# Learning and Assessment Plan Exemplar

Stage 2 Modified: Mathematics

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.

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

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| SACE school code | | |  | Year |  | | Enrolment code | | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) | |
|  |  |  |  | **2** | **M** | **P** | **M** | **20** | |  |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  **Numeration, Operation and Money** | | | | | | | | | | | | | | |
| Endorsed by principal or delegate (signature) | | | | | |  | | | | | | Date |  | |

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| Office use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  | | --- | --- | | Signature of Principal/delegate |  | |

Addendum

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

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

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.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Modified: Mathematics – 20-credits

Complete the table below to show details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities)*  *Communication – Citizenship – Learning – Personal Development - Work* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
| L | PD |  |
| 1, 2 | **Number and counting understanding**  **Students:**  Further develop ability to identify numbers through methods including matching, naming, sorting, grouping, ordering, rounding, reading and writing.  **Assessment Conditions:**  Teacher, SSO and ideally parent/carer support to identify and demonstrate skill development at school and in the home environment.  Teacher guidance and SSO support as appropriate. | ✓ | ✓ |  | Evidence of learning to consist of:   * Teacher observations * Skill checklist * Anecdotal notes * Student work * Photographic evidence |
| 1, 2 | **Ordinal numbers**  **Students:**  Participate in activities and learning related to ordinal number understanding such as budgeting, calendars, timetabling and ordering.  **Assessment Conditions:**  Teacher, SSO and ideally parent/carer support to identify and demonstrate skill development at school and in the home environment.  Teacher guidance and SSO support as appropriate. | ✓ |  |  | Evidence of learning to consist of:   * Teacher observations * Checklists * Anecdotal notes * Student work * Photographic evidence |
| 1, 2 | **Mathematical Operations**  **Students:**  Further participate in activities and learning related to mathematical operations including addition, subtraction, multiplication and division.  Display understanding of the link between mathematical operations and money.  **Assessment Conditions:**  Teacher, SSO and ideally parent/carer support to identify and demonstrate skill development at school and in the home environment.  Teacher guidance and SSO support | ✓ |  |  | Evidence of learning to consist of:   * Teacher observations * Checklists * Anecdotal notes * Student work * Photographic evidence |
| 2, 3, 4 | **Identify money and its uses**  **Students:**  Further display understanding of the use of money in the context of the school environment such as money to purchase goods.  Further develop ability to identify Australian notes and coins by sorting, naming, grouping and sequencing  Engage in activities to increase awareness on the uses and value of money in daily life.  **Assessment Conditions:**  Students use photographs and/or ICT to present evidence of learning.  Teacher guidance and SSO support as appropriate. | ✓ | ✓ |  | Evidence of learning to consist of:   * Teacher observations * Checklists * Anecdotal notes * Student work * Photographic evidence * Multimodal evidence |
| 3, 5 | **Money Programs**  **Students:**  Use money programs to support skills and learning such as:   * Handling money using concrete materials * Recognising the correct money required for purchasing items and itemising this * Participating in learning about money concepts   **Assessment Conditions:**  Students use photographs and/or ICT to present evidence of learning.  Teacher guidance and SSO support as appropriate. | ✓ | ✓ |  | Evidence of learning to consist of:   * Teacher observations * Checklists * Anecdotal notes * Student work * Photographic evidence * Multimodal evidence |
| 3, 4, 5 | **Money Skills Practice**  **Students:**  Use money programs to practice skills and increase learning for example:   * Recognising the cost of items * Calculating the cost of items * Giving the correct amount when purchasing * Estimating change * Basic budgeting   **Assessment Conditions:**  Teacher guidance and SSO support as appropriate. | ✓ | ✓ |  | Evidence of learning to consist of:   * Teacher observations * Checklists * Anecdotal notes * Student work * Photographic evidence * Multimodal evidence |
| 4, 5 | **Accessing the community**  **Students:**  Participate in money handling skills in the community (e.g. shopping, excursions, work experience)  Practice the skills needed to purchase items in the community (e.g. directions spoken language, what to bring, where to shop, road safety)  **Assessment Conditions:**  Students use photographs and/or ICT to present evidence of learning.  Teacher guidance and SSO support as appropriate. | ✓ | ✓ |  | Evidence of learning to consist of:   * Teacher observations * Checklists * Anecdotal notes * Student work * Photographic evidence * Multimodal evidence |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *Further develop and display an understanding of number, counting and place value* |
|  | 2 | *Increase current understanding and participation related to mathematical operations including addition, subtraction, multiplication and division* |
|  | 3 | *Further develop understanding and use of money by identifying Australian notes and coins* |
|  | 4 | *Continue to access real life situations to participate in money handling skills* |
|  | 5 | *Use money programs to increase practice in a greater variety of money handling skills* |

*Three to five assessments for a 10-credit subject. Six to ten assessments for a 20-credit subject.*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*