# Learning and Assessment Plan Exemplar

Stage 2 Modified: English

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| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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| SACE school code | | |  | Year |  | | Enrolment code | | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) | |
|  |  |  |  | **2** | **E** | **P** | **M** | **20** | |  |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  KA1 – Communication; KA2 - Speaking; KA3 - Listening; KA5 – Creating Text; KA6 - Viewing | | | | | | | | | | | | | | |
| Endorsed by principal or delegate (signature) | | | | | |  | | | | | | Date |  | |

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| Office use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  | | --- | --- | | Signature of Principal/delegate |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

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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 of changes

The changes made to the learning and assessment 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 2 Modified: English – 20 credits

Complete the table below to show 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)*  *Communication – Citizenship – Learning – Personal Development - Work* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
| Cn | L | PD |
| 1 - 4 | **Using ICT to further develop literacy skills**  Students explore a range of digital technologies to further develop literacy skill e.g. Scootle digital resources.  Socially Assistive Robots provide opportunities to engage students across the literacy projects (provide instructions for various basic STEM projects).  Students will work individually and in small groups, and SSO support available as required.  Each student has a laptop, iPad and Kindle to assist in the further development of literacy skills. | ✓ | ✓ | ✓ | Students record their progress via posters, photo journal, work reports/log, Unit blog, school’s Facebook.  Completed tasks.  Teacher assessment and observation. |
| 1 - 4 | **Listening for a specific purpose including following instructions and gaining information**  Students actively listen to the Socially Assistive Robots and follow instructions to construct practical projects. They will focus on Climate Change and its causes by:   * viewing video clips about the impact of melting ice, rising sea levels, heatwaves, droughts, floods and storms etc. * discuss the films ‘A Way Forward: Facing Climate Change’ and ‘Penguins Beating the Heat’ and gain information about global impact of climate change and its devastating effects.   Students view video clips re safer work practice and identify hazards. Students will work individually and in small groups and SSO support is available as required. | ✓ | ✓ | ✓ | Students record their progress via posters, photo journal, work reports/log, Unit blog, school’s Facebook.  Teacher assessment and observation. |
| 1 – 5 | **Formal and informal self-expression**  Students will further develop their skills to design class stories, poems and reports and read them with the Socially Assistive Robots. They will have the opportunity to respond in structured contexts e.g. visitors to the Unit, Minton Farm, Helping Hand and online activities such as Virtual Supermarket or Passport to Safety. They will practice their self-expression skills producing a DVD to be forwarded to HRH Prince Charles about their views on Climate Change. Students will work individually and in small groups and SSO support is available as required. | ✓ | ✓ | ✓ | Students record their progress via posters, photo journal, work reports/log, Unit blog, school’s Facebook.  Completed tasks.  Teacher assessment and observation.  Report in local newspaper. |
| 1 – 4 | **Communication and verbal exchange during structured workplace learning activities, small business enterprise and the breakfast program**  Students have opportunities each morning to interact and further develop their communication skills in the Breakfast program, as well as gardening, mall business enterprise animal husbandry and farm activities each week.  Students will work individually and in small groups and SSO support is available as required. | ✓ | ✓ | ✓ | Students record their progress via posters, photo journal, work reports/log, Unit blog, school’s Facebook.  Completed tasks.  Teacher assessment and observation. |
| 1 – 4 | **Strengthening reading, writing, spelling, vocabulary, and letter and word recognition skills**  Student will engage in a range of activities including spelling and reading with the Socially Assistive Robots, individual reading programs, ActivTable, letter tracing, visual aids, Starfall, Tumblebooks and Andy Griffiths audio books, Reading Doctor, digital dictionaries, Easy Touch Talking Pockets etc.  Constructed class stories and rhyming verse will further develop their writing skills.  Students will work individually and in small groups and SSO support is available as required. | ✓ | ✓ | ✓ | Students record their progress via posters, photo journal, work reports/log, Unit blog, school’s Facebook.  Completed tasks.  Teacher assessment and observation. |
| 1 – 5 | **Reflection and recording of literacy outcomes**  Students discuss and reflect on their learning journey across the literacy activities with each other and staff. They will use Photo Story, Photo Journals and an online Year Book to illustrate their achievements. | ✓ | ✓ | ✓ | Students record their progress via posters, photo journal, work reports/log, Unit blog, school’s Facebook.  Teacher assessment and observation. |
| 2, 3, 4, 6 | **Comic Strips**  Students discuss the theme, context, characters, script and story line of various comic strips which they will design using Pixton.com. They will ask open ended questions and articulate their design ideas both in the planning stage and throughout the designs. They will write short sentences for the character scripts. | ✓ | ✓ | ✓ | Completed comic strips.  Teacher assessment and observation. |

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 | *Students explore and further develop a range of social communication skills including verbal exchange via use of ICT resources and visual/augmentative technology such as Dragon Dictate, Talking memories, Avaz as well as Socially assistive Robots.* |
|  | 2 | *Students increase their participation in formal and informal interactions across the learning areas including:*   * *active listening* * *following instructions, sharing information* * *safer work practice, structured workplace learning* * *interaction with the Socially Assistive Robots,* * *digital learning resources* * *Augmentative and Alternative Communication as appropriate.* |
|  | 3 | *Students further develop their literacy skills in order to participate in formal and informal self-expression including class stories and poems, illustrated posters, Photo Stories, Photo Journal, the Unit’s blog, responding to visual material and brief letters.* |
|  | 4 | *Students view a range of visual material across a range of contexts to further develop awareness and understanding.* |
|  | 5 | *Students write a class letter to HRH prince Charles about their work on Save the Planet, pollution and climate change issues raised in the Ladybird book ‘Climate Change’.* |
|  | 6 | *Students will develop scripts, social stories and scenarios for comic strips using a range of themes.* |

*Three to five assessments for a 10-credit subject. Six to ten assessments for a 20-credit subject.*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*

*(Thanks to Dr Christine Robert-Yates – Murray Bridge High School Disability Unit)*