



# Shalom College Drafting Policy

## Aim

The aim of this policy is to ensure there is consistency, clarity and equity in the quantity of drafts submitted and the type of feedback provided to students.

Providing feedback on a draft is a consultative process, not a marking process. Teachers **should not allocate a notional result** for draft student responses.

## What is a draft?

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. Drafts are also used to authenticate student work.

Students in all years are expected to produce and submit a draft for written tasks and to present evidence of preparation for non-written tasks. This includes any checkpoints as stipulated by the task. The nature of the draft produced will depend upon the subject and the assessment technique. For example, where the assessment type is a presentation, a draft might be a rehearsal of the presentation either filmed or in person.

Before submitting a draft, students may be required to submit an outline or discuss their approach with the class teacher.

## The purpose and principles of draft submissions

The purpose of draft submissions is to:

- allow students to receive, and respond to, teacher feedback about a task prior to the submission date. It is expected that feedback will encourage a student to reflect upon strategies they might use to refine their response.
- provide interim evidence of student learning and skills which may be used for assessment purposes in the event that a final submission is not made by the deadline. As directed by QCAA and outlined in the Shalom College Assessment Policy.
- provide evidence to authenticate student work. This helps ensure the reliability of the response as a measure of student achievement and meets QCCA requirements.

The following principles apply:

- deadlines for draft submission are provided at the time that tasks and final submission deadlines are issued
- written drafts will be submitted via Sia to allow plagiarism scanning to occur as a measure of authenticity
- Teachers are not expected to accept/read/respond to drafts submitted after the draft deadline; however, they are expected to collect alternative authentication documentation in advance of the final submission (see points 2 and 3 above).
- Teachers will read and respond to drafts in a timely manner, in the date/time order received, with the understanding that receipt of a large number of drafts at deadline may limit turn-around time.

## Teachers role in providing feedback

Teachers provide feedback on a **maximum of one draft** of each student's response. The purpose of viewing a draft is to provide a student with feedback so that they can improve their response.

Feedback should encourage a student to reflect on strategies they might use to refine their response.

Feedback **must not** compromise the authenticity of student work. Teachers **should not** introduce new ideas, language or research to improve the quality of the student responses.

### **Feedback on student drafts**

Feedback on student drafts can be made individually or to the whole class in a variety of ways such as: in writing, orally, through a series of response-specific reflective questions or as a summary of advice given to the whole class.

The feedback will vary in nature according to the subject and assessment task and may include suggestions for the student to:

- consider other aspects of the text, report, performance or activity
- develop a response to show more awareness of the intended audience or purpose
- rearrange the sequence and structure of the response to prioritise the most important points
- undertake further investigation to expand the response
- synthesise the response by editing or removing excess information
- adhere to required response length by editing and refining the response, checking for relevance or repetition, etc
- adhere more closely to the referencing style required by the task

Teachers may indicate improvement is required in areas of grammar, punctuation and calculations and encourage the student to undertake further editing. It is not the teacher's responsibility to 'fix' all errors in the draft, but to give advice to the student about how to improve their work.

Responding to the feedback provided does not necessarily ensure the completed assignment will meet the criteria for an A standard.

### **Non-submission of drafts**

Drafting requirements (and checkpoints) are outlined on assessment tasks. It is important that these guidelines, including checkpoints, and draft due dates, are adhered to for quality assurance purposes.

Students who do not submit a draft will be required to attend a supplementary session to produce work which can be used for the purpose of authentication and interim evidence.

Teachers will notify the parent/guardian, Head of Department (HOD) and Head of House (HOH) if a student does not meet identified checkpoints or submit a draft on the due date.

HOD will notify the Assistant to the Principal – Curriculum of those students who are not meeting their academic responsibilities with regards to assessment. Further consequences will be applied depending on the situation.