

Drafting of Student Assignment (written and non-written) Work



Teachers and other participants in the teaching and learning process play a significant role in the drafting of student assessment responses. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response.

The purpose of viewing student drafts is to provide students with feedback **so that improvements can be made to the response**. Drafting is a **consultation process**, not a marking process. Teachers should not award a notional result or level of achievement for work in a draft form.

Drafting feedback should ask the student to **reflect on strategies** they might use **to refine their work**. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review. The principle of **increasing independence** is important.

What is a draft?

A draft is a body of evidence that is provided by students in response to assessment instruments. This should be a **response that is nearly good enough to submit** for assessment – it is likely to be the **student's second or third attempt** at the task. Before submitting a draft, students may be required to:

- submit a written outline about their approach
- discuss their approach with their teacher.

What sort of feedback will be provided?

In providing feedback, teachers will **indicate aspects of the response that need to be improved or developed** in order to meet the criteria. Students may be advised to:

- consider other aspects of the text
- work on their role as writer/speaker and show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points made with references.

Teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing – they may not correct or edit all the textual errors in a draft
- provide some written feedback on drafts submitted by the due date
- provide a summary of their feedback and advice to the whole class

Junior School

In Year 8 and Year 9, teachers **may indicate specific sections/paragraphs** that require more careful editing. This may be done with written feedback for a **maximum of two drafts** for any one student per assessment task. **Verbal feedback** should be given **to the whole class** as a summary of what has been noted in individual drafts.

Senior School

In Years 10, 11 and 12, teachers will **indicate** that there are **some genre and task-specific errors** and that more careful editing is required **but will not correct all such errors**. Students are expected to **self-edit** to a high degree. Again a summary of feedback and advice should be **provided to the whole class**.

Suggested drafting strategy, demonstrating incorporation of the planning principle of increasing independence

Mode	Year 11	Year 12
Written	<ul style="list-style-type: none">• teacher consultation allowed• outline submitted• maximum two drafts submitted	<ul style="list-style-type: none">• teacher consultation allowed• one draft or outline submitted
Spoken/signed	<ul style="list-style-type: none">• teacher consultation allowed• maximum two drafts submitted• feedback provided during rehearsal/development	<ul style="list-style-type: none">• teacher consultation allowed• one draft or outline submitted• feedback provided during rehearsal/development

First drafts must be submitted a minimum of five school days prior to the due date. Once a first draft has been submitted and feedback provided students are able to submit a **further draft up until three school days prior to the due date**. After this time, **NO DRAFTS** will be viewed by teachers.

Submission Policy

Regardless of format (physically handing in, electronic), all assessment items & drafts must be submitted **by 5.00pm** of the due date.