**Annotated Example of Indicative Progress**

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

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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*

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| **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. |

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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Mathematics** |
| **Context:****Content Descriptions:** |
|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | **Foundation Level Achievement Standard** |
| In **Mathematics**, indicative progression towards the Foundation Level achievement standard may be when students: | By the end of the Foundation level:**Measurement and Geometry*** Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects.
* They order events, explain their duration, and match days of the week to familiar events.
* Students identify simple shapes in their environment and sort shapes by their common and distinctive features.
* They use simple statements and gestures to describe location.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Mathematics** |
| **Context:****Content Descriptions:** |
| **Mathematics Foundation Level Achievement Standard**  | **Example of Indicative Progress toward Level 1 Achievement Standard** | **Mathematics Level 1 Achievement Standard** |
| By the end of the Foundation level:**Measurement and Geometry*** Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects.
* They order events, explain their duration, and match days of the week to familiar events.
* Students identify simple shapes in their environment and sort shapes by their common and distinctive features.
* They use simple statements and gestures to describe location.
 | In **Mathematics**, indicative progression towards the Level 1 achievement standard may be when students: | By the end of Level 1:**Measurement and Geometry*** Students use informal units of measurement to order objects based on length, mass and capacity.
* They tell time to the half-hour and explain time durations.
* Students describe two-dimensional shapes and three-dimensional objects.
* They use the language of distance and direction to move from place to place.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Mathematics** |
| **Context:****Content Descriptions:** |
| **Mathematics Level 1 Achievement Standard**  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Mathematics Level 2 Achievement Standard** |
| By the end of Level 1:**Measurement and Geometry*** Students use informal units of measurement to order objects based on length, mass and capacity.
* They tell time to the half-hour and explain time durations.
* Students describe two-dimensional shapes and three-dimensional objects.

They use the language of distance and direction to move from place to place. | In **Mathematics**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:**Measurement and Geometry*** Students order shapes and objects, using informal units for a range of measures.
* They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events.
* Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations.
* They recognise the features of three-dimensional objects.
* They interpret simple maps of familiar locations.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Mathematics** |
| **Context:****Content Descriptions:** |
| **Mathematics Level 2 Achievement Standard**  | **Example of Indicative Progress toward Level 3 Achievement Standard** | **Mathematics Level 3 Achievement Standard** |
| By the end of Level 2:**Measurement and Geometry*** Students order shapes and objects, using informal units for a range of measures.
* They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events.
* Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations.
* They recognise the features of three-dimensional objects.
* They interpret simple maps of familiar locations.
 | In **Mathematics**, indicative progression towards the Level 3 achievement standard may be when students: | By the end of Level 3:**Measurement and Geometry*** Students use metric units for length, area, mass and capacity.
* They tell time to the nearest minute.
* Students identify symmetry in natural and constructed environments.
* They use angle size as a measure of turn in real situations and make models of three-dimensional objects.
* Students match positions on maps with given information and create simple maps.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Mathematics** |
| **Context:****Content Descriptions:** |
| **Mathematics Level 3 Achievement Standard**  | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Mathematics Level 4 Achievement Standard** |
| By the end of Level 3:**Measurement and Geometry*** Students use metric units for length, area, mass and capacity.
* They tell time to the nearest minute.
* Students identify symmetry in natural and constructed environments.
* They use angle size as a measure of turn in real situations and make models of three-dimensional objects.
* Students match positions on maps with given information and create simple maps.
 | In **Mathematics** indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:**Measurement and Geometry*** Students compare areas of regular and irregular shapes, using informal units.
* They solve problems involving time duration.
* Students use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects.
* They convert between units of time.
* Students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology.
* They classify angles in relation to a right angle.
* Students interpret information contained in maps.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Mathematics** |
| **Context:****Content Descriptions:** |
| **Mathematics Level 4 Achievement Standard**  | **Example of Indicative Progress toward Level 5 Achievement Standard** | **Mathematics Level 5 Achievement Standard** |
| By the end of Level 4:**Measurement and Geometry*** Students compare areas of regular and irregular shapes, using informal units.
* They solve problems involving time duration.
* Students use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects.
* They convert between units of time.
* Students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology.
* They classify angles in relation to a right angle.
* Students interpret information contained in maps.
 | In **Mathematics**, indicative progression towards the Level 5 achievement standard may be when students: | By the end of Level 5:**Measurement and Geometry*** Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles and volume, and capacity of rectangular prisms.
* They convert between 12 and 24-hour time.
* Students use a grid reference system to locate landmarks.
* They estimate angles, and use protractors and digital technology to construct and measure angles.
* Students connect three-dimensional objects with their two-dimensional representations.
* They describe transformations of two-dimensional shapes and identify line and rotational symmetry.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Mathematics** |
| **Context:****Content Descriptions:** |
| **Mathematics Level 5 Achievement Standard**  | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Mathematics Level 6 Achievement Standard** |
| By the end of Level 5:**Measurement and Geometry*** Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles and volume, and capacity of rectangular prisms.
* They convert between 12 and 24-hour time.
* Students use a grid reference system to locate landmarks.
* They estimate angles, and use protractors and digital technology to construct and measure angles.
* Students connect three-dimensional objects with their two-dimensional representations.
* They describe transformations of two-dimensional shapes and identify line and rotational symmetry.
 | In **Mathematics**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:**Measurement and Geometry*** Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation.
* They solve problems involving time, length and area, and make connections between capacity and volume.
* Students interpret a variety of everyday timetables.
* They solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology.
* Students construct simple prisms and pyramids.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Mathematics** |
| **Context:****Content Descriptions:** |
| **Mathematics Level 6 Achievement Standard**  | **Example of Indicative Progress toward Level 7 Achievement Standard** | **Mathematics Level 7 Achievement Standard** |
| By the end of Level 6:**Measurement and Geometry*** Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation.
* They solve problems involving time, length and area, and make connections between capacity and volume.
* Students interpret a variety of everyday timetables.
* They solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology.
* Students construct simple prisms and pyramids.
 | In **Mathematics**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7:**Measurement and Geometry*** Students use formulas for the area and perimeter of rectangles.
* They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology.
* Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles.
* They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views.
* Students calculate volumes of rectangular prisms.
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