Advice on managing students’ draft responses to assessment

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

Submission of a draft 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 four-semester course. To achieve this, teachers can progressively reduce both the number of drafts for feedback and the amount of annotations and corrections provided. Table 1 gives an example draft submission strategy.

Table 1: Example draft submission strategy

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design folio</td>
<td>• teacher consultation</td>
<td>• teacher consultation</td>
</tr>
<tr>
<td></td>
<td>• submit one or two drafts</td>
<td>• submit one draft</td>
</tr>
<tr>
<td></td>
<td>• provide feedback on exploration/development/production</td>
<td>• provide feedback on exploration/development/production</td>
</tr>
</tbody>
</table>

Feedback on drafts

When providing feedback on drafts, teachers indicate aspects of the response that 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.