# Learning and Assessment Plan – school-developed form

Stage 1/2 Subject:

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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** |  |  | **M** | **10/20** |  |
|  | | | | | | | | | | | | |
| 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

|  |
| --- |
| 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 |  |

# Assessment overview

Stage 1/2 Modified: Subject (10/20-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) |
| Critical and Creative thinking | Literacy | XXX  (add capability as required) |
|  |  | 🗸 |  |  | *E.g. Teacher observations and notes.* |
|  |  |  | 🗸 |  | E.g. Practice notes and teacher observations. |
|  |  | 🗸 | 🗸 |  |  |
|  |  |  |  |  | . |
|  |  |  |  |  |  |

Identification of Personal Learning Goals

|  |  |  |
| --- | --- | --- |
| 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 |  |
|  | 2 |  |
|  | 3 |  |
|  | 4 |  |

*Three to five assessments for a 10-credit subject.*

*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.*