**From reactive to proactive writing:**

**Teaching self-assessment to writers of various skill levels**

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**Abstract**

Usually, academic writing is evaluated through guided feedback accompanied by comments in the text. Students respond to feedback and correct the text in a passive and reactive way. The current study investigated the contribution of self-feedback to text improvement. Students were instructed to write three drafts of a text (the third was not mandatory) and improve each draft using self-feedback. Thus, they acted proactively in the revision process. Previous studies have shown the benefits of this approach, but focused on final grades. This study investigated the impact of self-assessment on improving aspects of writing (content, structure, and language) and how this process differs among writers of different skill levels. Thirty-eight students participated in the study as part of a college writing course college. The findings showed significant improvement in the second and third drafts. However, improvement varied in accordance with the level of writing. The low-medium level group corrected content in the second and third drafts. In contrast, the high-level group corrected mainly grammar in the second draft. The conclusion was that low and medium level writers revise content in subsequent drafts, while high-level writers tend to complete content in the first draft and correct the language in revisions.