# 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** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1: Communicating, Key area 2: Speaking, Key area 3: Listening, Key area 4: Responding to Text and Key area 5 Creating 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 (20-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 | Critical and creative thinking | Personal and social |
| 2, 3, 4 | Migration Task  Students will interview a person in their family or extended family network who has experienced migration. With assistance, students devise 10 – 15 questions for their interviewee. Students record their response in written form or electronically. They use this information to create a migration narrative that tells their interviewee’s story. | 🗸 | 🗸 |  | Planning worksheets, interview scripts and/or verbal summary of recordings as well as storyboards provide evidence of the process. The final piece is either presented orally with a PowerPoint or Photo Story that retells the interviewee’s story. |
| 2 | Film Portfolio Task – Saving Private Ryan  Students create a film portfolio of information about the film after viewing it as a class. They create a collage of images from World War 2 that connect with the film. | 🗸 |  |  | Collage of images with handwritten notes made by teacher or support staff regarding the choice of images. |
| 1, 2 | Film Recount Task - Saving Private Ryan  Students select a scene from the film that is accessible on ClickView or the Virtual Classroom. With appropriate support, they then develop a recount explaining what happens and why the scene is important. | 🗸 | 🗸 |  | With support students recount what happens in the scene. This can be presented in writing (scribed etc.) or recorded using a voice-recording application. |
| 1, 2 | Gardening Project Portfolio  Over the year students participate in a ‘hands on’ practical gardening project with guidance from teachers and support staff.  Students will work through a series of worksheets with a literacy focus. Worksheets will cover a range of topics including:   * building on student vocabulary * safety aspects of gardening * soil types and requirements for vegetables * Watering methods and requirements. | 🗸 | 🗸 | 🗸 | Completed worksheet booklet.  Students also create an annotated photo journal of their gardening activities over the course of the year with weekly entries. Teacher and/or SSO support as required i.e. scribing. |
| 2 | My Story  Students create an oral recount to tell an aspect(s) of their life. This may be an important event in their lives or hobby etc. The focus of the task is developing communication skills. | 🗸 |  | 🗸 | Scaffolding notes used to develop their story. Oral recount, students communicate their story orally to the class or as a pre-recorded video (depending on ability). |
| 3, 4 | Instructional Vodcast  Students consider a range of daily activities that are relevant to the life skills they need to develop. The activities could include things like catching public transport, making a meal, shopping for ingredients, caring for a pet.  With support students develop a list of instructions to complete their chosen activity. They then produce, with assistance, a Vodcast detailing how to perform the daily activity. |  | 🗸 | 🗸 | A vodcast to be presented to the class by the students. Background notes and lists will form some of the evidence.  As audience members the students choose one of their peers’ activity and talk about how this may be incorporated into their own life skills. |

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 | *Demonstrate the ability to access texts and information in a range of settings, including the use of various websites.* |
|  | 2 | *Plan and create a range of oral and written texts for a variety of purposes such as a narrative.* |
|  | 3 | *Demonstrate the ability to listen for specific purpose including following information and instructions.* |
|  | 4 | *Using different forms of technology to communicate information such as Photo Story and Vodcast.* |

*Six to ten assessments for a 20-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.*