PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Personal Learning Plan**

Pre-approved 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** | **P** | **L** | **P** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**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 |  |

Stage 1 Personal Learning Plan

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **UC** | **DP** | **RL** |
| **Assessment Type 1: Folio**  **Weighting 70%** | **Understanding the capabilities**  Students clearly explain their knowledge and understanding of at least three of the seven capabilities, with insightful and detailed examples.  Students may draw on:   * prior experience of caring, volunteering or individual activities, paid or unpaid work * learning activities in and out of the classroom related to capabilities * classroom discussion and reflection upon current literacy, numeracy and ICT skills   Student presentations may be supported by:   * photographs or film * audio recordings (e.g. quotes from others identifying the students capabilities, or quotes from employers explaining capabilities required of employees) * other relevant images | 1 |  |  | Option 1:  Written response up to a maximum of 500 words    Option 2:  Multimodal presentation of up to 3 minutes, for example:   * film, slideshow or photo story * Power point presentation * Oral with visual and or audio support material |
| **Identifying goals**  Using a range of resources students identify skills, abilities, and opportunities for improvement related to their selected capability or capabilities.  Students identify personal and learning goals related to these skills, abilities and capabilities. This should include both short and long term goals. |  | 1 |  | Folio of information to form basis of goal setting.  Written response of up to 500 words or a multimodal presentation of up to 3 minutes. |
| **Developing strategies to achieve goals**  Students develop an action plan with a range of effective strategies to achieve their personal and learning goals. Students interact effectively with others to identify and clarify goals, and to gain feedback to assist in refining of strategies. |  | 1, 2, 3 |  | A series of action plans to identify goals, strategies and development.  Supporting evidence of interaction with others to gain feedback. |
| **Assessment Type 2: Review**  **Weighting 30%** | **Round table discussion**  Students nominate a group of peers, parents and staff to attend a round table discussion.  Students clearly review and evaluate their personal and learning goals and reflect on the effectiveness of strategies to achieve them.  They review the development of their selected capability or capabilities with insights on how this helped to achieve their goals and how others have influenced their decision.  Students provide evidence during the discussion to support each of the areas discussed. | 1 |  | 1, 2 | Contribution to round-table discussion of up to a maximum of 5 minutes.  Discussion supported by evidence collected during Semester. |

***Four or five assessments.*** *Please refer to the Stage 1 Personal Learning Plan subject outline.*