

Self-directed Clarifying Activity – Assessment Type 1: Folio – Community Service

Purpose: The purpose of this activity is to support teachers to interpret and apply performance standards consistently to students' work in Stage 1 Personal Learning Plan.

- 1. Please use the following Stage 1 Personal Learning Plan performance standards to determine a grade for the student work sample on pages 6 and 7.**

Please note: grades are determined by considering whether evidence of learning demonstrates the specific features predominantly within a particular grade e.g. a B grade level work sample should demonstrate assessment design criteria specific features predominantly at the B grade band.

- 2. Record your assessment decision by holding the 'Ctrl' key and clicking [here](#).**

Please note: recording an assessment decision will prompt your computer to download an annotated version of the student response.

- 3. Use the annotated performance standards and student work sample to compare your interpretation of the performance standards and recalibrate your assessment decision (if necessary).**

Performance Standards

	Understanding the Capabilities	Developing Personal and Learning Goals	Reviewing the Learning
A	Clearly explains understanding of the selected capability or capabilities, with insightful and detailed examples.	Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them. Interacts purposefully with others, in developing and refining strategies. Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways.	Clearly reviews personal and learning goals with insightful reflection on the effectiveness of strategies to achieve them. Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals.
B	Explains understanding of the selected capability or capabilities, with some detailed examples.	Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them. Generally interacts effectively with others, in developing and refining strategies. Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative.	Reviews personal and learning goals, with some insights into the effectiveness of strategies to achieve them. Reviews the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals.
C	Gives some explanation of what the selected capability or capabilities are, with brief examples.	Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them. Interacts with others, in developing and making some refinement to strategies. Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity.	Reviews personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them. Reviews the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals.
D	Gives some basic description of the selected capability or capabilities, with limited examples.	Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s). Interacts with others with limited effectiveness, to talk about possible strategies. Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear.	Describes one or more personal or learning goals with some recount of learning in the subject. Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals.
E	Attempts to describe at least one capability and give an example.	Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal. Gives limited responses to questions from others about possible strategies. Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal.	Gives limited responses to questions about learning in the subject. Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal.

Community Service Task

Learning Requirements	Assessment Design Criteria	Capabilities
<p>LR2 select, understand, and explain one or more capabilities relevant to achieving their goals</p> <p>LR3 develop the selected capability or capabilities</p> <p>LR4 review their learning.</p>	<p>UC1 Understanding and explaining the selected capability or capabilities.</p> <p>DP3 Developing the selected capability or capabilities relevant to achieving their goals.\</p> <p>RL2 Reviewing the development of the selected capability or capabilities, and how this helps to achieve their goals.</p>	<p>Social Living and Responsibility</p> <p>Communication</p>

Purpose

This task provides you with an opportunity to develop your understanding of *Social Living and Responsibility* and to review what you have learnt about the community and your goals for the future.

Task Description

This task will involve volunteer work with other members of the community.

You will need to provide the details of when, where and how you will volunteer your skills before undertaking community Service - this is for insurance purposes.

Please note: The details of when, where and how are important but are not part of the assessment, rather you will need to gather information, take photographs (if permitted) and review your volunteering experience and consider your social living, social responsibility and your plans for the future. You should address the following dot points in your final presentation:

- Dates you volunteered
- Tasks you undertook
- New knowledge you gained
- How your volunteer work contributed to the community? You should demonstrate an understanding of your contribution to the wider community and include a description of your role as a responsible citizen.
- How the community contributed to your understanding and development of your social living and responsibility and communication capabilities?
- How this knowledge and understanding could help you in the future?
- What successes, problems and challenges did you experience during volunteering experience?

- Has the volunteer experience impacted on your future plans? Explain why or why not.

Form/Audience

Create and present a PowerPoint presentation explaining your volunteering work. The presentation must be 3 - 5 minutes in length. You will also need to submit a 'notes page' copy of your presentation (or a presentation script) for assessment), as well as presenting your PowerPoint to other students in the class.

Community Service is to be completed in student's own time during Term 1 weeks 2 to 5. Task presentations will take place during Term 1 weeks 6 - 9.

Word count 500 - 800 words

Flexible option

This option may be suitable for students that are recently or are currently involved in community activity.

Design and negotiate an assessment task with your teacher that will display your understanding of Social Living and Responsibility and reflect upon what you have learnt from your involvement within the community for your future. You must be able to provide evidence of meeting the performance standards, learning requirements, the assessment design criteria and the capabilities outlined in this assessment task

Word count 500 – 800 words

Student Work Sample

PLP Community Service – Presentation notes

I did my community service in a store that called "XXXXXXXX", I was there with YYYYYYYY, I arrived there at 3:55. When I got there I found that YYYYYYYY was already there, so we went to the lady who was working there and she asked us for our form then we gave it to her then she sign it. After that she started telling as what we are going to do but first she asked us for our names and phone number and email. The first thing we did was that we had to display the shoes in in the right pear of the shoes but before we did that she told us to put our bags in the stuff room. I took 10 minutes to finish displaying the shoes in the. I liked it because other costumers would come and ask him to help them to find stuff but I didn't know where some stuff were i would have to try my best to help them,

The knowledge I gained was I communicated with the customers I learn how to recycle stuff and I have to communicate with YYYYYYYY.

This community help me develop my social living and responsibility capability by letting me contribute my time to other community.

It's would help me to keep the place clean and communicate with others

The problem I had was when I got there I didn't know what to do.

The success was I meet new people.

The community service task impacted my future plans because it helped me to provide my communication for the future job.

After I was done displaying the shoes I went to the lady and told her that I was done and she told me to vacuum the floor. I first picked up the clothes and toys that the costumers moved when they were shopping. I then started vacuuming the cord was long enough. She then told me to display all the bags to make them to stand up in a display, when I was doing it she was asking me questions and telling me stories. I liked this because the lady was a very chilled and nice person.

After that I had to sort clothes that costumers dropped around the place. The last thing we did was tidy up the place. I met lots of people there but i didn't really bond with the people a lot because was working all the time. I only talked to them when they were asking for stuff. When it was 5 o'clock we stopped what we were doing and she's told us that she will send all the pictures she took when we were working, then she asked ask if we are coming back and we said that we were done and she asked us we are going to came back and visit them. We told them that we might think about it. We said bye and then we went to the bus stop.