# Learning and Assessment Plan Exemplar

Stage 1 Modified: Personal Learning Plan

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** | **P** | **L** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Communication and Key area 9: Work Skills | | | | | | | | | | | | |

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: Personal Learning Plan (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 | Personal and Social |
| 1, 2 | Work skills  Over the course students will participate in a range of activities and tasks to develop skills for a range of work and post-school options including increased independence in self-care. Examples include (dependent on student ability):   * Identifying personal strengths and areas for development * Considering post-school options * Functional literacy skills – writing name, details * Understanding work related signs and symbols * Functional numeracy – time, calendars, schedules * OHSW issues for a range of workplaces * Using ICT * Independent living skills | 🗸 | 🗸 | 🗸 | Evidence may take a number of forms including:   * NEP meeting documentation * checklists * activity sheets * teacher observations * photographic evidence * role plays |
| 1, 2, 3 | Work Experience / Day Option Experiences  Students will participate in work experience, day option programs or school-based work program depending on ability. Students will to the best of their ability, and with support:   * plan and prepare for one of these options * actively participate in the program * develop positive work-place relationships * understand OHSW requirements * keep a record of their experiences and learning. | 🗸 |  | 🗸 | * Teacher and SSO observations and notes * Workplace supervisor report / checklists * Student reflections and self-review * Written and Photographic evidence in students Portfolio |
| 3 | My Portfolio  With support students will develop and maintain a folio showing their journey over the semester. The Portfolio may be printed or electronic depending on individual student’s ability. It may include:   * notes from NEP meeting * resources / checklists – use of emoticons * skill development * reflections on work experience (or other)   Through a discussion students will share aspects of their Portfolio with the teacher/SSO or class depending on ability. | 🗸 | 🗸 | 🗸 | * School staff observations and annotations * Written and photographic evidence in Work and Day option Portfolio * Discussion with teacher/SSO and/or class * Non-verbal students through a variety of means e.g. video, iPad, visual cues, interactive whiteboard. |

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 | *Develop skills to actively participate in post-school options through for example work experience or Day Option.* |
|  | 2 | *Develop their personal communication skills for example verbal conversations reflecting on work experience.* |
|  | 3 | *With assistance keeps a journal documenting work related activities over the course.* |

*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.*