# Learning and Assessment Plan Exemplar

Stage 1 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) |  |

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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** | **M** | **P** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Numeration, Key area 2: Operations and Key area 6: Money | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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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

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 |  |

# Assessment overview

Stage 1 Modified: Mathematics (10-credits)

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

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| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities)* | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| Numeracy | Critical and Creative Thinking |
| 1, 2 | Apply your skills  Students to complete 15 - 20 worksheets over the semester to solve mathematical problems by using the timetables learnt and other numeration operations including +, -, x, %. Students learn how to use a calculator to work out problems. | 🗸 |  | Worksheets completed in class with teacher and SSO support if required. |
| 4 | Comparison shopping  Students gain an understanding of unit pricing and apply this knowledge to shopping. During a planned excursion to a supermarket, as independently as possible students select six different items they wish to purchase and complete a comparison shopping chart for each item. Students are encouraged to take photographs of the shopping trip to visually show their understanding. | 🗸 | 🗸 | Comparison shopping charts.  Photographic evidence.  Teacher/SSO observations and notes. |
| 3 | My budget plan  Students learn about wants and needs and the importance of saving.  Students complete worksheets recording their spending habit for 2 - 3 weeks and identify and examine their spending behaviours and patterns. They learn about budgets, including how to set and maintain a budget, and they apply this understanding to create a personal budget plan that supports their personal and financial goals.  Teacher and SSO support as required. | 🗸 | 🗸 | Worksheets and personal budget plan.  Teacher/SSO observations and notes. |

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 | *Understand, memorise, practice and recall times tables (up to x5).* |
|  | 2 | *Learn about mathematical operations and apply these by using a calculator to work out problems (+, –, x, ÷, %).* |
|  | 3 | *Understand the importance of saving and budgeting and develop a personal budget plan.* |
|  | 4 | *Understand unit pricing and apply this to comparing possible alternatives for purchase decisions.* |

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

***\*Capabilities***

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

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