#

Modified Subjects: Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

## Considerations when assessing modified subjects

Modified subjects are designed to allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. Setting of appropriate goals is key to ensuring students with disabilities achieve learning at the highest standard possible. Personal learning goals (PLGs) are negotiated by individual students with teachers and others who are working closely with the student, and who know the student well and his or her learning priorities and future directions. Negotiated goals will be an indicator of the capabilities that require focus. The modified subjects provide an opportunity for students to excel in an inclusive and relevant SACE curriculum. Performance standards in modified subjects are necessarily set in relation to each individual student’s needs. Achievement of aspirational PLGs and relevant capabilities providing the foundations for future success define a quality modified SACE curriculum.

Teachers assess each student’s evidence of learning in relation to these documented PLGs and capabilities and assign a result of ‘completed’ or ‘not completed’ for the modified subject. For a result of ‘completed’, the student’s evidence of learning demonstrates achievement against:

* all of the personal learning goals identified for the student
* one or more of the capabilities selected for development in the subject.

It is important that:

* assessment tasks provide the scope and opportunity for students to demonstrate effectively that their learning has been achieved
* the number of assessment tasks match the requirements for a 10 or 20 credit subject.

Assessment is school based for modified subjects, with the SACE Board managed review process ensuring that a consistent and high quality curriculum is delivered to students studying modified subjects. Learning and assessment plans are developed by teachers to meet individual student learning needs and approved by the school’s principal or the principal’s delegate. The principal or the principal’s delegate ensure plans meet all the requirements listed in the learning and assessment plan checklist for the relevant subjects.

School based personnel are required to set high, yet achievable, standards within an individually relevant SACE curriculum for students who require a modified subject curriculum. To ensure delivery of a consistent and quality curriculum, school based personnel need to be familiar with the Stage 1 and Stage 2 modified subject requirements which can be accessed on the SACE Board Modified Subjects minisite. It is also recommended that teachers and administrators developing and delivering the modified subjects attend training and development sessions, most notably the planning and clarifying support workshops, as topics such as setting personal learning goals, designing tasks, and compiling samples of student work for review are covered. SACE Board training and development sessions for modified subjects also provide a forum for professional dialogue. Teachers unable to attend support workshops are advised to seek guidance from the Modified Subjects SACE Officer prior to developing learning programs within the Modified SACE.

## Personal learning goal (PLG) development

As effective goal-setting is pivotal to successful delivery and assessment of the Modified SACE, specific, measurable, achievable, realistic and time defined (SMART) goals are foundational to defining learning in the modified subjects. Evidence is collected from assessment tasks undertaken by the student while engaged in learning linked to negotiated personal learning goals (PLGs). Evidence of learning directly linked to identified goals and capabilities is needed to confirm a ‘completed’ decision.

The following should be considered to successfully develop and document PLGs:

* negotiate relevant and aspirational PLGs in consultation with the student and key people around the student
* then apply SMART principles to define personal learning goals. Use of the SMART acronym is a good way to assist in reviewing, refining, and amending goals, ensuring that they are specific, measurable, achievable, relevant, and timely. SMART goals make for better and more transparent ‘completed’ and ‘not completed’ assessment decisions for teachers.

Less successful goal development and assessment:

* occurred when goals were broad, generic and ambiguous
* failed to specify assessment tasks that would provide evidence of learning reflective of documented goals
* used assessment tools not applicable to modified subjects. Grades and rubrics with graduated statements indicating how well students met their goals are not required. In modified subjects students are assessed as ‘completed’ or ‘not completed’ against identified personal learning goals and capabilities.

## Capabilities Development

To ensure students are supported to develop individually relevant capabilities teachers are encouraged to have a sharp focus on a few capabilities (one or more) that benefit the student rather attempting to develop all five every subject. There are two subject exceptions:

* Personal Learning Plan: Modified (PLM) requires communication, personal development, and learning to be developed and demonstrated; citizenship and work are optional
* Research Project: Modified (RPM) requires development of learning and one other chosen capability relevant to the student’s project.

**External Assessment: Review**

The SACE Board, in partnership with schools, undertakes quality assurance of the modified subjects through a review process. The review is designed to ensure that a school’s interpretation and application of ‘completed’ and ‘not completed’ assessment decisions in a compulsory modified subjects are consistent with the state-wide interpretation before students receive their final results in the subject.

The modified subjects that are reviewed which allow students to meet the compulsory requirements of the SACE are:

* Stage 1 Personal Learning Plan: Modified
* Stage 1 English: Modified
* Stage 1 Mathematics: Modified
* Stage 2 Research Project: Modified

Schools that have had assessment decisions confirmed in 2 consecutive years are not required to submit samples the following year. The SACE Board advises schools that are required to participate in the review at the commencement of the school year as a part of the state-wide triennial cycle

Teachers provide samples of students’ work for the review process in accordance with the requirements in the Stage 1 and Stage 2 Modified Subjects Information and Guidelines. On a cyclic basis, schools are asked to nominate a teacher to act as reviewer. The SACE Board provides formal feedback to principals regarding the outcomes of the review, and teachers ensure final results reflect the review outcome. Two reviews were held in 2017, one in each semester, with the majority of results being reviewed in Semester 2.

Teachers are reminded to include for review:

* a copy of the approved learning and assessment plan (LAP)
* a copy of the Stage 2 Research Project: Modified — school planner, if applicable
* a completed student description sheet(s) (the student description sheet is available on the Modified Subjects minisite). This should include their background, accommodations required, learning needs, and the specific personal learning goals that align with the evidence of learning provided.

**Assessment Type: Student Work Samples**

Evidence for assessment tasks was primary evidence, secondary evidence, or a mixture of both, depending on the student’s or group’s level of development.

* Primary evidence took the form of student work — written, visual, oral — such as photo boards, self-assessment, journals, and reflections.
* Secondary evidence included teacher checklists; written, photographic and video observations documented by teachers/educators, as well as by family and key people from adult agencies; and material prepared by scribes.

Students with higher support needs were necessarily dependent on collection of secondary evidence to document their learning.

There must be sufficient evidence in samples to demonstrate that student learning has been achieved in a way that is needed by the student. The learning should be internalised so that the skill/understanding can be applied again and, if necessary, generalised.

Successful student work samples:

* showed evidence of solid and meaningful learning
* matched and were clearly linked to identified learning goals and capabilities
* provided evidence of learning in a range of settings and formats
* Used technology that can be easily accessed on general IT platforms

Successful samples also:

* were correctly packaged and presented, containing:
* a completed [student description sheet](http://www.sace.sa.edu.au/documents/652891/ca7aed5e-bf64-462d-9260-8ceddd618308?v=1) that documents the student’s personal learning goals and chosen capabilities, and outlines the learning context (e.g. student background, accommodations required, and learning needs) for each student in the review
* a copy of the relevant approved learning and assessment plan(s)
* a copy of the [Stage 2 Research Project: Modified — School Planner](http://www.sace.sa.edu.au/documents/652891/0045b72a-93ba-4334-83ad-f992cfea1be0?v=1), if applicable
* provided insight into all accommodations required in the student description sheet
* a detailed student description assisted reviewers to gain a concise understanding of the student’s needs. For example, if a student has significant behavioural issues and a limited concentration span, including this rather than a general statement that the student has a mild intellectual disability ensures reviewers consider evidence of learning in a correct context. Detailed descriptions made evidence much more powerful as a record of student learning
* documented adjustments to personal learning goals to describe any variations that occurred over the teaching and learning program to the individual goals in LAP and student description sheet
* ensured personal learning goals and capabilities in LAPs correlate directly with those used in the student description sheet
* had a range of tasks broad enough to enable students to demonstrate learning
* linked described goals and capabilities in the LAP to samples of learning with signposting and annotation
* utilised video and/or photographic evidence that was legible and accessible.

When the packaging and presentation of review samples followed the guides and were referenced to the learning goals and capabilities it was straightforward to conduct the review process and to confirm schools’ assessment decisions.

Less successful review samples:

* did not include one or more of the required sample elements, e.g. student description sheet or approved LAP
* identified personal learning goals on the student description sheet that did not correlate to those on an approved LAP and/or addendum or within the student work sample
* confused task completion with learning goal achievement
* had insufficient breadth and number of tasks to allow students to demonstrate achievement of learning goals
* did not adjust goals to reflect student achievement
* provided only broad, generalised descriptions of students, which prevented reviewers from attaining a correct insight into learning directions and achievements
* had evidence that that was not accessible by reviewers such as unclear photographs or inaccessible video, PowerPoint, sound bites and other information technology.

Delivery and assessment of Modified Subjects in the SACE requires that teachers are familiar with and able to apply the relevant sections of the Stage 1 and Stage 2 Modified Subjects Information and Guidelines, which is available on the Modified Subjects minisite. Teachers delivering, and administrators managing, the delivery of modified subjects are advised to attend planning and clarifying support workshops where topics such as setting personal learning goals, designing tasks, and compiling samples of student work for review are covered. Teachers unable to attend support workshops are advised to seek guidance from the Modified Subjects SACE Officer prior to developing and delivering learning programmes within the Modified SACE curriculum.