Stage 1 and Stage 2

Learning and Assessment Plan Checklist (for use from 2018)

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|  Adapting pre-approved LAP  |  |  School-developed LAP |  |

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| --- | --- | --- | --- | --- | --- |
| Subject: |  | Code |  | Teacher |  |

*This form is provided to assist teachers when developing a school-developed learning and assessment plan, or when making changes to a pre-approved learning and assessment plan.*

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| Checklist | Done🗸 |
| * Pre-approved learning and assessment plan is used or adapted.

*or** Teacher develops own learning and assessment plan using the school-developed LAP form.
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| * Correct details are identified on the learning and assessment plan; school, teacher(s), year, subject code, and subject credits (10-credit or 20-credit). Program variant code for internal school use only.
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| Assessment type and weighting |
| * Each assessment type identified according to the current year subject outline (e.g. Assessment Type 1: Folio).
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| * Each assessment type has the weighting specified in the current subject outline. (At Stage 1, each assessment type has a weighting of at least 20%).
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| Details of assessment |
| * The number of assessment tasks for each assessment type meets the subject outline specifications.
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| **Each assessment task has:**  |
| * flexibility, and where appropriate, negotiation in assessment that will be available to support the range of students.
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| * opportunities for students to achieve at the highest level of the performance standards.
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| * a description of assessment that is consistent with the assessment type information in the current year subject outline.
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| Assessment design criteria |
| * Each assessment type assesses at least one of the specific features for each assessment design criteria specified in the current year subject outline.
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| * The set of assessment tasks assesses all specific features at least once.
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| Assessment conditions |
| * Assessment conditions (e.g. word count, page limit, time limit) do not exceed the specifications identified in the current year subject outline.
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| * Assessment conditions are flexible and provide opportunities for students to present evidence in different ways (e.g. oral, written or multimodal).
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| Endorsement |
| * Principal/delegate signature on a school-developed LAP, and a pre-approved LAP with changes, confirming that the plan meets current year subject outline specifications.
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\* Stage 1 and Stage 2 LAPs *do not* need to be submitted to the SACE Board. The principal or principal’s delegate approves LAPs. They are to be kept in a central location in the school.

Signature of LAP Contact Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Principal or nominee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_