Advice on managing students’ draft responses to assessment

A draft is a preliminary version of a student response to an assessment instrument. Students may also be required to submit a written outline or discuss their approach to the assessment with their teacher before submitting a draft.

Assessment instruments in Drama are organised into techniques for assessing Forming, Presenting and Responding dimensions. The form of the draft response is determined by the requirements of the assessment instrument. Draft responses to Presenting and practical Forming assessment instruments take the form of overviews, partially developed or complete performances and demonstrations which are supported by student notes, annotated playscripts and/or other materials. For Responding and non-practical Forming assessment instruments, draft responses may take the form of written outlines, partial or complete responses. Submission of a draft allows teachers to monitor student work and help students improve the quality of their responses. It is a formalised process whereby teachers provide students with structured feedback. Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies students might use to improve their work. Drafting is a consultation process, not a marking process, and teachers should not award a standard for a work in draft form.

Increasing independence develops as students accept greater responsibility for their own learning across the four-semester course. To achieve this, teachers can progressively reduce both the number of drafts for feedback and the amount of annotations and corrections provided. The syllabus provides clear guidelines on teacher consultation, drafting and rehearsal when students prepare responses to assessment instruments (see Section 4.5.4, Table 2; Section 4.5.5, Table 3; Section 4.5.6, Table 4). Teachers use these guidelines to manage the process for providing advice on draft student assessment responses across Years 11 and 12.