

# Drafting Expectations

*(Adapted from English Department Guidelines)*

## Some Important Guidelines:

- 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
- 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
- Drafting feedback should ask the students to result on strategies they might use to refine their work using the task criteria sheet

## Teachers May:

- 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 written feedback on drafts
- Use Turnitin to check plagiarism in drafts (under 10% similarity across all grades is expected)
- Use email, hard copy and/or Turnitin to provide draft feedback
- **Keep a record/evidence of drafts submitted**
- Provide a summary of their feedback and advice to the whole class

## **Teacher Management of Student Draft Non-Submissions:**

- Teachers are advised that there should not be detentions for non-submits of drafts
- 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.

<b>Year Level</b>	<b>Feedback on Written Drafts</b>	<b>Feedback on Spoken Drafts</b>
5-6	<ul style="list-style-type: none"> <li>• Teacher verbal feedback at checkpoints throughout task</li> <li>• Teacher feedback on several complete drafts submitted prior to due date</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher verbal feedback at checkpoints throughout task</li> <li>• Teacher feedback on several complete scripts submitted prior to due date</li> </ul>
7-10	<ul style="list-style-type: none"> <li>• Teacher consultation during planning stages</li> <li>• One draft submitted through Turnitin</li> <li>• Use of feedback checklist (teacher, peer and/or self-assessment checklist)</li> <li>• Maximum two drafts submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consultation during planning stages</li> <li>• One draft submitted through Turnitin</li> <li>• Feedback provided during rehearsal (teacher, peer and/or self-assessment checklist)</li> <li>• Maximum two drafts submitted</li> </ul>
11-12	<ul style="list-style-type: none"> <li>• Teacher consultation allowed during stages of development of task</li> <li>• Draft submitted through Turnitin</li> <li>• Use of feedback checklist (teacher, peer and/or self-assessment checklist)</li> <li>• Only one draft or outline submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consultation allowed during stages of development of task</li> <li>• Draft submitted through Turnitin</li> <li>• Use of feedback checklist (teacher, peer and/or self-assessment checklist)</li> <li>• Only one draft or outline submitted</li> <li>• Feedback provided during rehearsal</li> </ul>