# 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** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 2: Speaking, Key area 5: Creating Text and Key area 6: Viewing | | | | | | | | | | | | |

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 (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) |
| Literacy | ICT |
| 1 | Film Response  The student will view the film ‘What’s Eating Gilbert Grape?’  With support the student will answer comprehension questions about the film.  With assistance the student will write clear and coherent short answers. | 🗸 |  | Short answers to the questions about the main ideas in the film.  Teacher observations and notes. |
| 2 | Instructional PowerPoint  To understand, write and deliver a simple procedure on a particular task such as brushing your teeth or making a cake. This will involve, with SSO support:   * Learning the language features of instructional texts * Choosing a procedure to share * Revise tips for effective PowerPoint * Learn tips for effective oral presentations   Practice delivering presentation and working on feedback. | 🗸 | 🗸 | Practice notes and teacher observations.  PowerPoint and oral presentation of a set of instructions for a chosen procedure. |
| 3 | Annotated Magazine Cover  The student will learn about the main features of a magazine cover. Student will then choose a magazine cover and with assistance annotate the main language features of the cover. | 🗸 |  | Annotated magazine cover showing the main language features. |
| 4 | Personal Recount  The student chooses ‘A day to remember….’ and with assistance create a recount using a multi-modal presentation. The recount may be of a special event, birthday celebration or concert etc. The student will learn about the language features of a recount. | 🗸 | 🗸 | Multi-modal presentation of a significant event in the student’s life.  Teacher notes and observations. |

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 | *To write clear and coherent short comprehension answers when responding to a film.* |
|  | 2 | *To gain an understanding of sequencing tasks and preparing a simple procedure into PowerPoint.* |
|  | 3 | *Learn about text features and identify the main features of a magazine cover.* |
|  | 4 | *Write a recount of a special event in their life*. |

*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.*