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

   (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 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/

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.

Literacy learning continuum

Sub-element	Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
Comprehending texts through listening, reading and viewing element				
Comprehend texts	use behaviours that are not intentionally directed at another person to: • attend to, respond to or show interest in familiar people, texts, events and activities	use informal behaviours that show consistent anticipation of events in regular routines to: • attend consistently to familiar texts • respond consistently to social interactions with familiar people • demonstrate anticipation of predictable events • respond to questions • respond to requests	use conventional behaviours and/or concrete symbols consistently in an increasing range of environments and with familiar and unfamiliar people to: • respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task • respond to texts with familiar structures, for example by responding to a question • respond to requests	use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to: • work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary • respond to questions, sequence events and identify information from texts with familiar structures • use information in texts to explore a topic

Literacy learning continuum

Sub-element	Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
Composing texts through speaking, writing and creating element				
Compose texts	use behaviours that are not intentionally directed at another person to: • refuse or reject • reflect a preference or desire • reflect state of wellbeing, for example contentment, joy, worry, pain • reflect a physical state, for example hot, cold, nausea	use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people, such as to: • refuse or reject • express a preference • request the continuation of an activity • request something new • request more • request attention	use conventional behaviours and/or concrete symbols to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to: • refuse or reject • request items, people or events present at the time • create texts, for example to comment on a recent event, story or shared experience	use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to: • create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs • comment on people, events and objects in the past, present and future and to ask questions • convey knowledge about learning area topics

Numeracy learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Interpreting statistical information element							
Interpret data displays	display information using real objects or photographs and respond to questions about the information displayed	recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs	collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs	collect, record and display data as tables, diagrams, picture graphs and column graphs	collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media	compare, interpret and assess the effectiveness of different data displays of the same information	evaluate media statistics and trends by linking claims to data displays, statistics and representative data

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:**

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)

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

Unit Analysis			Extensive Adjustments (Individual Learning Goals)
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?	Display information using real objects and photographs
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?	Comment on data in pictographs
Features of data displays	Describe similarities and differences	What features are the same or different?	Work out the meaning of pictographs using knowledge of context and vocabulary
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?	Convey knowledge about learning area topic
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?	Respond to questions about pictographs Respond to questions about information displayed

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?