SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN FORM

**Stage 2 Essential English**

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |
| Other schools using this plan |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **2** | **E** | **T** | **E** | **20** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Endorsed by principal or delegate (signature) |  | Date |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Office use only

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Approved |  | Not approved |  |  |  |  |  |  |  |  |  |  |  |

 Accession Number

|  |
| --- |
| Signature of SACE Board Officer  |

|  |  |  |  |
| --- | --- | --- | --- |
| SACE Board Officer Number |  | Date |  |

 |

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

|  |
| --- |
| Describe any changes made to the 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 individuals within the student group.
 |

**Endorsement of changes**

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

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

Stage 2 Essential English

Assessment Overview

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Assessment Type 1: Responding to Texts**Task 1 |  |  |  |  |  |  |
| **Assessment Type 1: Responding to Texts**Task 2 |  |  |  |  |  |  |
| **Assessment Type 1: Responding to Texts**Task 3 |  |  |  |  |  |  |
| **Assessment Type 2: Creating Texts**Task 1 |  |  |  |  |  |  |
| **Assessment Type 2: Creating Texts**Task 2 |  |  |  |  |  |  |
| **Assessment Type 2: Creating Texts**Task 3 |  |  |  |  |  |  |
| **Assessment Type 3: Language Study** | Students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. | 1,2 | 2 | 1,2 | 1 | The language study should be a maximum of 1500 words if written or up to 9 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent. |

***Seven assessments.*** *Please refer to the Stage 2 Essential English subject outline.*