ADMINISTRATIVE INFORMATION AND LEARNING AND ASSESSMENT PLANS

STAGE 1

This information sheet advises schools on completing and submitting Stage 1 learning and assessment plans, details the procedure for determining A to E grades at Stage 1, and provides information to help schools to meet the assessment requirements in the Stage 1 subject outlines.

LEARNING AND ASSESSMENT PLANS

Stage 1 subject outlines provide a common framework for learning and assessment for each subject. Teachers interpret subject outlines to develop teaching and learning programs and learning and assessment plans appropriate for their student cohort and learning context.

All teachers of Stage 1 subjects are required to teach from an approved learning and assessment plan. Plans are submitted to the principal or the principal's delegate for a recommendation for approval by the SACE Board. The approval of learning and assessment plans ensures that intended learning and assessment programs reflect the subject outline against which students' results will be reported.

Schools that elect to share a learning and assessment plan should each keep a copy of the approved plan.

Teachers should give students a copy of the 'Assessment Overview' and 'Assessment Details' sections of the approved learning and assessment plan.

The Stage 1 learning and assessment plan pro forma can be downloaded from the SACE website (www.sace.sa.edu.au). To help teachers to develop a learning and assessment plan, and principals to recommend it, the following materials are also available on the SACE website:

- a guide to writing learning and assessment plans
- a learning and assessment plan checklist for teachers
- a learning and assessment plan checklist for school leaders
- a subject-specific learning and assessment plan pro forma for each Stage 1 subject
- an exemplar learning and assessment plan for each Stage 1 subject
- an annotated exemplar learning and assessment plan.

A learning and assessment plan should be flexible and cater for student diversity. It may be changed during the teaching and learning program. Any changes should be endorsed by the principal or the principal's delegate.

Teachers use the learning and assessment plan to:

- describe the student **cohort** and the **context** of the teaching and learning program
- describe the intended delivery and **design** of the teaching and learning program (to engage all students in the cohort)
- explain how the program gives students opportunities (e.g. strategies and resources) to develop and strengthen their **capabilities** and their **literacy and numeracy** skills
- provide an **overview** and **details** of the intended assessment tasks that will be used to determine students' results for the subject
- document any **changes** to the planned assessment tasks using the addendum page.

Assessment Overview

In the 'Assessment Overview' section, teachers:

- list assessment tasks according to the assessment types specified in the subject outline, to show how the complete set of assessments addresses all the learning and assessment requirements for the subject, including specific features of the assessment design criteria (each assessment task is likely to address one or two of the learning requirements and some of the features of two or three of the assessment design criteria specified for the assessment type)
- indicate the weighting of each assessment type to show the relative importance of each assessment type in a particular teaching and learning program — for Stage 1 subjects the minimum weighting for an assessment type is 20%.

The number of assessment tasks for a learning and assessment plan may be varied according to the teaching and learning program. Refer to the relevant Stage 1 subject outline for the required number of assessment tasks for each subject. Teachers do not have to weight individual tasks within an assessment type on the plan.

Assessment Details

In the 'Assessment Details' section, teachers describe:

- the planned assessment tasks in more detail
- the assessment conditions (e.g. task type, word/time length, time allocated for completion of the task, supervision)
- the form(s) of evidence students can use to demonstrate their learning
- how the assessment enables students to demonstrate the highest level of achievement described in the performance standards in the subject outlines.

Addendum

A learning and assessment plan indicates a teacher's intentions at the start of the teaching and learning program. It may be necessary to make changes to an approved plan to accommodate student learning needs (for individual student(s), groups of students within a class, or the whole assessment group), respond to opportunities that arise during the teaching and learning program, or provide variations for subsequent groups of students.

Changes can be described in the 'Addendum' section of the form. Schools may wish to seek advice from the relevant SACE Board Officer where significant changes are being made to an approved learning and assessment plan. Any changes should be endorsed by the principal or delegate. Schools are *not* required to submit changes in the addendum to the SACE Board for approval, but should retain the endorsed addendum with the copy of the plan.

Submission Dates for Stage 1 Learning and Assessment Plans

Teachers submit Stage 1 learning and assessment plans to their school's principal or the principal's delegate. The principal or delegate recommends the approval of plans to the SACE Board.

SACE coordinators submit recommended Stage 1 learning and assessment plans to the SACE website (www.sace.sa.edu.au) according to the following timetable:

- For programs taught in Semester 1 or over the full year (10 credits or 20 credits) — by *Monday 27 February*.
- For programs taught in Semester 2 (10 credits or 20 credits) — by *Wednesday 25 July*.

NTCET coordinators submit recommended Stage 1 learning and assessment plans to The Manager, Senior Years and Certification, Curriculum, Teaching and Phases of Learning Division, Department of Education and Training, First Floor, Harbour View Plaza, 8 McMinn Street, Darwin, Northern Territory 0800 according to the timetable above for Semester 1 and the full year, and by *Wednesday 1 August* for Semester 2.

Rollover of Approved Learning and Assessment Plans

Learning and assessment plans that have already been approved for use in 2012 or until 2013 will be automatically rolled over for 2012.

New Learning and Assessment Plans

In 2012, new learning and assessment plans must be submitted for:

- any Stage 1 subject offered by a school for which the school does not have a currently approved learning and assessment plan
- Personal Learning Plan programs beginning in 2012.

Note: The subjects listed below are likely to need new learning and assessment plans.

Accounting
Ancient Studies
Bosnian (continuers)
Business and Enterprise
Child Studies
Chinese (background speakers)
Chinese (continuers)
Croatian (continuers)
Dance
Design and Technology — Communication Products
Dutch (continuers)
English
Filipino (continuers)
French (continuers)
Geography
Geology
German (continuers)
Health
Hebrew (continuers)
Hindi (continuers)
Indonesian (continuers)
Integrated Learning
Italian (continuers)
Japanese (background speakers)
Japanese (continuers)
Korean (background speakers)
Legal Studies
Macedonian (continuers)
Maltese (continuers)
Modern Greek (continuers)
Nutrition
Outdoor Education
Persian (background speakers)
Physics
Polish (continuers)
Portuguese (continuers)
Punjabi (continuers)
Romanian (continuers)
Russian (background speakers)
Russian (continuers)
Serbian (continuers)
Sinhala (continuers)
Spanish (continuers)
Swedish (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
Vietnamese (background speakers)
Vietnamese (continuers)
Visual Arts — Art
Visual Arts — Design
Yiddish (continuers).

Approval of Learning and Assessment Plans

Learning and assessment plans will be approved provided that they meet all the requirements listed in the learning and assessment plan checklist, available on the SACE website (www.sace.sa.edu.au).

Each approved plan will be given a unique accession number for school and SACE Board reference. Schools will be advised about any plans that require amendment.

Principals manage the amendment of plans in line with SACE Board advice and, within 2 weeks of receiving the advice, advise the SACE Board that the required amendments have been made.

The SACE Board may withhold results when:

- a learning and assessment plan has not been submitted
- a learning and assessment plan has not been approved.

Note that teachers at the same school can submit different learning and assessment plans for the same subject to the SACE Board for approval. Teachers at the same school can share learning and assessment plans for the same subject.

Schools may wish to seek advice from their SACE Board Officer about the most appropriate way of managing their learning and assessment plans.

Length of Approval

The SACE Board sends learning and assessment plan status reports to SACE coordinators, which indicate the year of expiry for each approved learning and assessment plan. Stage 1 learning and assessment plans submitted in 2012 will be approved for 3 years.

Assessment Plans Shared by Two or More Schools

All schools using a particular learning and assessment plan must be listed in the space provided on the form. Each school should send a copy of the learning and assessment plan to the SACE Board for approval and allocation of the accession number.

Keeping Assessment Plans in the School

The originals of Stage 1 learning and assessment plans with accession numbers should be held in a central location in the school.

LOCAL PROGRAMS

Teaching and learning programs that vary the content and/or school assessment of designated Board-accredited subjects are referred to as ‘local programs’. Schools may develop local programs for the following 10-credit and 20-credit subjects at Stage 1:

- Business and Enterprise
- Creative Arts
- Cross-disciplinary Studies
- English Pathways
- Health
- Language and Culture
- Mathematics Pathways
- Scientific Studies
- Society and Culture.

Although the local program can vary the content and/or school assessments in the relevant subject outline, the capabilities, learning requirements, assessment design criteria, and performance standards that are specified in the subject outline are not to be varied.

Schools develop learning and assessment plans for local programs using the relevant pro forma from the SACE website (www.sace.sa.edu.au). These learning and assessment plans must be approved by the SACE Board.

Schools may wish to seek advice on local programs from their SACE Board Officer.

MODIFIED PROGRAMS

Teaching and learning programs for students with intellectual disabilities can be developed for the following modified subjects at Stage 1:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Personal Learning Plan: Modified
- Scientific Studies: Modified
- Society and Culture: Modified.

Schools submit a learning and assessment plan for each modified subject for individual students, an assessment group, or a school. A pro forma for learning and assessment plans for modified subjects is available from the SACE website (www.sace.sa.edu.au).

For information about the procedure for determining eligibility and results in modified subjects at Stage 1, refer to Information Sheet 18/12, Form 7/12, and *Stage 1 and Stage 2 Modified Subjects Guidelines 2012* on the SACE website (www.sace.sa.edu.au).

CONTRACTS OF WORK FOR STAGE 1 COMMUNITY STUDIES

Each student completes a contract of work as an assessment task in Community Studies subjects. The Stage 1 Community Studies contract template can be downloaded from the SACE website (www sace.sa.edu.au). The contract is submitted by the student to the teacher in accordance with the learning and assessment plan.

Teachers of Community Studies subjects are required to submit a learning and assessment plan to the principal or delegate, together with a representative contract of work for *each code* in which the school has enrolments.

PROCEDURE FOR DETERMINING RESULTS AT STAGE 1

1. All students are assessed according to an approved learning and assessment plan.
2. Teachers determine whether any assessment tasks should be excluded or amended for reasons of validity, special provisions, or alterations to the teaching and learning program.
3. Changes to the approved learning and assessment plan should be documented on the addendum and endorsed by the principal or delegate.
4. Teachers use the performance standards in the subject outline to determine students' results, A to E, taking into account the weightings for the assessment types nominated in the learning and assessment plan.
5. For English and mathematics subjects and the Personal Learning Plan, teachers' assessment decisions are moderated by the SACE Board to confirm the C grade (or better) before the submission of final results. See Information Sheet 17/12 and *Stage 1 Information and Guidelines 2012* for details of moderation in these subjects.

More detailed information about assessment, reporting, and moderation can be found in the *SACE Assessment and Reporting Guidelines 2012* and *SACE Moderation Procedures 2012: Stage 1 Subjects*, both of which are available from the SACE website (www.sace.sa.edu.au).

SUPERVISION AND VERIFICATION

When students undertake assessment tasks that are directly or indirectly supervised by the teacher, appropriate verification strategies should be put in place, as outlined in the SACE Board policy and procedures on the Supervision and Verification of Students' Work. All students are required to complete an assessment declaration (Form 1/12), stating that they have read and understood the rules for undertaking SACE assessments. Once the student has signed it, the declaration is signed by the SACE coordinator, or the principal or delegate.

The supervision and verification process includes:

- making students aware of the SACE Board's policy on the ethical conduct of research
- encouraging students to identify and cite sources appropriately, including Internet sources; guidelines for referencing are available on the SACE website (www.sace.sa.edu.au).

Advice for teachers on the supervision and verification of student work is available from the subject pages of the SACE website (www.sace.sa.edu.au).

A breach of the policy on the supervision and verification of student work is a breach of the rules, and penalties may apply, according to individual circumstances.

CLARIFICATION OF THE SACE WORD-COUNT POLICY

Word-limits are prescribed in some assessment types in the subject outlines. The purpose of word-limits is to give students clear information about the specifications of assessment types and to ensure that all students undertake assessments that are comparable. Word-limits enable students to have a reasonable workload within and across subjects.

The SACE Word-count Policy states that all words used in the body of the text are counted for assessment purposes. This includes all words that the assessor reads, from the beginning of the introduction to the end of the conclusion. Argument or analysis that is required for an assessment task should be presented in the body of the text and not in supporting materials such as tables, flow charts, graphs, and diagrams. Supporting materials should be used only to illustrate or support the body of the text. Any argument or analysis that is introduced in supporting materials is included in the word count.

Assessors do not assess beyond the word count.

The word count includes headings, direct quotations, in-text references, and footnotes that are used as explanatory notes.

A reference list or bibliography that is required for an assessment task is not included in the word count, but will be assessed for accuracy and consistency.

The SACE Word-count Policy is available from the SACE website (www.sace.sa.edu.au) and includes an example of how the policy is applied.

GENERAL INFORMATION

Planning and Clarifying Support

The SACE Board provides planning and clarifying opportunities for teachers of Stage 1 English and mathematics subjects and the Personal Learning Plan to support the consistent interpretation and application of the learning and assessment requirements and performance standards. Details of the planning and clarifying support available for these subjects is listed on the SACE website (www.sace.sa.edu.au) at the beginning of Terms 1, 2, and 3.