RATIONALE

The checkpoint and drafting policy has been developed using several syllabi from across the senior school. It combines the recommendations from QCAA regarding scaffolding and supporting student responses whilst also ensuring that increased independence is encouraged.

Currently the most common form of feedback that students receive regarding performance is a general statement written on criteria sheets with a rating attached. This statement usually serves more purpose as a justification of the grade awarded. It is often very specific feedback to the task rather than a tool for improving future performance.

For example, feedback on a short story ‘More imaginative and figurative language needed throughout’, may not be relevant for the next task such as the analytical essay genre. This feedback can be misleading and may possibly create further confusion or problems for students on the next task. Therefore, it is more important to provide comprehensive feedback at the checkpoint and drafting phase of assessment.

BENEFITS OF A UNIFORM CHECKPOINT AND DRAFTING POLICY:

This policy will allow teachers to:

- Effectively and efficiently monitor student assessment, with the aim to minimise at risk, low attendance and non-submit types of students from flying under the radar.
- Minimise or eliminate anomalies at profiling time (non-submit type students)
- Utilise clear and comprehensive checkpoints for each of the assessment items over year 11 and 12.
- Scaffold student responses whilst still maintaining a more independent approach to studies.
- Set clear expectations of the task requirements.
- Allow students to work more efficiently.

CHECKPOINTS

A good checkpoint:

- Must explicitly address the question
- Must include elements that are able to be completed in one sitting
- Must address criteria to a minimum of an E standard
- Must be completed in sentence form or comprehensive notes
- Must give a general outline of the task/ text type (graphic organiser)
- Must break the task down into smaller, more manageable parts.

ADVICE ON DRAFTING OF STUDENT ASSESSMENT RESPONSES
Several assessment techniques require students to draft responses both as part of the process of developing the response and as a strategy to improve the quality of the response.

Teachers and other participants in the teaching and learning process play a significant role in the drafting of student assessment responses. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response.

The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the response. Drafting is a consultation process, not a marking process. Teachers should not award a notional result or level of achievement for a work in draft form.

Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review. Schools should consider the principle of increasing independence when constructing drafting policies.

**WHAT IS A DRAFT?**

A draft is a body of evidence that is provided by students in response to assessment instruments. This could be a response that is nearly good enough to submit for assessment — it is likely to be the student’s second or third attempt at the task. Before submitting a draft, students may be required to:

- complete a checkpoint that has been marked and approved
- submit a written outline about their approach
- discuss their approach with their teacher.

**WHAT SORT OF FEEDBACK WILL BE PROVIDED?**

In providing feedback, teachers will indicate aspects of the response that need to be improved or developed in order to meet the criteria.

Students may be advised to:

- consider other aspects of the text/task
- work on their role as writer/speaker and show more awareness of the 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.

Teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing — they may not correct or edit all the textual errors in a draft
- suggest areas for improvement
- point out elements of the task that have not been carefully addressed
- provide some written feedback on drafts submitted by the due date
- provide a summary of their feedback and advice to the whole class.
Table 1: Suggested drafting strategy, demonstrating incorporation of the planning principle of increasing independence

<table>
<thead>
<tr>
<th>Mode</th>
<th>Years 8, 9 &amp; 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>teacher consultation allowed outline submitted</td>
<td>teacher consultation allowed outline submitted</td>
<td>teacher consultation allowed one draft or outline submitted</td>
</tr>
<tr>
<td></td>
<td>feedback provided at several stages of progression drafts submitted</td>
<td>maximum two drafts submitted</td>
<td></td>
</tr>
<tr>
<td>Spoken/Signed</td>
<td>teacher consultation allowed drafts submitted</td>
<td>teacher consultation allowed maximum two drafts submitted</td>
<td>teacher consultation allowed one draft or outline submitted</td>
</tr>
<tr>
<td></td>
<td>feedback provided during rehearsals</td>
<td>feedback provided during rehearsal</td>
<td>feedback provided during rehearsal</td>
</tr>
<tr>
<td>Concept/Design/</td>
<td>teacher consultation allowed feedback provided at several stages of progression</td>
<td>teacher consultation allowed feedback provided on preliminary plans/sketches</td>
<td>teacher consultation allowed feedback provided on preliminary plans/sketches</td>
</tr>
<tr>
<td>Constructing</td>
<td></td>
<td></td>
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<tr>
<td>Practical</td>
<td>teacher consultation allowed feedback provided during rehearsal periods</td>
<td>teacher consultation allowed feedback provided during rehearsal</td>
<td>teacher consultation allowed feedback provided during rehearsal</td>
</tr>
<tr>
<td>Demonstration</td>
<td></td>
<td></td>
<td>(rehearsal filmed where necessary for verification purposes and critical refection)</td>
</tr>
</tbody>
</table>

AUTHENTICATION OF STUDENT WORK

It is essential that judgments of student achievement are made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QCAA information statement Strategies for authenticating student work for learning and assessment is available at <www.qcaa.qld.edu.au> (search for “authenticating”). This statement provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- students’ planning production of drafts and final responses
- teachers seeing plans and drafts of student work
- student production and maintenance of documentation about the development of responses
- students acknowledging resources used
- teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.