Curriculum Clarity: Individual Learning Goals

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 Unit Analysis table if this process is being utilised

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

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

<table>
<thead>
<tr>
<th>Know</th>
<th>Do</th>
<th>Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data can be represented in different ways</td>
<td>Read and interpret information from data displays</td>
<td>What are the different types of data displays? How do I read and interpret their meaning?</td>
</tr>
<tr>
<td>A symbol can represent more than one piece of data</td>
<td>Draw a suitable key to communicate the amount of data represented</td>
<td>How much data does the symbol represent? How do I know?</td>
</tr>
<tr>
<td>Features of data displays</td>
<td>Describe similarities and differences</td>
<td>What features are the same or different?</td>
</tr>
<tr>
<td>Purpose and quality of data representation in different displays</td>
<td>Comment on the usefulness of each representation</td>
<td>Is the display a good representation of the data? Why/why not?</td>
</tr>
<tr>
<td>Data can inform decisions and support or refute statements</td>
<td>Analyse data to make a reasoned decision (agree/disagree, make recommendations, explain reasoning)</td>
<td>What is the data telling us? Does this support the statement?</td>
</tr>
</tbody>
</table>
2. Identify the individual learning goals the student is accessing from the extended General Capabilities:
   - determine which goals align to the curriculum intent of the unit of study

Note: the levels of the extended general capabilities the student is accessing for literacy, numeracy, and personal and social capability should already have been predetermined. This process would have involved consultation with a parent and multidisciplinary team. For more information visit [https://school-inclusion.com/inclusion-in-action/curriculum/](https://school-inclusion.com/inclusion-in-action/curriculum/)

Note: not all goals need to be covered in all units of study. The individual learning goals are the student’s entire curriculum across all learning areas (with learning area content the context through which they are experienced), which means there will be multiple opportunities for each goal to be covered.
3. Amend the Learning Objective and Success Criteria for the unit of study and summative assessment to reflect the variance in the student’s individual learning goals:

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Student is learning to work out the meaning of pictographs and to create a pictograph using real objects or photographs.
They will be successful when they can:
- Work out the meaning of pictographs using knowledge of context and vocabulary
- Respond to questions about pictographs
- Comment on data in pictographs
- Display information using real objects or photographs
- Respond to questions about the information displayed
- Convey knowledge about learning area topic

Note: if utilising the unit analysis process add an additional column to demonstrate how the student’s individual learning goals align to the age-equivalent content

<table>
<thead>
<tr>
<th>Unit Analysis</th>
<th>Extensive Adjustments (Individual Learning Goals)</th>
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4. **Consider how evidence of student learning against their individual learning goals will be captured:**
   - a variety of evidence collection processes can be utilised – eg. photographs, videos, annotated work samples, observations
   - evidence collection can occur across the unit of study and complied as a portfolio demonstrating learning over time

5. **Consider the oral and written communication which will occur in the unit of study:**
   - how will receptive and expressive communication be supported?
   - what multimodal communication supports will increase accessibility?
   - does the student use AAC?
   - what collaboration and co-planning needs to occur to support communication delivery and the creation of resources?