ADMINISTRATIVE INFORMATION AND LEARNING AND ASSESSMENT PLANS

STAGE 2

This information sheet advises schools on completing and submitting (as necessary) Stage 2 learning and assessment plans and provides information to help schools to meet Stage 2 learning and assessment requirements.

LEARNING AND ASSESSMENT PLANS

Stage 2 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.

Teachers of all Stage 2 subjects, with the exception of Community Studies and the Research Project, are required to teach from an approved learning and assessment plan. Plans are submitted to the principal or the principal's delegate for 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.

Teachers of Stage 2 Community Studies and the Research Project can use the Stage 2 assessment group program planner available from the SACE website (www.sace.sa.edu.au). The assessment group program planner supports teachers to document the learning intentions of individual students within an assessment group for these subjects. Teachers are *not* required to submit the assessment group program planner to the SACE Board for approval, but are required to submit a copy with materials for final moderation.

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 2 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 from 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 2 subject
- an exemplar learning and assessment plan for each Stage 2 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 school assessment tasks according to the school 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 school assessment task is likely to address one or two of the learning requirements and some of the features of two or three assessment design criteria specified for the school assessment type)
- list the external assessment according to the specifications in the subject outline (details of the specific features of the assessment design criteria to be assessed in the external assessment for each Stage 2 subject are available from the operational information on the subject pages of the SACE website)
- indicate the weighting of each assessment type as specified in the subject outline.

In some subjects the number of school assessment tasks for a learning and assessment plan may be varied according to the teaching and learning program. Refer to the relevant Stage 2 subject outline for the required number of assessment tasks for each school assessment type. 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 outline.

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 students, groups of student(s) 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 2 Learning and Assessment Plans

Teachers submit Stage 2 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 2 learning and assessment plans to the SACE website (www.sace.sa.gov.au) according to the following timetable:

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

NTCET coordinators submit recommended Stage 2 learning and assessment plans to the SACE website (www.sace.sa.gov.au) 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 are required to be submitted for:

- any Stage 2 subject offered by a school for which the school does not have a currently approved learning and assessment plan
- each of the subjects listed below if they are offered by the school:

Albanian (continuers) [only in 2012]
Arabic (continuers)
Armenian (continuers)
Biology
Bosnian (continuers)
Business and Enterprise
Chemistry
Classical Studies
Creative Arts
Croatian (continuers)
Cross-disciplinary Studies
Design and Technology — Material Products
Dutch (continuers)
English Pathways
Filipino (continuers)
Hebrew (continuers)
Hindi (continuers)
Hungarian (continuers)
Information Processing and Publishing
Khmer (continuers)
Language and Culture
Macedonian (continuers)
Malay (background speakers)
Maltese (continuers)
Mathematics Pathways
Outdoor Education
Persian (background speakers)
Philosophy
Polish (continuers)
Portuguese (continuers)
Psychology
Punjabi (continuers)
Romanian (continuers)
Russian (background speakers)
Russian (continuers)
Serbian (continuers)
Sinhala (continuers)
Tamil (continuers)
Turkish (continuers)
Ukrainian (continuers)
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 from 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, either:

- advise the SACE Board that the required amendments have been made

or

- resubmit the plan(s) to the SACE Board if requested.

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 2 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 sends 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 2 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 2:

- 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 may either follow the names and details of the assessment types recommended in the subject outline for the school assessment component, or vary the names and details of the assessment types.

Stage 2 teaching and learning programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in the subject outlines.

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 2:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Research Project: 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 on the SACE website (www.sace.sa.edu.au).

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

ASSESSMENT TYPES

All Stage 2 subjects accredited by the SACE Board for teaching in 2012 have a school assessment component and an external assessment component.

School assessment types are assessed by the teacher and moderated by the SACE Board. External assessment types are assessed by one or more markers appointed by the SACE Board. Externally assessed investigations are also marked initially by the teacher.

All Stage 2 subjects have two or more school assessment types. All Stage 2 subjects have one external assessment type.

Results in school assessment types in all Stage 2 subjects are subject to final moderation by the SACE Board. Results in external assessment types are supervised by the SACE Board. In each Stage 2 subject, results in school and external assessment types are analysed and reviewed before the results are combined to report students' final achievements.

School Assessment Types

Teachers design assessment tasks for their students for school assessment types and assess the evidence of student learning.

Advice to teachers on preparing and submitting the SACE Board-nominated sample of student materials for final moderation, including non-written materials, is available from the subject pages of the SACE website.

External Assessment Types

The SACE Board sets the specifications for external assessments and appoints markers to assess student work.

External assessment types include:

- *written examinations* that are set and assessed by the SACE Board
- *performance examinations* that are assessed by the teacher and a SACE Board marker

- *oral examinations* that are assessed by the SACE Board
- *investigations* that are assessed by the teacher and a SACE Board marker.

Advice to teachers on preparing and submitting materials for external assessment, including non-written materials, is available from the operational information on the subject pages of the SACE website (www.sace.sa.edu.au).

PERFORMANCE STANDARDS

Students' final results in Stage 2 subjects are determined with reference to the performance standards published in the 2012 Stage 2 subject outlines, which are available from the subject pages of the SACE website. The SACE Board provides opportunities for teachers to interpret and apply the performance standards in their subject as part of the quality assurance cycle (Information Sheet 5/12). General details of SACE Board support in the planning and clarifying phases of the quality assurance cycle are provided in the operational information on the subject pages of the SACE website. Subject-specific details for these phases will be available from the SACE website at the start of Terms 1, 2, and 3.

FINAL MODERATION

The SACE Board undertakes final moderation of all school assessment types at Stage 2. For most subjects, this process occurs at the end of the teaching and learning program in November. See the relevant subject operational information (on the subject pages of the SACE website) for subject-specific advice on the preparation and collection of materials for final moderation.

The purpose of final moderation is to ensure that:

- the performance standards are applied consistently
- teachers' grades in school assessment types are comparable across all schools and assessment groups.

The two forms of final moderation in 2012 are:

- final moderation (at a central venue) — schools submit a sample of student materials to a central venue in accordance with the requirements published in the subject operational information on the SACE website
- final moderation (on site) — schools prepare practical work or performances for moderation at the school or other venue in accordance with the requirements published in the subject operational information on the SACE website.

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 from 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.

A breach of the policy on the supervision and verification of student work is a breach of the rules, and the student may have his or her results for an assessment cancelled or amended, and be liable to such further penalty, whether by exclusion from future assessments (e.g. examinations) or otherwise, as the SACE Board determines.

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

Final Assessment Timetable for Students

Many students have several major assessment tasks to be completed towards the end of each semester. Schools can help students by establishing different deadlines for the completion of assessment tasks for which there is no specific SACE Board deadline.

Individual student timetables should be constructed, incorporating all deadlines and formal examination requirements. Such a timetable could include formal lessons as well as homework and study time for the whole assessment period.

Refer to the operational information on the subject pages of the SACE website and Information Sheet 31/12 for due dates for submission to the SACE Board of student materials for final moderation and external assessment.

Data for Schools

The SACE Board provides schools with qualitative and quantitative data at the end of the final moderation and external assessment processes. Schools use the data for planning and improvement purposes. The SACE Board uses the data and feedback from schools to improve its procedures.

Assessment Reports

An assessment report by the Chief Assessor of each Stage 2 subject is prepared annually for publication on the SACE website (www.sace.sa.edu.au) early in Term 1.

The assessment reports are designed to help teachers interpret the assessment requirements of each Stage 2 subject. They also contain advice on the quality of student performance in the previous year.

Stage 2 Planning and Clarifying Support

The SACE Board provides planning and clarifying support to teachers of all Stage 2 subjects, to support the consistent interpretation and application of the learning and assessment requirements and performance standards in each subject. Details of planning and clarifying support will be available from the SACE website (www.sace.sa.edu.au) at the beginning of Terms 1, 2, and 3.