Advice on drafting of student responses

A draft is a preliminary version of a student response to an assessment instrument. Prior to submitting a draft, students may be required to submit a written outline or discuss their approach to the assessment with their teacher.

Submission of student drafts allows teachers to monitor student work and help students improve the quality of their responses. It is a formalised process whereby teachers provide students with structured feedback. Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies students might use to improve their work. Drafting is a consultation process, not a marking process, and teachers should not award a standard for a work in draft form.

Increasing independence develops as students accept greater responsibility for their own learning across the two-semester course. To achieve this, teachers can progressively reduce both the number of drafts for feedback and the amount of annotations and corrections provided.

Feedback on drafts

When providing feedback on drafts, teachers indicate aspects of the response which need to be improved or developed in order to meet the objectives and instrument-specific standards. Advice might be to:

- tailor the response to better suit the purpose and audience
- resequence ideas, express points more succinctly, or clarify a point raised
- substantiate points through referencing
- conduct further research
- enhance messages/meaning by reformatting text or presentation
- edit spelling, punctuation and grammar
- refine vocabulary
- consider restructuring sentences and paragraphs.

Teachers may also provide a summary of their feedback and advice to the whole class.