**Annotated Example of Indicative Progress**

Previous level’s achievement standard as a starting point of comparison

Previous level’s achievement standard as a starting point of comparison

An important aspect of curriculum planning is being able to articulate what student progress looks like, using the achievement standards in the curriculum continuum. To support teachers to tie together what is being taught and how progress between achievement standards is described and demonstrated, the notion of “indicative progress” emerged.

*Step 1: Identify the* ***Curriculum area*** *and the achievement standard level students will be working toward*

|  |  |  |
| --- | --- | --- |
| **CURRICULUM AREA: Health and Physical Education *toward* Level 8 Achievement standard** | | |
| **Context:**  Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relationships and sexuality, and mental health and well-being.  The content descriptions explicitly covered will be:  Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)  Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) | | |
| **Health and Physical Education Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Health and Physical Education Level 8 Achievement Standard** |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.  *Step 2: Complete the contextual information. The* ***Context*** *is drawn from teacher’s teaching and learning plan and could include: short statements on what is envisaged for students to know and be able to do, the main learning activities and assessment tasks, and/or a brief outline of the unit or lessons. Reference could also be made to the content descriptions they are intended to be covered.*  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.  *Step 3: Highlight the specific elements of the achievement standard that are being targeted in this context.* | **In Health and Physical Education, indicative progression towards the level 8 achievement standard may be when students:**   * identify information and services in their local community and make some recommendations about their suitability for young people * identify barriers to accessing health information and services related to mental health and/or relationships and sexuality and with some research suggest strategies to overcome these.   *Step 4: Develop a description of what a student would be expected to do/demonstrate as they move from one achievement standard to the next.* | By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Critical and Creative Thinking** | | |
| **Context:**  **Content Descriptions:** | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Critical and Creative Thinking Level 2 Achievement Standard** |
| In **Critical and Creative Thinking**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:   * Students use and give examples of different kinds of questions. * Students generate ideas that are new to them and make choices after considering personal preferences. * Students identify words that indicate components of a point of view. * They use reasons and examples for different purposes. * Students express and describe thinking activity. * They practice some learning strategies. * Students demonstrate and articulate some problem-solving approaches. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Critical and Creative Thinking** | | |
| **Context:**  **Content Descriptions:** | | |
| **Critical and Creative Thinking Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Critical and Creative Thinking Level 4 Achievement Standard** |
| By the end of Level 2:   * Students use and give examples of different kinds of questions. * Students generate ideas that are new to them and make choices after considering personal preferences. * Students identify words that indicate components of a point of view. * They use reasons and examples for different purposes. * Students express and describe thinking activity. * They practice some learning strategies. * Students demonstrate and articulate some problem-solving approaches. | In **Critical and Creative Thinking**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students explain how to construct open and closed questions and use them for different purposes. * Students select and apply techniques to generate a range of ideas that extend how problems are solved. * Students describe and structure arguments with clearly identified aims, premises and conclusions. * They use and explain a range of strategies to develop their arguments. * They identify the need to make distinctions and apply strategies to make these. * Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. * They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. * Students select and apply a range of problem-solving strategies. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Critical and Creative Thinking** | | |
| **Context:**  **Content Descriptions:** | | |
| **Critical and Creative Thinking Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Critical and Creative Thinking Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain how to construct open and closed questions and use them for different purposes. * Students select and apply techniques to generate a range of ideas that extend how problems are solved. * Students describe and structure arguments with clearly identified aims, premises and conclusions. * They use and explain a range of strategies to develop their arguments. * They identify the need to make distinctions and apply strategies to make these. * Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. * They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. * Students select and apply a range of problem-solving strategies. | In **Critical and Creative Thinking**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students apply questioning as a tool to focus or expand thinking. * They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations. * Students distinguish between valid and sound arguments and between deductive and inductive reasoning. * They explain how reasons and evidence can be evaluated. * They explain and apply basic techniques to construct valid arguments and test the strength of arguments. * Students represent thinking processes using visual models and language. * They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. * Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Critical and Creative Thinking** | | |
| **Context:**  **Content Descriptions:** | | |
| **Critical and Creative Thinking Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Critical and Creative Thinking Level 8 Achievement Standard** |
| By the end of Level 6:   * Students apply questioning as a tool to focus or expand thinking. * They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations. * Students distinguish between valid and sound arguments and between deductive and inductive reasoning. * They explain how reasons and evidence can be evaluated. * They explain and apply basic techniques to construct valid arguments and test the strength of arguments. * Students represent thinking processes using visual models and language. * They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. * Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required. | In **Critical and Creative Thinking**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students prioritise the elements of a question and justify their selection. * Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts. * Students explain different ways to settle matters of fact and matters of value and issues concerned with these. * They explain and apply a range of techniques to test the strength of arguments. * Students use a range of strategies to represent ideas and explain and justify thinking processes to others. * They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task. * Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking. |