



Curriculum Clarity: Alternate Access Point

Alignment to 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 and summative assessment
- identify the targeted aspects of the relevant achievement standard being assessed
- identify the content descriptions that lead to summative assessment
- identify the Learning Objective and Success Criteria
- access the Know/Do/Think table if this process is being utilised

Note: see the Curriculum Clarity: Age-equivalent for further demonstration on how to gather this information (<https://school-inclusion.com/inclusion-in-action/teaching-and-learning/>)

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 +

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)

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?

2. Identify the variance in cognition and complexity for the alternate access point:

- align the targeted aspects of the relevant achievement standard being assessed to the alternate access point achievement standard
- align the content descriptions that lead to summative assessment to the alternate access point content descriptions
- utilise the sequence of achievement and sequence of content to support this process

		This sequence starts in Year 9 (refers to Number and Place Value, Using Units of Measure, Shape, and Geometric Reasoning for associated content in F-8)										
Statistics and probability	Pythagoras and Trigonometry											
	Chance	This sequence starts in Year 1 (refer to Data Representation and Interpretation for associated content in F)	Classify outcomes of simple familiar events	Describe outcomes for everyday events	Conduct chance experiments and list possible outcomes	Identify dependent and independent events List the probabilities of everyday events	List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1	Describe probabilities using simple fractions, decimals and percentages Compare observed and expected frequencies	Determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes	Determine the probabilities of complementary events and calculate the sum of probabilities Choose appropriate language to describe events and experiments Model authentic situations with two-way tables and Venn diagrams	Calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes	Use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles Recognise the connections between similarity and the trigonometric ratios
	Data Representation and Interpretation	Answer simple questions to collect information Make simple inferences	Collect data by asking questions Draw simple data displays Make simple inferences Describe data displays	Collect data to make simple inferences Organise and represent data to make simple inferences Make sense of collected information	Conduct simple data investigations for categorical variables Interpret and compare data displays	Construct data displays from given or collected data Describe different methods for data collection, representation, and evaluate their effectiveness	Pose questions to gather data Construct data displays appropriate for the data	Interpret and compare a variety of data displays including those displays for two categorical variables Interpret secondary data displayed in the media	Identify issues involving the collection of continuous data Calculate mean, mode, median and range for data sets Construct stem-and-leaf plots and dot-plots Describe the relationship between the median and mean in data displays	Explain issues related to the collection of data Explain the effect of outliers on means and medians in that data	Compare techniques for collecting data from primary and secondary sources Construct histograms and back-to-back stem-and-leaf plots Make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data	Calculate quantiles and interquartile ranges Describe statistical relationships between two continuous variables Compare data sets by referring to the shapes of the various data displays Describe bivariate data where the independent variable is time Evaluate statistical reports

The sequence of achievement can be accessed via the Australian Curriculum website, or an aligned continuum version has been created for identified learning areas and is available here: <https://school-inclusion.com/inclusion-in-action/teaching-and-learning/>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Data representation and interpretation	Answer yes/no questions to collect information and make simple inferences (ACMSP011)	Choose simple questions and gather responses and make simple inferences (ACMSP262)	Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)	Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)	Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)	Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)	Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)
		Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)	Collect, check and classify data (ACMSP049)	Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)	Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)	Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)	Interpret secondary data presented in digital media and elsewhere (ACMSP148)
			Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)	Interpret and compare data displays (ACMSP070)	Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)	Describe and interpret different data sets in context (ACMSP120)	

The pictured sequence of content is the version provided by the Australian Curriculum

3. Amend the Learning Objective and Success Criteria for the unit of study to reflect the variance in cognition and complexity:

- utilise the curriculum elements (achievement standard, year level description, content descriptions, elaborations, general capabilities) of the alternate access point to support this process
- determine what the age-equivalent content is, and what that knowledge and skill looks like at the alternate access point

Note: see the Curriculum Clarity: Age-equivalent Curriculum for further demonstration on how to gather this information

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 (objects and drawings)
- Understand that ~~sometimes a symbol can represent more than one piece of data~~ object or drawing represents one data value
- Make simple inferences ~~Interpret information~~ from data displays
- ~~Compare different student-generated diagrams, tables and graphs~~
- Describe ~~similarities and differences~~ displays by identifying categories with greatest or least number of objects
- ~~Comment on the usefulness of each representation~~
- Justify ~~Analyse representations of data to make reasoned decisions (agree/disagree, make recommendations, explain reasoning)~~



Students are learning to choose simple questions, gather responses, represent data and make simple inferences

They will be successful when they can:

- Understand data can be represented in different ways (objects and drawings)
- Understand that one object or drawing represents one data value
- Make simple inferences from data displays
- Describe displays by identifying categories with greatest or least number of objects
- Justifying representations of data
- Collect data by asking questions

Note: if utilising the know and do table process add a column to capture the curriculum complexity at the alternate access point.

Unit Analysis			Substantial Adjustments (Year 1 Access Point)
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?	Data can be represented by objects and drawings Make simple inferences from data displays (objects and drawings)
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?	A symbol represents one piece of data – record the amount of data represented (one-to-one correspondence)
Features of data displays	Describe similarities and differences	What features are the same or different?	Describe categories with greatest or least number of objects
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?	What questions to ask to get the data needed – determine which question will collect appropriate responses Collect data
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?	Use the data to justify if a statement is true or false

4. Amend the marking guide to reflect the variance in cognition and complexity for the alternate access point:

- access the age-equivalent marking guide as the starting point
- utilise the curriculum elements (achievement standard, year level description, content descriptions, elaborations, general capabilities) and learning objective and success criteria of the alternate access point to support this process
- maintain the appropriate cognition and/or action process verbs students are expected to demonstrate as described in the achievement standard and curriculum elements of the **alternate access point**
- ensure that the satisfactory criteria ('C' standard) directly represents the achievement standard of the **alternate access point**
- 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

5. Amend the summative assessment task to reflect the variance in cognition and complexity for the alternate access point:

- access the age-equivalent summative assessment task as the starting point
- use the amended learning objective and success criteria, unit analysis table, and marking guide to inform decisions
- make adaptations to reflect the achievement standard of the alternate access point

Note: this is an example of a question contained in a summative assessment item

Task

1. Students were surveyed on their preferred sport to play during lunchtimes. The results are displayed on the side-by-side column graph below.

Preferred sport

Sport choice	Boys	Girls
Rugby	13	3
AFL	18	4
Soccer	11	6
Netball	4	31
Basketball	10	19
Softball	8	7

'Sport choices' is one of the categories shown on the graph.

a) What is the other category on the graph?

b) What are the three most popular sport choices for girls?

Change questions to reflect simple inferences around greatest and least number of responses

Change to a pictograph with one categorical variable

6. Consider the literacy demands and proactively plan how these will be taught and adjusted for the individual student:

- identify the reading and writing demands
- identify the oral language and vocabulary demands
- consider modes of communication (receptive and expressive)
- what personalised responses and adjustments are required

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 Scribe Speech to text Voice/video record verbal responses

Note: the general capabilities literacy continuum can be utilised to inform supports and adjustments to the literacy demands

7. Consider the summative assessment conventions (technique, type of text, mode and conditions) and the provision of individual adjustments:

- identify potential/known access barriers
- remove barriers to allow students to demonstrate their knowledge, understanding and skills
- apply principles of universal design
- apply appropriate personalisation to the examples provided below

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 (graphs)*
- *Format layout so that graphs 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*
- *Consider if there are any different/additional scaffolds required*

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.