# Stage 1 Personal Learning Plan

# Subject Assessment Report

## Overview

At Stage 1 the English and mathematics subjects and the Personal Learning Plan are moderated. For most schools, only the C and D grades are moderated, as the C grade represents the minimum grade required for SACE completion.

Stage 1 assessment reports give an overview of how students performed at the C and D grades in their school assessments, relative to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outlines. They provide information and advice on: teacher engagement and student engagement with the assessment types, including task design; the application of the performance standards in school assessments; and the quality of student performance.

Assessment Type 1: Folio

As in most recent years, in general, students generally undertook three tasks for the folio assessment type, though some sites provided 2 opportunities at Folio and Review each. Tasks should be designed to focus on meeting the learning requirements: identify, explore, and develop personal and learning goals and strategies to achieve them; select, understand, and explain one or more capabilities relevant to achieving their goals; and develop the selected capability or capabilities.

Successful achievement at the C grade

* When tasks asked students to explicitly focus on providing an explanation of their understanding of the selected capability/ies and then link to an aspect of their personal lives or experiences, the Understanding Capabilities assessment design criterion was addressed well.
* When student evidence was presented in a format that best demonstrated their learning. This included structured worksheets, drawings, written responses, videos, annotated pictures, audio, and combinations of multimedia formats.
* Providing students with a series of engaging activities gave them the opportunity to develop and refine personal and learning goals, and to achieve a C grade (or higher) result. There was evidence of the use of a number of templates for these activities, including mind maps.
* Where the tasks provided students with a number of opportunities to explore their goals in order to gain a better understanding of which goal to develop, they then went on to more effectively devise a range of strategies and were able to provide evidence of the connections between the chosen capability, or capabilities, in more depth.
* Tasks that allowed students to explore one or more of the seven capabilities through a range of authentic activities and connect these to their experiences (e.g. specific curricular or extra curricular activities) and goals, allowed them to achieve effectively in the C grade (or higher) level.
* Effectively designed tasks allowed students to ‘unpack’ their chosen capability or capabilities, apply and/or provide evidence of the connections between their goals and strategies.
* A range of templates were observed, and where these provided guiding questions and were clearly structured, they provided support for students to achieve the C standard or better overall. However, worksheets that were over-structured and over-scaffolded towards specific activities tended to produce a limited range of responses. Schools should be mindful of where templates fall into eliciting D grade ‘recount’ or E grade ‘limited’ responses from students not directed towards the performance standards.
* Students interact with others in developing and refining their strategies to achieve their personal and learning goals. As in previous years, many student samples at the C, and D grade levels often provided limited evidence in relation to specific feature DP2 – ‘Interacting with others in developing and refining their strategies’ (an asterisk indicates a borderline result).
* Where students were provided with opportunities to interact with a range of people and had specifically prepared questions, they were able to demonstrate achievement at the C grade. This included tasks that required students to reflect on guest speakers, industry tours, and discussions with employers and/or parents about what they learnt, in turn linking this to a goal they had set and how the interaction had helped them refine their goal. This can be extended to the opportunity to undertake interactive group work to learn from each other and further their knowledge of the capability/capabilities.

Application of the performance standards

As noted in previous Subject Assessment Reports, the application of the performance standards was generally consistent overall with minimal instances of grade level being attributed to a task completion judgement, rather than evidence towards the performance standards.

When teachers designed tasks that included terminology of the performance standards, it was easier for students to present evidence of learning according to the assessment design criteria. It was pleasing that the application of the specific feature ‘Understanding and explaining the selected capability or capabilities’ is being applied more consistently and also supporting students to connect broader skills under the capability banner.

Task design

* Tasks that gave students choice in the way they could present evidence allowed them to match it with their skills or preferred learning style and supported them to achieve.
* Tasks that were well constructed and showed clear links to the performance standards resulted in students achieving at a C grade or higher.
* Where tasks required students to select all seven capabilities and provide evidence of their understanding and explanation of these, they were typically only able to achieve at the C grade level, as they were limited in providing detailed or authentic examples.
* It was pleasing that we continued to see a greater number of examples of student work that clearly showed a stronger link between goals, capabilities, and strategies across the program/set of tasks. This enabled students to show their progression through the tasks.
* Typically, where students were provided with a variety of tasks and options for how they presented their evidence, they were able to achieve at the C (or higher) grade. Where students were able to use their personal experience to inform tasks, they were able to demonstrate both their learning and engagement in the subject.
* There were instances of schools undertaking and assessing tasks in earlier years (eg Years 8/9) This approach created mixed results with some students struggling to meet the performance standards at a “considered” C level given their context and experience at the time.
* Student samples typically struggled where a specific activity was used for a task, but the evidence was not targeted at the performance standards. Examples of this could be seen with Work Experience activities (including Safety Preparation), Mock Interviews/Resumes and Subject Selection or Learning Conversation reflections. While implied evidence could generally be found, these samples often needed support from other clearer tasks to meet the satisfactory level overall. Schools using activities such as these(which are great opportunities) should ensure students are adequately supported to provide evidence towards the performance standards based on their actions.

Assessment Type 2: Review

As in previous years, in general, the review activities were well executed. Students review their personal and learning goals and reflect on the effectiveness of the strategies they developed to achieve these goals. In many cases, schools designed different types of discussions, or students made written statements following discussions. There were a number of multimodal forms of evidence for the review tasks.

There were also examples of compiled Reviews/Reflections which occurred as part of the folio tasks. These were effective in supporting students to provide connected reflection towards goals and capability development. If students use journal entries as part of their evidence, they should ensure that their comments address the relevant specific features of the assessment design criteria RL1 and RL2, rather than just recalling events.

Successful achievement at the C grade

Students were able to achieve successfully at the C grade when they could review their tasks or experience and reflect on the development and effectiveness of their planning and strategies. This involved providing evidence of what they had planned to happen, what actually occurred, and whether these developments affected the way they would think and plan in the future. Student evidence should demonstrate how their chosen capability/capabilities connect with their goals and how the capability/capabilities support or strengthen strategies to achieve goals.

RL1 – Reviewing personal and learning goals and reflecting on the effectiveness of strategies to achieve them.

An important aspect of the program is for students to understand and provide examples of the connections between their plan and their strategies; for example, students review their goals and strategies relating to study skills, and reflect on the effectiveness of the strategies they had designed. Where the PLP program had been contextualised for each student’s focus area, they were supported to achieve at the C (or higher) grade level.

RL2 – Reviewing the development of the selected capability or capabilities, and how this helps to achieve their goals.

Many schools gave students more than one opportunity to review the development of the selected capability and capabilities and how this helps to achieve their goals, which supported students to achieve at a C grade (or higher) grade.

Application of the performance standards

Generally, the application of the performance standards at the C grade was consistent. Due to the reflective nature of some folio tasks, evidence provided in the folio assessment type could be used as evidence for the review task. Observations or insights noted in folio tasks could also be used as supporting evidence to build the reflective conversation.

Task design

Good task design is an essential component of ensuring that students are clear about the evidence required to meet the specific features of the Reviewing the assessment design criterion. For example, when students were preparing to review their learning and reflect on the effectiveness of their strategies, they were equipped for success when tasks provided a structure that met the specific feature RL1 – ‘Reviewing personal and learning goals and reflecting on the effectiveness of strategies to achieve them’. However, when guiding questions did not adequately address the specific features, especially RL2 – ‘Reviewing the development of the selected capability or capabilities, and how this helps to achieve their goals’, students could not provide sufficient evidence to achieve the C grade. Students were limited in making connections and in-depth thinking in these situations.

Preparation and submission of student materials

School assessment tasks are set and marked by teachers. Teacher grades/marks and annotations should be evident on all student work.

Schools are advised to refer to [Stage 1 moderation](https://www.sace.sa.edu.au/coordinating/admin/moderation/stage-1) on the SACE website for information on participation in Stage 1 moderation.

Teachers are reminded to select and submit samples in accordance with the information provided in the information sheet, ‘‘[Preparing materials for Stage 1 moderation submission’](https://www.sace.sa.edu.au/documents/652891/704359/Preparing%2Bmaterials%2Bfor%2BStage%2B1%2Bmoderation%2Bsubmission.pdf/31814296-aa36-4875-a1ea-63604ddaff0d?t=1618901762870).

Where files were named as guided and with the accompanying Stage 1 Moderation Sample Form, the work could be quickly accessed and processed. When teachers included a summary sheet indicating the individual student’s results for each assessment type as well as each student’s name and/or SACE registration number, this also supported. It is important that the grades assigned to the student work matched the one written on the Stage 1 Moderation Sample Form submitted with the materials; some discrepancies were observed. Moderators are advised to assume that the grade on the signed form is correct, and to moderate accordingly.

Moderation at Stage 1 occurs when a full set of evidence (or pending the completion of a final task) — as outlined in the approved learning and assessment plan — is provided. When schools submitted work that was missing more than one task, moderation was unable to proceed.

In some cases, schools provided much larger and more complex samples than required, schools should refer to the Stage 1 Moderation Sample Form particularly ‘*Schools select a sample that includes the work of up to 6 students for each subject requested for moderation, regardless of the number of classes for that subject in the school’.*

In some cases, oral presentations were assigned a grade, but there was no evidence to support the assessment decision (for example, a script or teacher mark sheet with notes relating to the performance standards). Teachers are encouraged to submit multimedia files when students have prepared and presented oral and/or multimodal evidence of learning. This provides additional supporting evidence to cue cards and transcripts when moderators are reviewing students’ evidence of learning. Support in packaging multimedia materials can be found in the *‘Preparing materials for Stage 1 Moderation submission’* document

### General Comments

* Teachers are encouraged to access the PLATO clarifying activities to help them interpret and consistently apply the performance standards to student work. Once teachers submit their assessment decisions on the provided samples of work, the annotated versions and assessment decision regarding the student responses can be downloaded and viewed.
* The [Personal Learning Plan](https://www.sace.sa.edu.au/web/personal-learning-plan/overview) minisite has a range of support materials and pre-approved learning and assessment plans that are available to be used or adapted as required