# Learning and Assessment Plan EXEMPLAR

*Note*: This annotated pro forma supports the development of learning and assessment plans that align with the subject outline. It is designed to assist teachers of **all Stage 2 subjects** in their planning and preparation.

Stage 2 Subject

Pre-approved 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.

Place enrolment codes for Stage 2 subjects (located on the SACE Board website in each specific subject’s mini-site) and indicate whether it is a 20 or 10 credit subject in the XX space

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** |  |  |  | **XX** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group.   Learning and Assessment Plans are statements of intent and reviewed each year.  Use the **addendum** to record any changes that occur in the year. Changes may relate to individual students or groups of students.  Changes must be approved by the principal or delegate. |

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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Refer to the subject outline for details about which **assessment design criteria** are assessed in each **assessment type**

**Assessment types** and **weightings** are specified in the subject outline. They are included on the subject-specific learning and assessment plan pro forma.

Stage 2 Subject – XX credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:XX – weighting XX%

| Assessment details  Assessment design criteria codes | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |
| Describe the assessment task and consider for each that:   * are connected to the learning requirements and assessment design criteria * allow for a range of learning styles * allow for the highest level of achievement against the performance standards * provide opportunities for flexibility and/or negotiation * engage students in a range of higher order thinking skills and processes. |  | Insert numbers to indicate which specific features are addressed in each task |  |  | Refer to the subject outline for information on assessment:   * format * conditions (e.g. individual/collaborative) * word/time length * supervision |
|  | **Assessment design criteria** specified for the assessment type are addressed at least once in the set of tasks in that assessment type. |  |  |  |  |
|  |  |  |  |  |  |

Please add/delete rows as necessary

Assessment Type 2: XX – weighting XX%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |
| The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject. |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Please add/delete rows as necessary

Assessment Type 3: XX – weighting XX%

| Assessment details  **External assessment** details are specified in the subject outline and are included on the subject-specific learning and assessment plan pro forma. | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
|  | The assessment design criteria and specific features are identified in the subject outline for all external assessments |  |  |
| External assessment  **External assessment** details are specified in the subject outline and are included on the subject-specific learning and assessment plan pro forma. |  |  | The **number of assessments** is specified in the subject outline and is stated on the subject-specific learning and assessment plan pro forma |  | Refer to the subject outline for information on external assessment conditions. |

*# to/or # assessments. Please refer to the Stage 2 subject outline.*

The **number of assessments** is specified in the subject outline and stated on the subject specific learning and assessment plan pro forma. 

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