Shalom College Drafting Policy

A draft is a preliminary version of a student's response to an assessment instrument.

Students in all years are expected to produce and submit a draft for written tasks and to present a draft as directed for non-written tasks. The type of 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.

Teachers provide feedback on a maximum of one draft of each student's response and the feedback must not compromise the authenticity of student work[*].

Feedback on the draft may be one or more of the following:

- Written
- Verbal
- Provided through questioning
- Provided as advice to the whole class as a summary

The reasons for submission of a draft are:

1. 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.
2. The draft provides 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.
3. A draft supplements authentication strategies in place at Shalom, intended to ensure the reliability of responses to assessment tasks as measures of student achievement.

At Shalom College the following principles apply:

- Deadlines for draft submission are provided at the time that tasks and final submission deadlines are issued.
- Where possible, written drafts will be submitted via Student Café, to allow a *Plagscan* 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 will not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in grammar, punctuation and calculations and encourage further editing, but should not edit or correct all errors in a draft.