# Learning and Assessment Plan Exemplar

Stage 1 Design, Technology and Engineering: Modified

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** | **D** | **T** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Investigating  Key area 2: Designing and planning  Key area 3: Product or solution realisation  Key area 4: Evaluate | | | | | | | | | | | | |

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: Design, Technology and Engineering (10-credits)

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

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| --- | --- | --- | --- | --- |
| 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) |
| Critical and Creative thinking | Literacy |
| 1 | Design Brief  The student will develop a design brief for his project made out of timber. The student will need to decide what to create and where this could go once completed. Negotiations with parents and teacher to determine a suitable project. | 🗸 |  | Student notes and brainstorm of ideas.  Completed design brief. |
| 2 | CAD (Computer Assisted Drawing)  Student will use a CAD program to create basic workshop drawings of the project including dimensions. | 🗸 | 🗸 | Computer assisted drawings.  Teacher observations. |
| 3 | Project Construction  With significant support the student will complete the project of his choice over the semester. The student will create a portfolio that shows the various stages of construction. Annotated photos will show the tools used. He will independently complete some stages of the construction but will observe and support other activities that he is unable to complete | 🗸 | 🗸 | Portfolio containing annotated photos of the construction process.  Teacher observations.  Completed project. |
| 4 | Evaluation of Project  The student will complete a basic evaluation of his project. He will identify the challenges he encountered during construction and how he overcome these to complete his finished product. | 🗸 | 🗸 | Responses to teacher questions – written (scribed) or verbal discussion. |

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 | *The student will demonstrate safe work practices in the workshop.* |
|  | 2 | *With support plan for the construction of a project such as a coffee table.* |
|  | 3 | *With assistance construct the chosen project including tasks such as gluing, clamping, and spraying.* |
|  | 4 | *Student to write a short evaluation of the project, identifying problems and how they were overcome.* |

*Three to five assessments for a 10-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.*