# Learning and Assessment Plan Exemplar

Stage 1 Modified: Mathematics

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** | **M** | **P** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 3: Time | | | | | | | | | | | | |

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: Mathematics (10-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) |
| --- | --- | --- | --- | --- | --- |
| Critical and Creative Thinking | Numeracy | Personal and Social |
| 1 | Using a calendar  Students have opportunities to use Publisher to make a simple A4 calendar (one month to a page). Students use the calendar to describe day and date and to record and recall important events. With teacher and school support staff assistance, students have opportunities to colour code the school holidays and state public holidays. Students talk to parents and caregivers to collect information about family birthdays and other family events to add to their calendar. Students have opportunities to use the calendar to answer a series of simple questions. | 🗸 | 🗸 |  | Evidence of learning for assessment may include calendar, teacher notes, task sheets and completed worksheets. |
| 3, 4 | Telling the time  Students have opportunities to undertake a pre-test with minimal support to help identify their current skills and abilities in relation to telling time. Students have opportunities to complete a set of written exercises using time telling aides. Students who read have opportunities to assist those students who have trouble understanding the instructions. Students complete some on-line time telling activities to boost skill levels. They complete a post-test with minimal support to gauge progress made. Students also complete a self-assessment check list and discuss reflections on learning with the teacher. |  | 🗸 | 🗸 | Evidence of learning for assessment may include pre-test, post-test, annotated written exercises undertaken, printouts from online games (where possible), self-assessment checklist and teacher notes on review meeting. |
| 5 | How do you spend your time?  With the assistance of parents/caregivers, students have opportunities to keep a daily activity diary for at least a week. Students notice the difference between school days and weekends and share this information with other class members. Questions to be considered include:  ‘What is the same? What is different and why?’  Students present individual information as a pie chart using spreadsheet software and compare data with peers. A question to be considered includes whether students now better understand current choices, what changes (if any) would be made and why.  This assessment occurs over a three week period. | 🗸 | 🗸 | 🗸 | Evidence of learning for assessment may include student notes in daily activity diary, annotated work sheets to guide students to proceed in small steps through the task, spreadsheet printouts, simple graphs, self-assessment checklist and teacher notes on presentation to class. |
| 2 | Compiling a learning folio – simple schedules, timetables  Students have opportunities to undertake a pre-test with minimal support to help identify each student’s current skills and abilities in using simple timetables and schedules. Students complete a set of written exercises using time telling aides. Students who read have opportunities to assist those students who have trouble understanding the instructions. Students complete some on-line time telling activities to boost skill levels and a post-test with minimal support to gauge progress made. Students also have opportunities to complete a self-assessment check list and discuss reflections on learning with the teacher. | 🗸 |  | 🗸 | Evidence of learning for assessment may include pre-test, post-test, annotated written exercises undertaken, printouts from online games (where possible), self-assessment checklist and teacher notes on review meeting. |
| 2, 4 | Getting from A to B – planning a day outing  Students have opportunities to plan a day outing in their local area or town. They use information from a number of different sources to select a venue, determine the length of the activity and the best method of transport. They work out travel times, opening and closing times of the selected venue and the length of the activity. They use this information to make an itinerary and work out any associated costs. Students present their proposed outing plan to the class for their feedback. | 🗸 | 🗸 |  | Evidence of learning for assessment may include student notes about their choices, annotated work sheets to guide students to proceed in small steps through the task, printouts from online information sought (where possible), finished itinerary/outing plan/self-assessment checklist and teacher notes on presentation to class. |

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 | *Makes a simple calendar and uses that calendar to describe day and date and to record and recall important events.* |
|  | 2 | *Uses information from a simple TV program guide, bus, train or plane schedule to make decisions.* |
|  | 3 | *Further develops time telling abilities using analogue or digital clocks (hour, half hour, quarter hour).* |
|  | 4 | *Demonstrates a growing awareness of simple time facts e.g. seconds, minutes, hours, a.m., p.m., years, leap years, decades, centuries.* |
|  | 5 | *Develops an awareness of how students use their time, daily, across the school week and weekends, and how this varies across individuals and families.* |

*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.*