# 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 5: Measurement 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 | Personal and Social |
| 1, 2 | Angles in the real world  The student will learn about angles and be able to recognise these both within and outside the classroom. The student will find and photograph a range of angles including right, acute, obtuse and reflex angles. | 🗸 | 🗸 |  | The student will present a Folio of pictures and written evidence of classifying angles in the real work.  The folio will also include worksheets completed in class to demonstrate an understanding of angles. |
| 1, 2 | Car angles  Building on the student’s interest in cars he will draw cars and demonstrate the use of particular angles in their construction. | 🗸 |  | 🗸 | The student will compile his drawings showing where and why certain angles have been used in the construction of different cars.  The student will also discuss the reasons for the use of those angles in the construction of cars.  Teacher observations and notes. |
| 3 | How much?  The student will investigate the cost of restoring and modifying a car to their ultimate condition. Using these findings as a basis for investigation, the student will research and compare banks in relation to the cost of loans using simple Interest formulae. The student will then determine which the best deal is. | 🗸 | 🗸 | 🗸 | The student will create a PowerPoint presentation on how much it would cost to restore/modify a car and find the associated costs of attaining a bank loan. |

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 | *The student will recognise different angles in everyday life, for example angles in a car.* |
|  | 2 | *The student will draw and label angles found in the construction of a car.* |
|  | 3 | *The student will gain an understanding of simple interest by investigating the cost of restoring a car.* |

*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.*