

Natural Evidence of Learning Assessment Record

Stage 2 Activating Identities and Futures: Modified (2AFM10)

Student

SACE ID Number

Student Description/Context – Include reasonable adjustments made for the student and the learning purpose associated with their natural evidence.

██████ has a diagnosis of Prader-Willi syndrome with associated Intellectual Disability, Hyperphagia, Hypotonia, Hypermobility and weakness and low endurance. ██████ low muscle tone means he finds fine motor skills challenging including those needed for daily living such as in cooking and writing. ██████ is a beginning reader and writer. He is verbal though sometimes needs the support of AAC to assist in supporting generating ideas and the clarity of his speech for more difficult words.

In class ██████ requires 1:1 support for learning new skills. He is developing his independence, particularly around cooking. ██████ often uses supports such as a scribe to record his ideas

Key Areas Explored – Students should explore at least one key area of learning for each part of the AIF course.

Key area(s) Part A: AIF2 Student further engages with learning activities for a purpose.

Key area(s) Part B: AIF3 Student communicates evidence of learning in an authentic and personally relevant manner

Assessment Design Criteria and Decision

Activating Identities and Futures: Modified assessment design criteria and specific features:

Exploring Agency and/or futures and/or connections

AIF1 Student further explores agency and/or futures and/or connections with others.

Planning and Implementing Action

AIF2 Student further engages with learning activities for a purpose.

Communicating Evidence of Learning

AIF3 Student communicates evidence of learning in an authentic and personally relevant manner.

Enter your Assessment Decision below. Indicate '**Completed**' if there is authentic evidence of learning progress for a purpose aligned to the three specific features of the assessment criteria.

Learning progress must be of an appropriate proximal achievement for the individual student.

Assessment decision

(tick the appropriate box)

Completed

☐

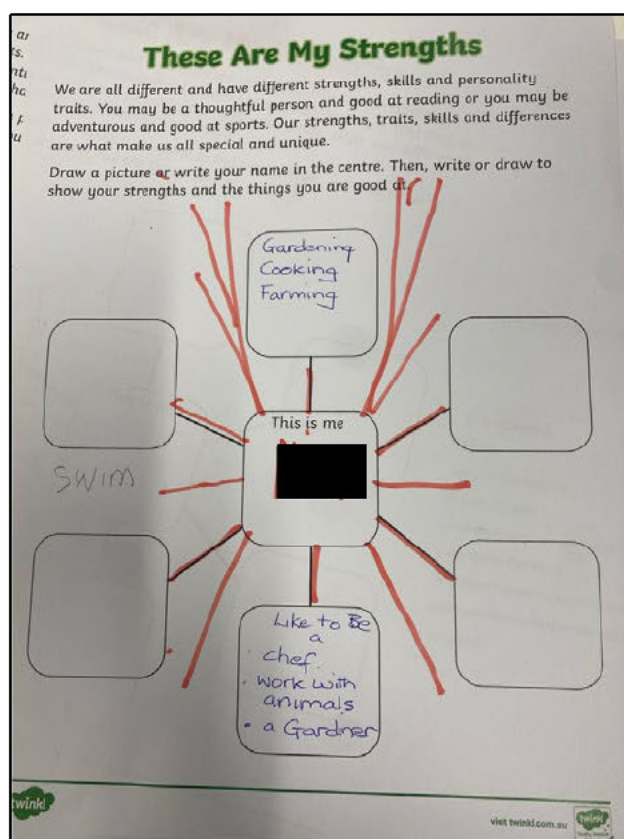
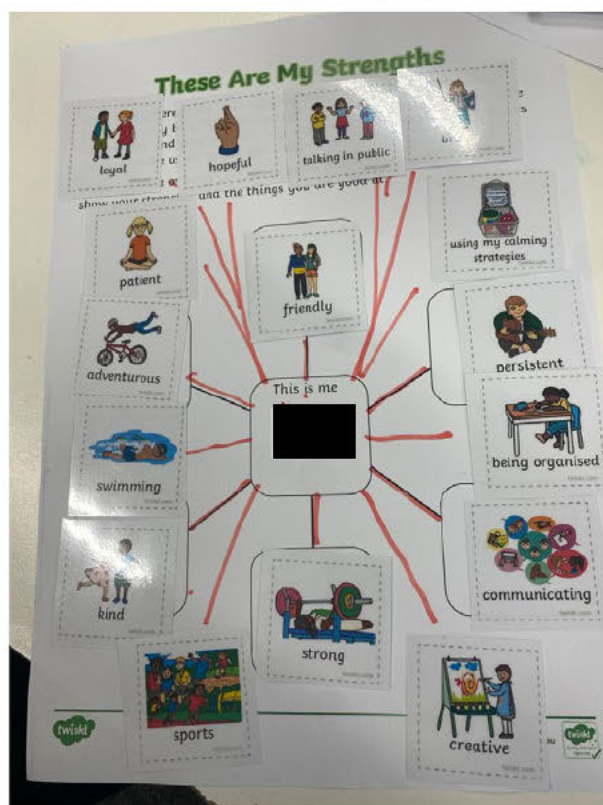
Not completed

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Use the following template as a guide to showcase the 3-5 samples of natural evidence of learning that support your assessment decision. Multimodal presentation of this material is also acceptable where the student evidence and the learning annotations are clearly displayed.

Natural Evidence Sample

AIF1 Student further explores agency and/or futures and/or connections with others.



██████s recognised that he has strengths in cooking and being friendly. ██████ has always had an interest in food and food preparation. He is interested in becoming a chef when he leaves school. He wanted to use his strengths and develop them further by working with a partner and practicing cooking skills to make a meal for others.



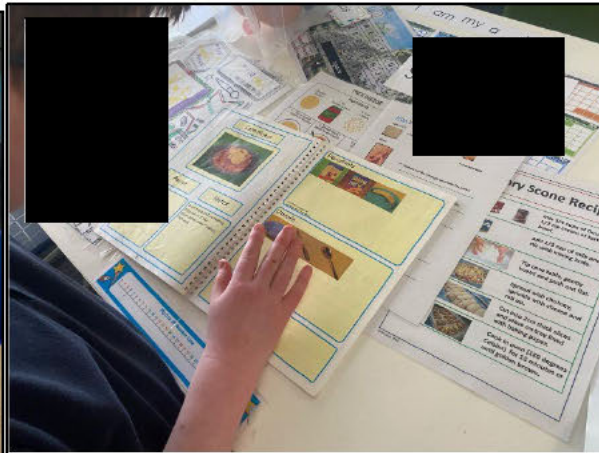
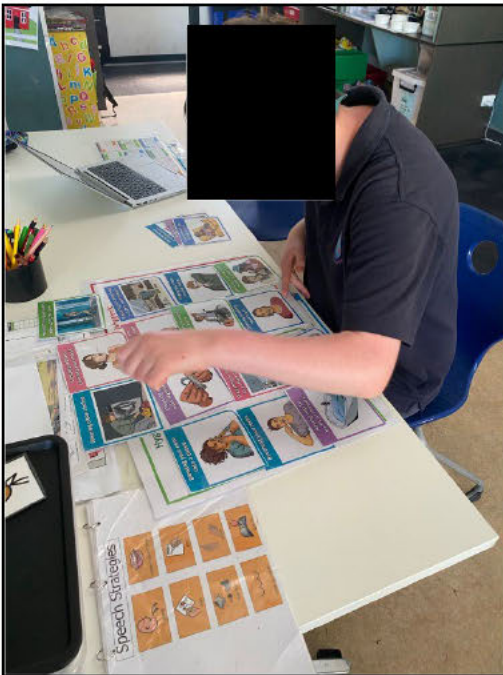
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Planning and Implementing Action

AIF2 Student further engages with learning activities for a purpose.



worked with a partner to plan, make and serve a Lunch for two invited guests. and met with their teacher to collaborate on and plan. They brainstormed and wrote lists of what they needed to do, and researched what they would like to cook. used AAC to help him communicate during this planning stage.



█████ learnt about food hygiene and practiced making his recipe. He planned for his lunch and prepared items to set the table with and wrote and delivered invitations.

Communicating Evidence of Learning

AIF3 Student communicates evidence of learning in an authentic and personally relevant manner.





██████ held his lunch for his two invited guest. During the lunch he shared with his guest what he had learnt through planning his project such as: (use of scribe to record answers)

I practiced my cooking, which I need to know so I can feed myself and my family.

I learnt how to clean my hands before cooking so you don't have germs on your hands and make the food yucky

I learnt about the steps to follow in the recipe

What I've learnt will help me in the future to cook for my family. I have learnt how to use pastry. I've learnt to follow a recipe so I can cook other things in the future.

Something I find hard is that I can't feel the heat when I cook hot food so I need carers to help but I learnt I always need to wear gloves if I am working with hot food and to open up the oven or the fry pan or microwave.

I felt good about my learning and all the steps and that I was able to do it.

Natural Evidence of Learning Annotation

Learning annotations can be developed by the student, prepared with advocate assistance, or provided as observations of the student in a learning environment, appropriate to the student's established reasonable adjustments. As a guide, learning annotations should be a maximum of 80 words or 2 minutes of oral/multimodal equivalent length for each sample of evidence.

Annotations recorded with pictures of the process undertaken.