



Drafting of Student Assignments (written and non-written) work

Note: This policy is to be ready in conjunction with the College's Junior and Senior Assessment Policies.

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. It is an excellent opportunity to learn and in many ways is more important than the final result. 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 must 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 7 to Year 9, teachers **may indicate specific sections/paragraphs** that require more careful editing and give more explicit direction on improvements that can be made to the response. This may be done with written feedback for a **maximum of two drafts** for any one student per assessment task. Teachers may give further **verbal feedback**, if required, to individuals or to the whole class as a summary of what has been noted in individual drafts.

A copy of the feedback will be stored with a hard copy of the draft in the student's folio, or in the case of digital submission (ie through CANVAS), stored online.

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. Drafting should be a consultative process that indicates aspects of the response to be improved or further developed and be delivered in a **consistent manner and format** for all students. A summary of feedback and advice should be provided to the whole class. Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

A copy of the feedback will be stored with a hard copy of the draft in the student's folio, or in the case of digital submission (ie through CANVAS), stored online.

Types of Draft Feedback

There are several ways in which teachers may give feedback on drafts. Teachers may choose to use only one type or a combination of several types in the drafting process. Task sheets should indicate the number of drafts permitted and the types of feedback that could be given. Types of teacher feedback include:

- written individual feedback on submitted scripts
- written individual feedback on a proforma linked to criteria, standards descriptors or ISMG's
- verbal individual feedback
- verbal or written summary to the whole class

It should be noted that the number and types of draft feedback given should reflect the principle of **increasing independence**. For example, it may be entirely appropriate in some circumstances and subjects, for draft feedback to Year 12 students to be given only as a summary to the whole class.

The table below gives a summary of feedback that may be given to reflect the principle of increasing independence. Note that the table expresses the maximum number of drafts permitted. Conditions on task sheets may state less than the maximum.

Summary of Draft Feedback For Year Levels Demonstrating Increasing Independence

Years 7-9	Years 10 & 11	Year 12
<ul style="list-style-type: none">• teacher consultation allowed• outline may be submitted before draft• maximum two drafts submitted• may indicate specific sections/ paragraphs that require more careful editing and give more explicit direction on improvements that can be made to the response.• feedback provided during rehearsal/development (Spoken/ signed)• verbal summary of feedback and advice to individuals (if required) and the whole class	<ul style="list-style-type: none">• teacher consultation allowed• outline may be submitted before draft• maximum one draft submitted• feedback provided during rehearsal/development (Spoken/ signed)• verbal summary of feedback and advice to the whole class	<ul style="list-style-type: none">• teacher consultation allowed• maximum of one draft or outline submitted• feedback provided during rehearsal/development (Spoken/ signed)• verbal summary of feedback and advice to the whole class

NB. Drafting should not be confused with the confirmation process through QCAA. Receiving feedback PRIOR to an assessment submission and after an assessment is submitted and marked are important steps in the teaching and learning cycle.

Suggested drafting strategy

First drafts must be submitted by the checkpoints indicated on the tasksheet prior to the due date. Once a first draft has been submitted and feedback provided students (Yrs 7-9) are able to submit a **further draft up until five school days prior to the due date**. After this time, **NO DRAFTS** will be viewed by teachers.

Submission Policy

- Unless explicitly told otherwise by the class teacher, students in Years 10- 12 must submit their Draft/Progress Check to Turnitin and/or CANVAS under teacher direction by 11.59pm (before midnight- go to bed!) on the due date as outlined on the task sheet. A further hard copy may be submitted to the subject teacher during the lesson or **as stipulated by the subject teacher**.
- For subjects with multimodal assessment, teachers may stipulate that a draft recording of the presentation is submitted along with the script at teacher draft.
- Students who do not submit their Draft/Progress Check will be required to attend an academic catch-up session organised by either the subject teacher or Head of Department. Parents/Carers will be contacted and student and parents/carers made aware that the Draft/Progress Check must be submitted the following school day, with a copy also submitted to Turnitin/CANVAS. Teacher feedback may not be provided on late submissions of a Draft/Progress Check.
- The teacher will retain the Draft/Progress Check as evidence of work completed to that point in time. If a student does not submit their final assignment item by the due date, the Draft/Progress Check will be marked as evidence of work completed for that task.
- For reasons outlined in the College Assessment Policy, on occasion an extension may be granted for a Draft/Progress Check, with the approval of the Deputy Principal- Secondary. If the Draft/Progress Check is not submitted by the extension date the student will be required to submit work already completed for marking as evidence of work completed for that task.
- If an extension on a Draft/Progress Check is required, students must apply for this well before the Draft/Progress Check due date via the Extension to Assessment form.
- Students must be aware of the maximum word limit for assessment tasks and teachers will advise students of excess word limit in Draft/Progress Check feedback. Some senior subjects also have restrictions to the number of pages which can be submitted and these should be carefully reviewed by students PRIOR to submission.

References:

1. *Information Technology Systems 2012 Advice on managing students' draft responses to assessment*; Queensland Curriculum and Assessment Authority;
https://www.qcaa.qld.edu.au/downloads/senior/snr_its_12_res_drafting.pdf
2. *QCAA Policy and Procedures Handbook*; <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>
3. Annandale Christian College Junior and Senior Assessment Policies:
<https://www.acc.qld.edu.au/education/assessment/>