

Project checkpoint: draft complete

40 minutes

The Student Project

Outcome 4.9

WHAT THIS LESSON DOES

Advance your student project draft to a readable state where another person can follow it independently. Identify the tasks still required before referencing and packaging. Use a cold partner read to check if the draft communicates your intended message clearly.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.9	document the planning and research history of the published work.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Get your Student Project draft to a state you could show, and know exactly what remains (CBA)
- List what still needs doing before referencing and packaging (CBA)
- Use a cold partner read as a quick test of whether the draft communicates (CBA)

BEFORE THE BELL

- Prepare board space for the starter checklist and one quick added criterion.
- Decide pairs before the lesson so the cold read starts immediately.
- Student devices with project drafts and research logs saved the class way; pair list ready
- Board space for the starter checklist and one added class criterion
- Student devices with browser access and project files saved the class way

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HOW THE LESSON RUNS

4 min	introduction	Start
6 min	content	Examine and discuss
14 min	activity	Hands-on: get your draft showable
10 min	content	Partner cold read
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Use the four starter criteria on the board; invite mental ticks, tweaks or one added line in students' own wording.
- State the minimum bar early: clear opening, rough beginning-middle-end, borrowed material listed.
- Pair students in the Start step to avoid time loss during the partner activity.
- At minute 9 of hands-on, call freeze-and-list so nobody starts the cold read without at least one job under each heading.
- Run the cold read on a visible timer: Partner A first, then swap at about 4 minutes so both sides get a real look.
- For video or audio drafts, cap the cold look at 90 seconds.
- Circulate during cold reads to monitor quiet focus and note look-fors.
- Keep Make sense to two shares at most, taken from the match and miss moments students noted during the cold read.

WHAT TO WATCH FOR

- Students explain their draft during the cold read: remind them to remain silent and let the draft speak.
- Partner feedback too vague: encourage a one-sentence take on topic, point of view and audience.
- Overlooking the opening clarity: direct students to fix the first moments first.
- Writing only "no" under the third remaining-tasks heading: push for concrete jobs under "Before referencing and packaging I still need:".
- Playing a whole video during the cold read: hold the 60-90 second cap so both partners get a turn.

DIFFERENTIATION

- Support: Offer sentence starters for describing the understood message in the cold read.
- Extension: Challenge students to include specific examples from the draft in their remaining-tasks list, or name one strength that came across clearly if they finish early.
- Support: Hold the minimum showable bar and keep time for list-writing rather than polish. Students recovering a missing draft aim for clear opening + rough order + borrowed items listed, then join the partner read with whatever opens.