# Learning and Assessment Plan Exemplar

Stage 1 Modified: Cross-disciplinary Studies

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** | **C** | **X** | **M** | **20** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Business and Innovation Modified: Key area 5: Going to Work and English Modified: Key area 3: Listening | | | | | | | | | | | | |

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.

Signature of principal or delegate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stage 1 Modified: Cross-disciplinary Studies (20-credits)

# Assessment overview

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) |
| --- | --- | --- | --- | --- | --- |
| Literacy | Personal and social | Critical and creative thinking |
| 1,2 | Getting ready for work  Students to be exposed to a number of scenarios (diagrammatic form, online-simulated workplace scenario and/or role plays) to identify necessary workplace skills and behaviours.  Support available according to student need. |  | 🗸 | 🗸 | Students will record their answers on worksheets. Recording may be in the form of ticks/emotion faces/scribed answers and written responses depending on individual student preferences. |
| 1,3 | Work experience  Students will take part in an off-site work placement. Student participation, attitudes, skills and work ethic will be monitored throughout the placement. A report will be written by the work place supervisor. Students will also be encouraged to ‘self-identify’ when they are demonstrating particular focus skills.  Students will be required to seek a work place report from their supervisor.  Support available according to student need. | 🗸 | 🗸 | 🗸 | On work placement, staff will regularly provide students with feedback on their performance. Students and staff will identify areas for further development. Record of skill demonstration may be in the form of checklists, photos, written comments, etc.  Final work place report commenting on skills and behaviours (format that best suits the supervisor i.e. checklist, question and answer). |
| 3 | Workplace Journal – reflecting on participation, skills, learning, and value of employment  Students will be required to compile a journal of their workplace experience, focusing particularly on the skills they developed, and their workplace learning.  Support available according to student need. | 🗸 |  | 🗸 | The journal may be in a format that best suits the individual student and may be compiled as a video journal, audio recording, written, pictorial, photographic or other depending on student learning needs and preferences. |
| 1, 2 | Self-reflection  At various stages throughout the work placement, students will be asked to reflect on the skills and behaviours they have demonstrated throughout the placement.  Support available according to student need. |  | 🗸 | 🗸 | Students will rate their own skills and behaviour levels at various times throughout the work placement in a format that is most suited to their own needs e.g. graphic/pictorial/written checklists, Photo story, PowerPoint, video, scribed or audio presentation. |
| 1, 2 | Listening skills @ work  Students will produce a piece of work which highlights the importance of listening skills in the workplace. The piece of work will explore what is meant by listening and the consequences of not listening in the workplace. Students will be encouraged to share their piece of work with other students however this will be negotiated on an individual basis.  Support available according to student need. | 🗸 | 🗸 |  | The piece of work may be in a variety of formats depending on student preferences. It may be a dramatic/role play (videoed), photographic, written, oral (recorded) or in another format negotiated between the teacher and the student. |
| 4 | A new goal  Students will develop a work related goal to be included in their NEP. This goal is to be developed with a clear ‘student voice’ component and is to be included in their NEP discussion.  Support available according to students need. |  | 🗸 | 🗸 | The goal will be presented in a format that is preferred and negotiated with the student although the final goal will also be transcribed into text for inclusion in the NEP. |
|  | Transition Planning Booklet  Students undertake the completion of a Transition Book to assist them in them in thinking and planning for their post-school pathways. The emphasis will be on supporting students’ ‘journey’ through the contents of the book rather than complete the book itself.  Support available according to student need. | 🗸 | 🗸 | 🗸 | The Transition Book to be completed in a mode best suited to the student. It will be available electronically, responses can be scribed, photographs may be used for responses were appropriate etc. |

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 | *To gain an understanding of suitable workplace behaviours, including punctuality.* |
|  | 2 | *To build personal skills required within a workplace setting, particularly in relation to listening to instructions and to seek appropriate feedback and clarification when needed.* |
|  | 3 | *To participate in an off-site work placement.* |
|  | 4 | *To explore post-school options, particularly employment.* |

*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.*