# Learning and Assessment Plan Exemplar

Stage 2 Design, Technology and Engineering: 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) |
|  |  |  |  | **2** | **D** | **T** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 1, 2, 3, and 4 | | | | | | | | | | | | |

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 performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Modified: Design, Technology and Engineering (10-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 | ICT | Literacy |
| 1, 2, 3 | **Developmental practical task/s**  Students have opportunities to:   * complete practical tasks as determined by the area of materials study: * technical drawings * written/oral exercises * set practical assignment/s. * work in cooperative groups with emphasis on individual and group safety   self-evaluate tasks with teacher and support staff assistance. | P | P |  | Photographs  Written/Audio responses |
| 1, 2, 3 | **Specialised practical skills task/s**  Students have opportunities to:   * investigate and select an artefact for production * complete a set of negotiated practical skills task/s that are linked to their intended product * focus intensively on safe work practices * self-evaluate tasks with teacher and support staff assistance * engage with detailed technical drawings * engage with written/oral exercises   attempt/completion of practical task/s involving more complex structures or processes. | P | P | P | Written tasks  Photographic record |
| 1, 2, 3 | **Construction of principal artefact/s**  Students have opportunities to:   * complete a set of negotiated practical assignment/s that demonstrates an understanding of the materials to be used in the construction of the artefact. The assignments involve problem solving and task design considerations prior to the construction of the artefact. * engage with technical drawings * complete written/oral exercises * complete practical assignment/s * complete an extended individual practical task * be assisted in individual skill development and construction of the artefact with teacher and support staff support   self- evaluate tasks with teacher and support staff assistance. | P | P | P | Photographic record  Artefact |
| 1, 3 | **Self-assessment**  Students have opportunities to:   * assess their work and progress to improve their practical abilities and theoretical knowledge. * reflect on and make positive changes to the manner in which they: * work and cooperate with others * develop a more responsible approach to their work.   present their self-assessment to the teacher and/or other class members. Students may use information and communication technologies such as PowerPoint and Photo Shop to present their self-assessment. | P | P | P | Written and/or electronic presentation  Teacher notes and observations |
| 1, 3 | **Folio**  Students have opportunities to:   * manage documentation of personal learning using a written or electronic folio * choose and organise the tasks and assessments in the folio under different headings   be assisted in the structure and maintenance of the folio by the teacher and school support staff. |  | P | P | Written or electronic folio of work |

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 | *Develop technical knowledge and understanding, in particular:*   * *become more familiar with a workshop environment, particularly as it relates to Work Health and Safety (WHS) practices* * *acquire an understanding of more complex technical drawings and instructions presented in different formats* * *acquire additional theoretical knowledge and understanding as it relates to the area of materials*   *reflect on concepts of artefact design and the sustainability and suitability of chosen materials.* |
|  | 2 | *Develop practical skills, in particular:*   * *increase skill levels and confidence to safely use a range of power tools and equipment* * *construct a range of artefacts that builds on and extends acquired practical skills.* |
|  | 3 | *Develop skills in self-assessment, in particular:*   * *learn to assess personal work and work habits to improve practical abilities and theoretical knowledge* * *reflect on, and make positive changes to, work practices and cooperation with others* * *maintain a folio of work.* |

*Three to five assessments for a 10-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.*