Advice on managing students’ draft responses to assessment

A draft is a preliminary version of a 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.

Drafting is used to monitor student work and improve the quality of student responses. It is a formalised process whereby teachers provide students with structured feedback.

Teachers should use the objectives and instrument-specific standards to help students identify areas to review, with comments suggesting strategies they might use to improve their work. Teachers should not award a standard for a work in draft form. Drafting is a consultation process, not a marking process.

Increasing independence develops as students are required to accept responsibility for their own learning across the four-semester course. Reducing the number of drafts for feedback from Year 11 to Year 12 and the amount of teacher annotations and corrections develops student independence.

The following table demonstrates an example drafting strategy.

Table 1: Example drafting strategy

<table>
<thead>
<tr>
<th>Instruments/Dimension</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>• teacher consultation</td>
<td>• teacher consultation</td>
</tr>
<tr>
<td></td>
<td>• outline submitted</td>
<td>• one draft or outline submitted</td>
</tr>
<tr>
<td></td>
<td>• two drafts submitted</td>
<td></td>
</tr>
<tr>
<td>Spoken/Multimodal*</td>
<td>• teacher consultation</td>
<td>• teacher consultation</td>
</tr>
<tr>
<td></td>
<td>• two drafts submitted</td>
<td>• one draft or outline submitted</td>
</tr>
<tr>
<td></td>
<td>• feedback provided during rehearsal/development</td>
<td>• feedback provided during rehearsal/development</td>
</tr>
</tbody>
</table>

*A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions. Possible multimodal presentations include documentaries, digital presentations, e.g. webpages, computer simulations and presentations using software.

Schools should also be familiar with the strategies for authenticating student work found in Section 4.2 of the A–Z of Senior Moderation. <www.qsa.qld.edu.au/1426.html>

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 standards. Advice might be to:

• tailor the response to better suit the purpose and audience
• resequence ideas, express points more succinctly, or better explain a point raised
• substantiate points through referencing
• conduct further research
• enhance messages/meaning by reformatting text or presentation
• amend 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.