



Feedback on Drafts



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Providing feedback on drafts of student work is an effective way of implementing the principles of Assessment for Learning, particularly the value of formative feedback and assessment. Aligned to social constructivism, this practically entails providing formative feedback at the 'drafting stage' of the assignment and supporting students to incorporate this feedback in subsequent drafts.

Research has shown that feedback on drafts is likely to be acted on, to contribute to improved work (Court, 2014). If the feedback is timely and detailed, students' awareness is also raised and feedback on drafts can be highly developmental (ibid).

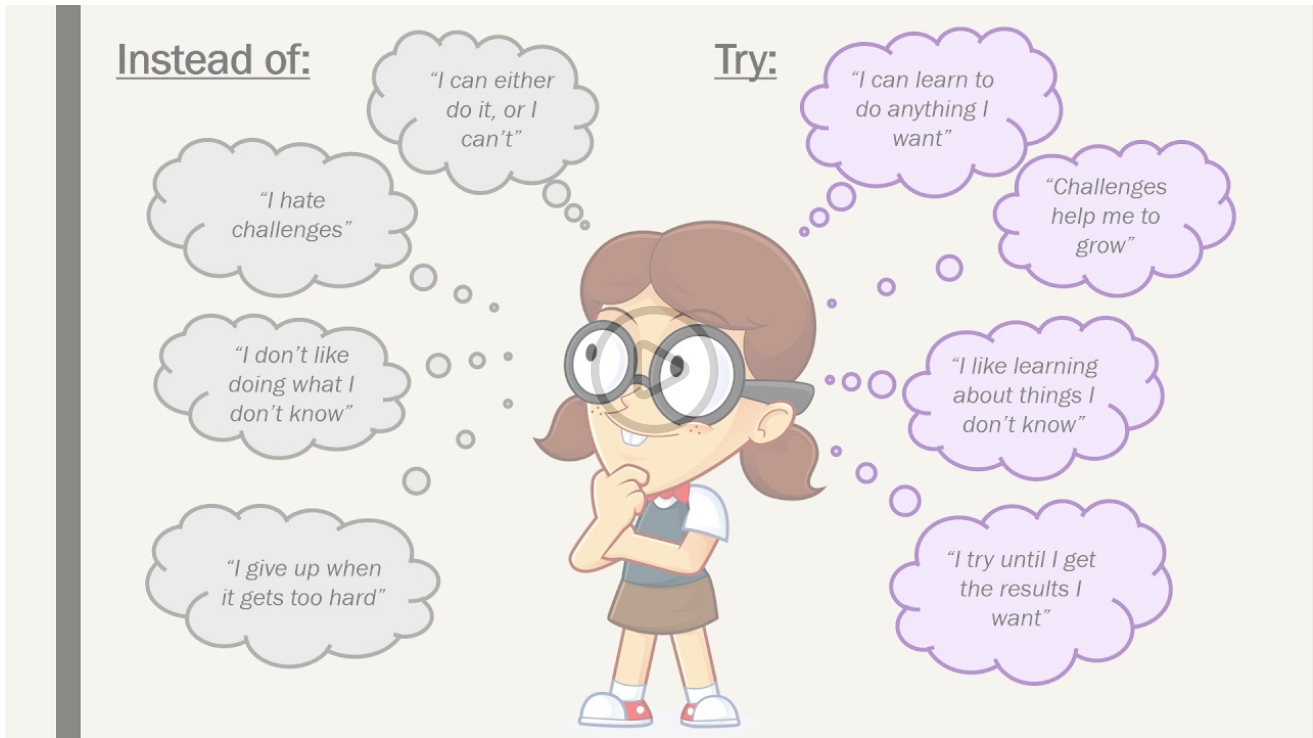
Not only can feedback on drafts help students achieve success in the context of the assessed activity itself, it can support students to develop [assessment and feedback literacies](#), and to engage meaningfully with marking criteria.

Note: it does not only have to be the teacher/tutor who gives feedback. This approach can work with peer assessment.

Sample workflow

- Step 1 – assessment is released
- Step 2 – students submit a first draft
- Step 3 – tutors (or peers) provide feedback on the draft
- Step 4 – students rework the draft in light of feedback
- Step 5 – students submit final draft
- Step 6 – assessments are graded with 'light touch' feedback given on final draft

The video below outlines one teacher's approach to informing their students what to expect and how to get the most from feedback on drafts:



Further Considerations

While the rationale underpinning this approach can be applied to various activity types (including multiple choice tests, quizzes etc.) providing formative feedback on student drafts will not be possible for every assignment.

Offering students feedback on drafts might also sound like twice the work for teachers. However, Court's (2014) paper highlighted the fact that too much feedback on a draft can be detrimental to student learning. Furthermore, if feedback on the draft carries high value for students, and is delivered when students are immediately able to act upon that feedback, feedback on the final draft can be justifiably kept to a minimum. This approach accords with notions around [feedback and feedforward](#).

Reference:

Krista Court (2014) Tutor feedback on draft essays: developing students' academic writing and subject knowledge, *Journal of Further and Higher Education*, 38:3, 327-345, DOI: [10.1080/0309877X.2012.706806](https://doi.org/10.1080/0309877X.2012.706806)

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