| | | Feedback on the tool design | - Include links to the student's past assignments | **>> user stories: as an English teacher, ..** | I would like to have access to the student's past assignments and feedbacks to see if they overcame their past mistakes. | If the student keeps making the same mistake, they might be more penalized the second time. |
| | | | - Give the option to whether show or hide the list of links to other assignments | | I would like to see which assignments were already graded to keep track of my work. | |
| | | | - It would be nice to have the informaiton of which assignments were graded (no need to know which were submitted) on that list (color codes might be useful) | | I would like to be able to see two assignments of two different students on the same view for comparison. | |
| | | | - Teachers soemtimes need to go back and forth between two assignments of two students for comparison (to assure fairness) | | | |
| | | | - Statistics are a cool idea to have an overview of the class level (average grade), but it is not always useful nor reliable to know how a student's (and hence a class') grade change over time/assignments. Because if for example the student keep making the same mistake, they will be penalised more on the second time probably. | | | |