



Caloundra City School Senior School Drafting Policy – 2009

Drafting is a desirable element of all written and spoken task preparation. It is a **mandatory requirement** for students to draft their responses to all assessment tasks. Students should only submit the task to their teacher for drafting, however, when they are certain they have carefully edited the work themselves.

This means the student has:

- read over their own work, carefully checking for relevance to question and correct generic structure
- looked for expressional, spelling and punctuation errors
- corrected all errors
- applied a spell check
- had the task drafted and signed off by at least one peer

The purpose of drafting is to **provide constructive feedback**, which will guide students in amending and preparing their final submission. It can also play an important part in **authenticating a student's work**.

Teachers will comment on errors but **not necessarily correct all errors**. Teachers may, for instance, indicate that capital letters are needed for proper nouns or that inverted commas are needed for direct speech. It is the student's responsibility to correct all errors drawing from the guidance offered by the teacher. **It is not the teacher's responsibility to correct all errors**. All drafts must be submitted **48 hours on or before** the due date.

If students are sitting a seen exam, there is no expectation that teachers will draft responses though they may provide brief verbal advice on structure of drafts.

It is important to note:

1. Comments provided by the teacher will not necessarily be exhaustive, that is, they may not cover every aspect of the task. They may be limited to the most obvious areas for improvement but will, nevertheless, be designed to assist students in improving the quality of their work.
2. The amount of feedback on a task may be in proportion to year level, student need, work program requirements and type of task.
3. Students **MUST** submit drafts with their final submission in order to prove authenticity of their work.
4. A teacher may model a sentence, a paragraph or a section of a task. The student should then use the model to inform the construction of his or her own task. It is not appropriate for a student to copy and submit the work of a teacher.
5. While teachers make every effort to return drafts quickly, sometimes delays will occur. It is therefore a student's responsibility to submit the draft as early as possible. Students should not expect an immediate turn around of drafts.
6. Teachers will not indicate the standard, on the draft or verbally. Providing feedback on a draft is not the same as marking or assessing a task.
7. Use of word processors is not mandatory. We understand that not all students have constant access to computers. It is, therefore, acceptable for tasks to be handwritten except where electronic layout is specifically being assessed e.g. in news stories, feature articles and magazines.

It is our intention to promote student independence and responsibility for learning through the drafting process. *A teacher may assist you to construct a better Volkswagen but they cannot easily help you turn a Volkswagen into a Mercedes!*



Caloundra City School Senior School Drafting Policy – 2009

Drafting is a desirable element of all written and spoken task preparation. It is a **mandatory requirement** for students to draft their responses to all assessment tasks. Students should only submit the task to their teacher for drafting, however, when they are certain they have carefully edited the work themselves.

This means the student has:

- read over their own work, carefully checking for relevance to question and correct generic structure
- looked for expressional, spelling and punctuation errors
- corrected all errors
- applied a spell check
- had the task drafted and signed off by at least one peer

The purpose of drafting is to **provide constructive feedback**, which will guide students in amending and preparing their final submission. It can also play an important part in **authenticating a student's work**.

Teachers will comment on errors but **not necessarily correct all errors**. Teachers may, for instance, indicate that capital letters are needed for proper nouns or that inverted commas are needed for direct speech. It is the student's responsibility to correct all errors drawing from the guidance offered by the teacher. **It is not the teacher's responsibility to correct all errors**. All drafts must be submitted **48 hours on or before** the due date.

If students are sitting a seen exam, there is no expectation that teachers will draft responses though they may provide brief verbal advice on structure of drafts.

It is important to note:

8. Comments provided by the teacher will not necessarily be exhaustive, that is, they may not cover every aspect of the task. They may be limited to the most obvious areas for improvement but will, nevertheless, be designed to assist students in improving the quality of their work.
9. The amount of feedback on a task may be in proportion to year level, student need, work program requirements and type of task.
10. Students **MUST** submit drafts with their final submission in order to prove authenticity of their work.
11. A teacher may model a sentence, a paragraph or a section of a task. The student should then use the model to inform the construction of his or her own task. It is not appropriate for a student to copy and submit the work of a teacher.
12. While teachers make every effort to return drafts quickly, sometimes delays will occur. It is therefore a student's responsibility to submit the draft as early as possible. Students should not expect an immediate turn around of drafts.
13. Teachers will not indicate the standard, on the draft or verbally. Providing feedback on a draft is not the same as marking or assessing a task.
14. Use of word processors is not mandatory. We understand that not all students have constant access to computers. It is, therefore, acceptable for tasks to be handwritten except where electronic layout is specifically being assessed e.g. in news stories, feature articles and magazines.

It is our intention to promote student independence and responsibility for learning through the drafting process. *A teacher may assist you to construct a better Volkswagen but they cannot easily help you turn a Volkswagen into a Mercedes!*