# Stage 1 Personal Learning Plan

# 2020 Subject Assessment Report

## Overview

At Stage 1 the English and mathematics subjects and the Personal Learning Plan are moderated. For most schools, only the C and D grades are moderated, as the C grade represents the minimum grade required for SACE completion.

Stage 1 assessment reports give an overview of how students performed at the C and D grades in their school assessments, relative to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outlines. They provide information and advice on: teacher engagement and student engagement with the assessment types, including task design; the application of the performance standards in school assessments; and the quality of student performance.

Assessment Type 1: Folio

As in 2019, in general, students undertake three tasks for the folio assessment type. Each task should be designed to focus on meeting at least one of the first three learning requirements: identify, explore, and develop personal and learning goals and strategies to achieve them; select, understand, and explain one or more capabilities relevant to achieving their goals; and develop the selected capability or capabilities.

Successful achievement at the C grade

* When tasks asked students to explicitly focus on providing an explanation of their understanding of the selected capability/ies and then link to an aspect of their personal lives or experiences, the Understanding Capabilities assessment design criterion was addressed well.
* When student evidence was presented in a format that best demonstrated their learning. This included structured worksheets, drawings, written responses, videos, annotated pictures, audio, and combinations of multimedia formats.
* Providing students with a series of engaging activities gave them the opportunity to develop and refine personal and learning goals, and to achieve a C grade (or higher) result. There was evidence of the use of a number of templates for these activities, including mind maps.
* Where the tasks provided students with a number of opportunities to explore their goals to gain a better understanding of which goal to develop, they then went on to devise a range of strategies and were able to provide evidence of the connections between the chosen capability, or capabilities, in more depth.
* Tasks that allowed students to explore one or more of the seven capabilities through a range of activities and connect these to their experiences (e.g. in the workplace) and goals, allowed them to achieve in the C grade (or higher) level.
* Effectively designed tasks allowed students to ‘unpack’ their chosen capability or capabilities and provide evidence of the connections between their goals and strategies.
* A range of templates was observed, and where these provided guiding questions and were clearly structured, they provided support for students to achieve the C standard or better. A range of worksheets were seen. However, worksheets that are over-structured and over-scaffolded tend to produce a limited range of responses. They are not a recommended form of assessment, as they elicit the D grade ‘recount’ or E grade ‘limited’ responses.
* Students interact with others in developing and refining their strategies to achieve their personal and learning goals. As in previous years, many student samples at the C\*, D\*, and D grade levels often provided limited evidence in relation to specific feature DP2 – ‘Interacting with others in developing and refining their strategies’ (an asterisk indicates a borderline result).
* Where students were provided with opportunities to interact with a range of people and had specifically prepared questions, they were able to demonstrate achievement at the C grade. This included tasks that required students to reflect on guest speakers, industry tours, and discussions with employers and/or parents about what they learnt, in turn linking this to a goal they had set and how the interaction had helped them refine their goal. This can be extended to the opportunity to undertake interactive group work to learn from each other and further their knowledge of the capability/capabilities.

Application of the performance standards

As noted in the 2019 Subject Assessment Report, the application of the performance standards was consistent overall. When teachers designed tasks that included terminology of the performance standards, it was easier for students to present evidence of learning according to the assessment design criteria. It was pleasing that the application of the specific feature ‘Understanding and explaining the selected capability or capabilities’ was applied more consistently this year.

Task design

* Tasks that gave students choice in the way they could present evidence allowed them to match it with their skills or preferred learning style and supported them to achieve at the higher grades.
* Tasks that were well constructed and showed clear links to the performance standards resulted in students achieving at a C grade or higher.
* Where tasks required students to select all seven capabilities and provide evidence of their understanding and explanation of these, they were typically only able to achieve at the C grade level, as they were limited in providing detailed examples.
* It was pleasing that this year there was a greater number of examples of student work that clearly showed a stronger link between goals, capabilities, and strategies across the set of tasks. This enabled students to show their progression through the tasks.
* Typically, where students were provided with a variety of tasks and options for how they presented their evidence, they were able to achieve at the C (or higher) grade. Where students were able to use their personal experience to inform tasks, they were able to demonstrate both their learning and engagement in the subject.
* Many schools gave students an increased range of opportunities to interact with others in relation to specific feature DP2 – ‘Interacting with others’. Many student samples at the C\*, D\*, and D grade levels provided little or limited evidence in relation to this specific feature. Task sheets that provided some structure (e.g. answering a set of questions in response to a guest speaker or to an industry visit) gave students the greatest opportunity to provide evidence at the C standard or higher.

Assessment Type 2: Review

As in 2019, in general, the review activities were well executed. Students review their personal and learning goals and reflect on the effectiveness of the strategies they developed to achieve these goals. In many cases, schools designed different types of discussions, or students made written statements following discussions. There were a number of multimodal forms of evidence for the review tasks.

Review and reflection may also occur as part of the folio tasks. Students can choose to reflect and refine their personal and learning goals as part of their goal-setting. If students use journal entries as part of their folio, they should ensure that their comments address the relevant specific features of the assessment design criteria RL1 and RL2, rather than just recall events.

As in previous years, many student samples at the C\*, D\*, and D grade levels often provided limited evidence in relation to specific feature RL2 (an asterisk indicates a borderline result).

Successful achievement at the C grade

Students were able to achieve successfully at the C grade when they could review their personal learning plan or experience and reflect on the development and effectiveness of their planning and strategies. This involved providing evidence of what they had planned to happen, what actually occurred, and whether these developments affected the way they would think and plan in the future. Student evidence should demonstrate how their chosen capability/capabilities connect with their goals and how the capability/capabilities support or strengthen strategies to achieve goals.

RL1 – Reviewing personal and learning goals and reflecting on the effectiveness of strategies to achieve them.

An important aspect of the program is for students to understand and provide examples of the connections between their plan and their strategies; for example, students review their goals and strategies relating to study skills, and reflect on the effectiveness of the strategies they had designed. Where the PLP program had been contextualised for each student’s focus area, they were supported to achieve at the C (or higher) grade level.

RL2 – Reviewing the development of the selected capability or capabilities, and how this helps to achieve their goals.

Many schools gave students more than one opportunity to review the development of the selected capability and capabilities and how this helps to achieve their goals, which supported students to achieve at a C grade (or higher) grade.

Application of the performance standards

Generally, the application of the performance standards at the C grade was consistent. Due to the reflective nature of some folio tasks, evidence provided in the folio assessment type could be used as evidence for the review task. Observations or insights noted in folio tasks could also be used as supporting evidence to build the reflective conversation.

Task design

Good task design is an essential component of ensuring that students are clear about the evidence required to meet the specific features of the Reviewing the assessment design criterion. For example, when students were preparing to review their learning and reflect on the effectiveness of their strategies, they were equipped for success when tasks provided a structure that met the specific feature RL1 – ‘Reviewing personal and learning goals and reflecting on the effectiveness of strategies to achieve them’. However, when guiding questions did not adequately address the specific features, especially RL2 – ‘Reviewing the development of the selected capability or capabilities, and how this helps to achieve their goals’, students could not provide sufficient evidence to achieve the C grade. Students were limited in making connections and in-depth thinking in these situations.

Preparation and packaging of student materials

School assessment tasks are set and marked by teachers. Teacher grades/marks and annotations should be evident on all student work.

It is pleasing that student materials were generally packed in accordance with the information sheet ‘The preparation and packaging of materials for Stage 1 Moderation’. The work could be quickly accessed and processed when teachers included a summary sheet indicating the individual student’s results for each assessment type as well as each student’s name and/or SACE registration number. It is important that the grade assigned to the student work matches the one written on the Stage 1 Moderation Sample Form submitted with the materials; some discrepancies were observed. Moderators are advised to assume that the grade on the signed form is correct, and to moderate accordingly.

Teachers are reminded to select and submit samples in accordance with the information provided in the information sheet, ‘[the preparation and packaging of student materials for Stage 1 moderation’](https://www.sace.sa.edu.au/documents/652891/704359/The%2Bpreparation%2Band%2Bpackaging%2Bof%2Bmaterials%2Bfor%2BStage%2B1%2BModeration%2B-%2Bflowchart.pdf/31814296-aa36-4875-a1ea-63604ddaff0d). Moderation at Stage 1 occurs when a full set of evidence (or pending the completion of a final task) — as outlined in the approved learning and assessment plan — is provided. When schools submitted work that was missing more than one task, moderation was unable to proceed.

In some cases, oral presentations were assigned a grade, but there was no evidence to support the assessment decision (for example, a script or teacher mark sheet with notes relating to the performance standards). Teachers are encouraged to submit CDs/DVDs/USBs when students have prepared and presented oral and/or multimodal evidence of learning. This provides additional supporting evidence to cue cards and transcripts when moderators are reviewing students’ evidence of learning. Before sending audio-visual material for moderation, teachers are encouraged to check that it complies with the Submission of Electronic Files (document) or the Preparation of Non-written Materials and Submission of Electronic Files (video).

### General Comments

* Teachers are encouraged to access the PLATO clarifying activities to help them interpret and consistently apply the performance standards to student work. Once teachers submit their assessment decisions on the provided samples of work, the annotated versions and assessment decision regarding the student responses can be downloaded and viewed.
* The [Personal Learning Plan](https://www.sace.sa.edu.au/web/personal-learning-plan/overview) minisite has a range of support materials and pre-approved learning and assessment plans that are available to be used or adapted as required