

English Department: Drafting and Feedback Guidelines

What is a draft in English?

A draft is a body of evidence that is provided by students in response to assessment instruments.

What is the purpose of a draft in English?

The purpose of viewing student drafts is to provide feedback so that students may improve their responses. A draft is a response that is complete (meets word/time lengths) – it should be the student's second or third attempt at the task. Prior to submitting a task the student may be required to submit a written outline or to discuss their approach to the task with their English teacher.

Drafting is a consultative process, not a marking process. Teachers should NOT award a notional result or level of achievement for the criteria for a work in draft form.

Should a student fail to submit their assignment on or before the due date then a previously seen draft will be marked against the relative criteria as per College and QCAA policy.

What sort of feedback will be provided?

Drafting feedback should ask the student to reflect on strategies they might use to refine their work, using the task criteria sheet. Bear in mind that there are other methods of feedback, in addition to teacher feedback, such as peer and self-assessment, parent and/or tutor feedback. In providing feedback, teachers should indicate aspects of the response that need to be improved or developed in order to meet the criteria.

Students may be advised to:

- work on their role as writer/speaker and show more awareness of the purpose and 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.
- consider other aspects of the text such as the analysing and evaluating criteria
- work on editing: spelling, punctuation and grammar (especially tense)

Teachers may:

- indicate the areas of strength in the response and areas which need further improvement
- conference with the student to discuss the draft's strengths and weaknesses
- indicate some textual errors and indicate that the draft requires more careful editing — they should not correct or edit all the textual errors in a draft
- provide some written feedback on drafts submitted by the due date
- use a draft teacher feedback checklist and/or peer, self, parent, tutor assessment checklist to cover all aspects of the task criteria
- use TURNITIN to check plagiarism in drafts (under 10% similarity preferably taking into account referencing and bibliography)
- use email, hard copy and/or Turnitin rubrics to provide draft feedback
- keep a record/evidence of drafts submitted
- provide a summary of their feedback and advice to the whole class.

Table: Drafting strategies, demonstrating incorporation of the planning principle of increasing independence

| Year Level | Feedback on Written Drafts | Feedback on Spoken Drafts |
|-------------------|--|--|
| 5-6 | <ul style="list-style-type: none"> Teacher verbal feedback at checkpoints throughout task Teacher feedback on several complete drafts submitted prior to due date | <ul style="list-style-type: none"> Teacher verbal feedback at checkpoints throughout task Teacher feedback on several complete scripts submitted prior to due date |
| 7-11 | <ul style="list-style-type: none"> teacher consultation during planning stages One draft submitted through TURNITIN use of feedback checklist (teacher, peer and/or self-assessment checklist) maximum two complete drafts submitted | <ul style="list-style-type: none"> teacher consultation during planning stages One draft submitted through TURNITIN feedback provided during rehearsal (teacher, peer and/or self-assessment checklist) maximum two complete drafts submitted |
| 12 | <ul style="list-style-type: none"> teacher consultation allowed during stages of development of task Draft submitted through TURNITIN use of feedback checklist (teacher, peer and/or self-assessment checklist) only one draft or outline submitted | <ul style="list-style-type: none"> teacher consultation allowed during stages of development of task Draft submitted through TURNITIN use of feedback checklist (teacher, peer and/or self-assessment checklist) only one draft or outline submitted feedback provided during rehearsal |

Whilst teachers will consult on the same number of drafts from Year 7-11, a reduced number of drafts will be checked in Y12 as per QCAA requirement of increasing independence. This concept is also shown through reduced teacher correction and detail within the feedback on drafts.

Teacher Management of student draft non-submissions:

- Teachers are advised that there should not be after-school detentions for non-submits of drafts, although school diary states that you can issue lunchtime detentions for non-submits.
- Teachers are advised to notify parents (via email or phone call) that the student has missed the draft due date and that the student must attend to this immediately.
- It is advisable that in the same lesson the draft is not submitted, the student sits and completes as much of the work as possible and this becomes the draft.
- This draft then becomes the evidence in the student folio if the final copy is not submitted.