PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Personal Learning Plan**

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.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **P** | **L** | **P** | **10** |  |

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

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| 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. |

**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.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Personal Learning Plan

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **UC** | **DP** | **RL** |
| **Assessment Type 1: Folio**  **Weighting 80%** | **Introduction to the Seven Capabilities**  Students clearly explain their knowledge and understanding of at least three of the seven capabilities, with insightful and detailed examples.  Students may draw on:   * prior experience of caring, volunteering or individual activities, paid or unpaid work * learning activities in and out of the classroom related to capabilities * classroom discussion and reflection upon current literacy, numeracy and ICT skills   Students folio work may be supported by:   * photographs – or other relevant images * audio recordings (e.g. quotes from relevant stakeholders – employers, community leaders) * using Equip magazine and SACE Achieve publications. | 1 |  |  | Option 1:  Multi-modal presentation of up to a maximum of 3 minutes, for example:   * Film, slideshow or photo story * Power point presentation * Oral with visual and or audio support material.   Option 2:   * Written folio information.   Maximum of 15 classroom lessons. |
| **Interacting with Others (Personal and Social Capability)**  Students interact purposefully with ‘others’ to identify and refine goals and select at least one capability relevant to their goals.   * ‘Others’ may include educators, knowledgeable and experienced people in particular careers, family, friends, peers, mentors, university and further education providers. * Interaction can be through personal face-to-face contact at for example, a Careers Expo, meeting or other appropriate opportunity or via email, telephone or other means.   By providing evidence of interactions with others, students also show how they have refined their goals.  Students may use resources such as career and work magazines, job guides, SATAC guides. |  | 1, 2 |  | Folio of information (written, oral or multimodal) to form basis of an action plan.  On-line self-assessment tasks.  Interview.  Maximum of 15 classroom lessons. |
|  | **Futures Planning (Critical and Creative Thinking)**  Students choose and focus on learning a new skill relevant to their goals and future pathway. They:   * demonstrate independent and focussed development and demonstration of their new skill * demonstrate newly identified strengths and abilities that will help attain a new skill * utilise on-line tools (in most cases).   Students review and evaluate the development of their selected further career related skill and:   * explore how this capability is relevant to their personal and learning goals * make an informed decision about their learning by monitoring, reviewing and refining their progress towards personal and learning goals * provide evidence of skills acquired. |  | 1, 3 | 2 | Negotiated:   * photographs * DVD/video * written.   Task mainly to be undertaken in the students own time.  Maximum of 5 classroom lessons. |
| **Resume, Job Application (Literacy)**  Using a selected career of interest, students are required to write a resume and cover letter.  Students then answer set questions designed to engage them in becoming work ready and thinking about the capabilities and skills needed to engage in future career options. |  | 3 |  | Written response to questions.  Capabilities workbook and written responses to questions about work readiness.  Maximum of 20 classroom lessons. |
| **Assessment Type 2: Review**  **Weighting 20%** | **Review of goals and strategies**  Students review their personal and learning goals and reflect on the effectiveness of the strategies to achieve them.  Students also evaluate how all newly acquired knowledge and career related skills will help transition them into the workforce. |  |  | 1 | Negotiated:   * 600 words written,   **OR**   * PowerPoint presentation, or other multimodal means of presentation, maximum of 3 minutes.   Maximum of 10 classroom lessons. |

***Four or five assessments.*** *Please refer to the Stage 1 Personal Learning Plan subject outline.*

*This Learning and Assessment Plan is used with the kind permission of Paralowie R-12 School.*