# Learning and Assessment Plan Exemplar

Stage 1 Modified: English

Learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **E** | **P** | **M** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Communicating, Key area 2: Speaking, Key area 3: Listening, Key area 4: Responding to Text and Key area 5: Creating Text | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Modified: English (20-credits)

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities\*)* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
| Literacy | ICT | Critical and creative thinking |
| 1, 2 | Using ACC systems to communicate  Students are given opportunities to demonstrate their ability to respond to and initiate communication using technology or aids:   * with a variety of people e.g. adults, peers * in a variety of environments e.g. classroom, playground, community.   Novita professionals support the student, key school staff and family members in the use of AACs. | 🗸 | 🗸 |  | A checklist that documents the frequency and environment of responses and initiations will be used to provide evidence of each student’s learning. The checklist will be adapted to record observations for individual students according to their individual personal learning goals.  Video and photographs will also be used to provide evidence of use of AACs. |
| 3 | Listening skills  Listening skills checklist. This can be used at frequent intervals to monitor listening skills in various contexts appropriate to student need. | 🗸 |  |  | Teacher and support personnel record student achievement in various contexts appropriate to student need. |
| 3, 4, 5 | Using text  Students have opportunities to demonstrate their ability to identify texts that they have listened to and/or read for leisure, interest and education, and which texts they prefer and why.  Students work with others to identify and document the strategies they need to use to enable them to:   * access texts * create text.   Teacher and support personnel provide support as required by individual students. | 🗸 |  | 🗸 | Evidence is collected in a folio and includes photos, teacher and support personnel observations, and scribed written work.  Students, who can create text, practice this skill in a variety of practical situations e.g., filling in forms, writing name and address. This will be included in the folio. |
| 1, 4, 6 | My communication needs  Students provide evidence of their understanding of their personal communication styles and equipment requirements. This includes an inventory of current communication needs and abilities and predicted ongoing needs. Students can use evidence gathered in other learning areas. |  | 🗸 | 🗸 | Evidence to be presented in a form of the students’ choice e.g., photo story, folio, artwork, text. |
| 2, 4, 6 | Using communication technology  Students have opportunities to demonstrate their ability to use technology in different aspects of their lives. AAC devices and systems that suit needs of individual students will be used to enable students to:   * learn to use a telephone * access printed media e.g. email, Facebook, internet, computerised books, magazines and newspapers. | 🗸 | 🗸 | 🗸 | Teacher and support personnel will document increases in skills levels or frequency of use of technology. Videos and photographs will also be used to provide evidence of student learning. |
| 2, 4 | My community  Students identify at least four entertainment or recreation options in their local area. Students communicate the names of options and contact details to family or other class members through one of the following: map, fridge magnet, list, collage, poster. |  |  | 🗸 | Evidence of learning is in artefact and photographic form. |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *Students improve frequency and skill in the use of AACs in a range of settings to respond appropriately to others, provide information and make requests.* |
|  | 2 | *Students increase frequency and skill in the use of AACs in a range of settings to express needs and preferences, answer questions and develop and practise a vocabulary of conversation starters.* |
|  | 3 | *Students improve their listening skills in a range of settings with a focus on following instructions and listening to others.* |
|  | 4 | *Students improve their ability to access text and information in a range of settings including the use of social networking websites.* |
|  | 5 | *Where appropriate, students improve their ability to produce text in a range of settings.* |
|  | 6 | *With assistance, students document personal communication styles and equipment requirements.* |

*Six to ten assessments for a 20-credit subject.*

***\* Capabilities***

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*