



## Natural Evidence of Learning Assessment Record

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

Student [REDACTED] 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.**

Through the Exploring Identities and Futures subject, [REDACTED] was provided an opportunity to explore who he is, what he loves, what he can do and what he would like to do in the future. [REDACTED] completed the All About Me template with the support of teachers. He had a plenty to say being able to list off confidently what he'd like to do in the future, facts about himself, things he loves and the things he can do. This initial task prompted further activity looking closer at the things he loves to do at school, researching being a dentist, he showed confidence in listing off the things that he was good at like using a computer, Domino building, and showed a keen interest in getting fit and more skilled in making videos. [REDACTED] was provided support during allocated class time from Teaching and Education Support staff and accessed reasonable adjustments such as use of a scribe, personally adjusted tasks, use of electronic communication devices and use of advocate observations of learning to track and reflect on his progress. [REDACTED] learning intention was to engage and respond to interest-based activities to develop his skills and enjoyment of these activities, and to explore and use his preferred communication means. [REDACTED] will explore ways to communicate his ideas and feelings about his future aspirations and take steps towards achieving them.

### Assessment Design Criteria and Decision

Exploring Identities and Futures: Modified assessment design criteria and specific features:

#### Exploring Identity and/or Futures and/or Connections

EIF1 Student explores identity and/or futures and/or connections with others

#### Planning and Implementing Action

EIF2 Student engages with learning activities for a purpose

#### Communicating evidence of learning

EIF3 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

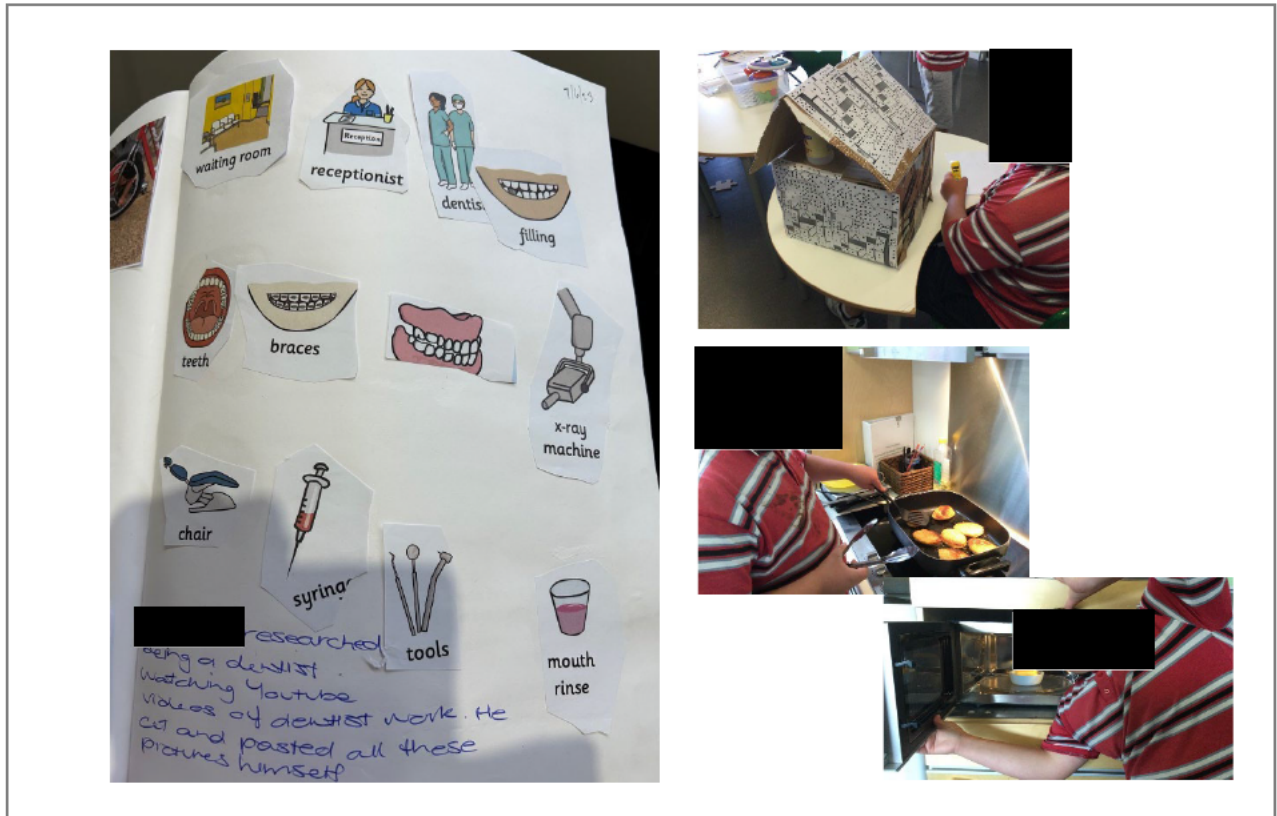
(tick the appropriate box)

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.

#### Part A: All about me exploration

■■■■ loves dominoes, cooking and pointed out he is funny.


He also revealed that he was interested in becoming a dentist. On this journey he researched about what being a dentist involved.

■■■■ is building his independence in life skills activities and beginning to imagine and consider his life beyond school.

### Natural Evidence Sample

My name is [redacted] and  
I would like to be a bike monitor.  
I can be responsible. I am  
Good at doing jobs  
I want to get fit  
and have been using the  
Bikes a lot. I want to  
Ride the bike on the rood not at  
The school. I want to get better  
At making Dominoes  
Train videos. I will  
learn to send video  
Messages to dad.

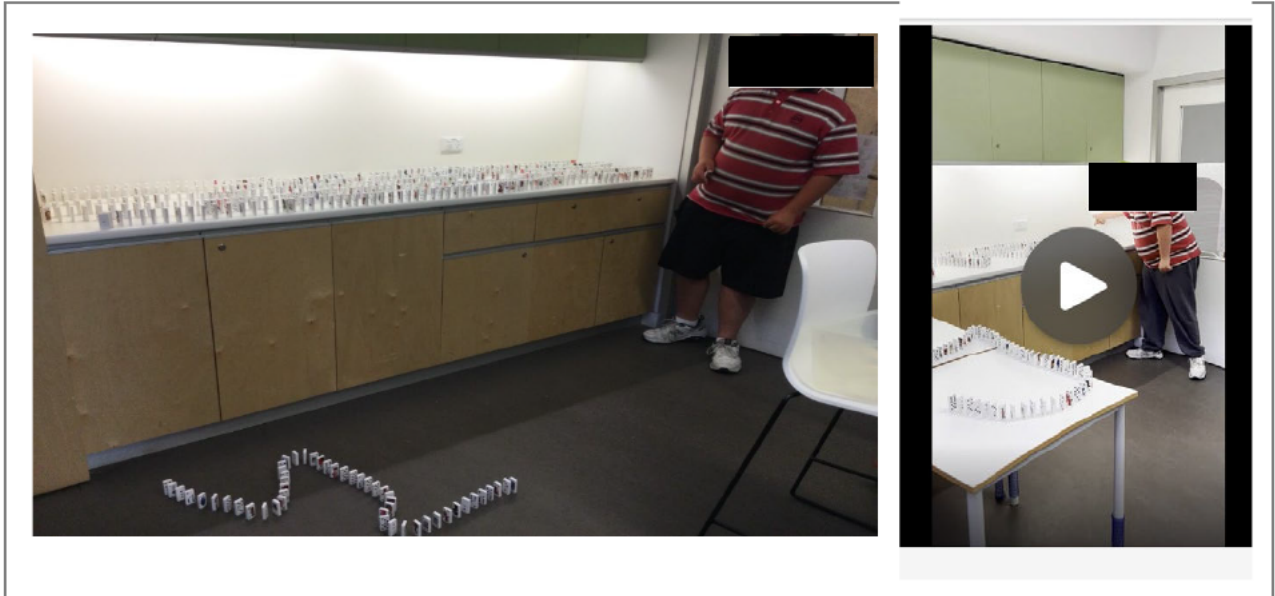
[redacted] completed typing this  
6/6/23 after drafting it 3 weeks  
ago.



### Natural Evidence of Learning Annotation

[redacted] submitted a written application to be a school yard bike monitor and will hold this role till the end of the year which involves all aspects of bike care, maintenance and is a daily responsibility. [redacted] showed he has learnt how to pump tyres, clean chains, wash bikes and store bikes and respect our school resources.

### Natural Evidence Sample



### Natural Evidence of Learning Annotation

██████ was really wanting to learn some further technical skills so he can send his dad video messages and make movies of domino trains. His video skills are developing with him now having an audio introduction to each domino video he produces. He is now making videos to send to dad of his creations at school. He now wants to learn how to use Seesaw and Imovie.

**Natural Evidence Sample**



██████████ in the Pedal Prix car training for competition.

**Natural Evidence of Learning Annotation**

██████████ participated in the Pedal Prix competition this year representing ██████████. He is also looking forward to the Cyclethon that we will have next term and is exploring how he acquires sponsorship for class funds for bike laps completed.