# Learning and Assessment Plan – school-developed form

Stage 1 Exploring Identities and Futures: Modified

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** | **F** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas.)  Key areas: | | | | | | | | | | | | |

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 assessment criteria specific features and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Exploring Identities and Futures: Modified

For assessment, **students present 3 - 5 samples of natural evidence of learning, collectively demonstrating achievement of the three assessment design criteria.**

**These samples of natural evidence of learning should be accompanied by brief annotations explaining how each piece of evidence represents the achievement of learning for a purpose.**

For Exploring Identities and Futures: Modified, the assessment design criteria and their specific features are described below.

## Exploring Identity and/or Futures and/or Connections

EIF1 Student explores identity and/or futures and/or connections with others

## Planning and Implementing Action

EIF2 Student engages with learning activities for a purpose

## Communicating evidence of learning

EIF3 Student communicates evidence of learning in an authentic and personally relevant manner.

The table below shows details of the planned tasks to support student(s) to engage in purposeful learning.

Part A: Exploring me and who I want to be

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning progress for a purpose) |
| EIC  (EIF1) | PIA  (EIF2) | CEL  (EIF3) |
| Key area focus:  Learning Activities: |  |  |  |  |

Part B: Taking action and showcasing my capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning progress for a purpose) |
| EIC  (EIF1) | PIA  (EIF2) | CEL  (EIF3) |
| Key area focus:  Learning Activities: |  |  |  |  |