

Curriculum Clarity: Age-equivalent



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Alignment of the age-equivalent content (unit of study and summative assessment)

1. Identify the curriculum intent of the unit of study and summative assessment:

- access the age-equivalent unit of study
- identify the targeted aspects of the relevant achievement standard being assessed
- identify the content descriptions that align to the relevant achievement standard

Note: all curriculum information comes from the Australian Curriculum (www.australiancurriculum.edu.au)

In this unit, assessment of student learning aligns to the following components of the achievement standard.

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.

Year 6 Content Descriptions

Number and Algebra

Measurement and Geometry

Statistics and Probability

Chance

Describe probabilities using fractions, decimals and percentages (ACMSP144 - Scootle [↗](#))



Elaborations +

Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145 - Scootle [↗](#))



Elaborations +

Compare observed frequencies across experiments with expected frequencies (ACMSP146 - Scootle [↗](#))



Elaborations +

Data representation and interpretation

Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147 - Scootle [↗](#))



Elaborations +

Interpret secondary data presented in digital media and elsewhere (ACMSP148 - Scootle [↗](#))



Elaborations +

2. Establish the Learning Objective and Success Criteria for the unit of study and summative assessment:

- identify the key concepts, knowledge and skills being taught
- identify the appropriate curriculum, cognition, context and complexity
- identify the expected curriculum output that students will need to complete
- utilise the following curriculum elements to support this process: achievement standard, year level description, content descriptions, elaborations, general capabilities

Achievement Standard and Content Descriptions:

- Interpret and compare
- Variety of data displays (including side-by-side column graphs)
- Two categorical variables



Year Level Description:

Problem solving - includes formulating and solving authentic problems



Elaborations:

- comparing different student-generated diagrams, tables and graphs, describing their similarities and differences and commenting on the usefulness of each representation for interpreting the data
- understanding that data can be represented in different ways, sometimes with one symbol representing more than one piece of data, and that it is important to read all information about a representation before making judgements



Literacy:

Composing texts through speaking, writing and creating

- Compose spoken, written, visual and multimodal learning area texts
- Compose texts

Word Knowledge

- Understand learning area vocabulary

Comprehending texts through listening, reading and viewing

- Comprehend texts
- Navigate, read and view learning area texts
- Interpret and analyse learning area texts

Visual Knowledge

- Understand how visual elements create meaning

Numeracy:

Interpreting statistical information

- Interpret data displays

Critical and Creative Thinking:

Analysing, synthesising and evaluating reasoning and procedures

- Apply logic and reasoning
- Inquiring – identifying, exploring and organising information and ideas
- Organise and process information
 - Identify and clarify information and ideas



Students are learning to interpret, compare and analyse data displays to make decisions.

They will be successful when they can:

- Understand data can be represented in different ways
- Understand that sometimes a symbol can represent more than one piece of data
- Interpret information from data displays
- Compare different student-generated diagrams, tables and graphs
- Describe similarities and differences
- Comment on the usefulness of each representation
- Analyse data to make reasoned decisions (agree/disagree, make recommendations, explain reasoning)

In addition, teachers may wish to articulate what students need to know, be able to do and think about in order to be successful.

This process draws alignment between the curriculum elements, explicitly identifying the aspects required for success. It demonstrates the connection between curriculum input and output expectations.

Unit Analysis		
Know	Do	Think
Data can be represented in different ways	Read and interpret information from data displays	What are the different types of data displays? How do I read and interpret their meaning?
A symbol can represent more than one piece of data	Draw a suitable key to communicate the amount of data represented	How much data does the symbol represent? How do I know?
Features of data displays	Describe similarities and differences	What features are the same or different?
Purpose and quality of data representation in different displays	Comment on the usefulness of each representation	Is the display a good representation of the data? Why/why not?
Data can inform decisions and support or refute statements	Analyse data to make a reasoned decision (agree/disagree, make recommendations, explain reasoning)	What is the data telling us? Does this support the statement?

3. Consider the literacy demands and proactively plan how these will be taught and adjusted:

- identify the reading and writing demands
- identify the oral language and vocabulary demands
- consider modes of communication (receptive and expressive)

Literacy Demand	Support/Adjustment
Read and comprehend questions	Reader Text to speech Clarify understanding Comprehension scaffolds
Tier 2 vocabulary	Explicitly teach and review key words Provide visual prompts and student friendly definitions
Write answers	Modelled responses Sentence starters Scribe Speech to text Voice/video record verbal responses

Note: the general capabilities literacy continuum and the literacy learning progressions can be utilised to inform supports and adjustments to the literacy demands. It is also recommended that this process occurs for Numeracy, and Personal and Social Capability.

4. Consider the summative assessment design and conventions (technique, type of text, mode and conditions) and the provision of universal design principles, differentiation and supplementary adjustments:

- identify potential/known access and participation barriers (including literacy demands)
- remove barriers to allow students to demonstrate their knowledge, understanding and skills
- apply universal design principles to provide multiple means of engagement, representation, action and expression

For example...

- *Ensure instructions are clear*
- *Provide extra time and/or chunk into sections across days*
- *Consider text size and font*
- *Consider clarity and size of graphics/tables*
- *Format layout so that graphics/tables and their associated questions are on the same page*
- *Adjust the complexity of the oral and written instructional language*
- *Provide the identified supports and adjustments for the literacy demands*
- *Provide multimodal representations*
- *Consider if alternate ways of capturing what students know and are able to do would be more effective/appropriate*
- *Consider if choice in how a student demonstrates their learning can be incorporated*

Note: if identified literacy demands are not being assessed (not represented in the targeted aspect of the achievement standard and therefore not represented on the marking guide), then those demands can be removed or supported to ensure equitable access. In cases where literacy is being assessed and poses a barrier for a student, then this can occur via a supplementary task to ensure the student is able to access and engage with the remainder of the main assessment task.

The identified provisions and access adjustments can be applied universally, enhancing the summative assessment task and demands to ensure equitable accessibility for all from the outset.

In addition to the universal application, some students may require the provision of further adjustments at the supplementary, substantial or extensive level. Consult with the student and their parent to inform the need for further adjustments.

5. Marking Guide

- ensure the marking guide aligns with the curriculum intent – direct links made to the achievement standard in regards to what students need to know, be able to do and think about
- ensure that the satisfactory criteria ('C' standard) represents the achievement standard directly
- the A-E scale should then reflect the range of performance against the achievement standard reflected at the 'C' – demonstrating discernible differences in the quality and application of student learning
- the level of cognition should remain the same across the A-E scale – complexity should increase in relation to the quality of student evidence, and in how their learning is demonstrated and applied