# Learning and Assessment Plan Exemplar

Stage 1 Modified: English

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** | **E** | **P** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Communicating, Key area 3: Listening and Key area 4: Responding to Text | | | | | | | | | | | | |

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: English (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) |
| Literacy | ICT |
| 1 | Real texts  Students are presented with a range of workplace and real-world texts including passports, drivers licence, bank statement, gym membership, medical form etc. With ESO support students choose 2 – 4 texts to examine in detail. They then explain using mind maps and short annotations their comprehension of the information, language, audience, form, and purpose of texts. | 🗸 | 🗸 | Mind-map and annotations.  Teacher observations and notes. |
| 2 | Book review – The Legend of Kevin the Plumber  Teacher reads novel to the class. As a group they will discuss and deconstruct the narrative features of the text i.e. characters, key ideas, setting and language used. Following this students prepare a flyer persuading other students to read the novel. Students use a program like Publisher or similar. | 🗸 | 🗸 | Guided discussion and pamphlet presentation of ideas which student has connected with the themes in the text.  Teacher notes and observations. |
| 2,3 | “How to….” Teach the Class  With support students prepare an oral presentation on ‘how to….’ They then teach the class something they have knowledge or expertise in such as making a sandwich or decorating a cake. | 🗸 | 🗸 | Students present their formal instruction to the class and this may be supported by a PowerPoint.  Photographic 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 | *Students will explore a variety of real-world texts to understand meaning, such as a passport.* |
|  | 2 | *Students will listen to a short story (The Legend of Kevin the Plumber) and prepare a persuasive text to get peers to read the story.* |
|  | 3 | *Students will use at least one form of ICT to present their ideas, such as Publisher.* |

*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.*