# Natural Evidence of Learning Assessment Record

Stage 1 Exploring Identities and Futures: Modified (1IFM10)

|  |  |  |  |
| --- | --- | --- | --- |
| Student  |  | SACE ID Number |  |

Student Description/Context – Use this section to describe student context, preferred reasonable adjustments utilised, and learning purpose associated with their natural evidence.

|  |
| --- |
|   |

Assessment Design Criteria and Decision

|  |
| --- |
| Exploring Identities and Futures: Modified assessment design criteria and specific features:Exploring Identity and/or Futures and/or ConnectionsEIF1 Student explores identity and/or futures and/or connections with othersPlanning and Implementing ActionEIF2 Student engages with learning activities for a purposeCommunicating evidence of learningEIF3 Student communicates evidence of learning in an authentic and personally relevant manner.Enter your Assessment Decision below. Indicate **‘Completed’** if there is authentic evidence of learning progress for a purpose aligned to the three specific features of the assessment criteria.Learning progress must be of an appropriate proximal achievement for the individual student. |
| Assessment decision (tick the appropriate box)

|  |  |  |  |
| --- | --- | --- | --- |
| Completed  |  | Not completed |  |

 |

Use the following template as a guide to showcase the 3-5 samples of natural evidence of learning that support your assessment decision. Multimodal presentation of this material is also acceptable where the student evidence and the learning annotations are clearly displayed.

Natural Evidence Sample

|  |
| --- |
|  |

Natural Evidence of Learning Annotation

Learning annotations can be developed by the student, prepared with advocate assistance, or provided as observations of the student in a learning environment, appropriate to the student’s established reasonable adjustments. As a guide, learning annotations should be a maximum of 80 words or 2 minutes of oral/multimodal equivalent length for each sample of evidence.

|  |
| --- |
|  |