**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:** | | |
| **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:  **Statistics and Probability**   * Students pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology. * They compare and interpret different data sets. * Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1 | In **Mathematics**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:  **Statistics and Probability**   * Students interpret and compare a variety of data displays, including displays for two categorical variables. * They analyse and evaluate data from secondary sources. * Students compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. * They specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages |

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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:  **Statistics and Probability**   * Students interpret and compare a variety of data displays, including displays for two categorical variables. * They analyse and evaluate data from secondary sources. * Students compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. * They specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages | In **Mathematics**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7:  **Statistics and Probability**   * Students identify issues involving the collection of discrete and continuous data from primary and secondary sources. * They construct stem-and-leaf plots and dot-plots. * Students identify or calculate mean, mode, median and range for data sets, using digital technology for larger data sets. * They describe the relationship between the median and mean in data displays. * Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes |

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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 7 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Mathematics Level 8 Achievement Standard** |
| By the end of Level 7:  **Statistics and Probability**   * Students identify issues involving the collection of discrete and continuous data from primary and secondary sources. * They construct stem-and-leaf plots and dot-plots. * Students identify or calculate mean, mode, median and range for data sets, using digital technology for larger data sets. * They describe the relationship between the median and mean in data displays. * Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes | In **Mathematics**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:  **Statistics and Probability**   * Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. * They use various approaches, including the use of digital technology, to generate simple random samples from a population. * Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. * Students choose appropriate language to describe events and experiments. * They determine complementary events and calculate the sum of probabilities |

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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 8 Achievement Standard** | **Example of Indicative Progress toward Level 9 Achievement Standard** | **Mathematics Level 9 Achievement Standard** |
| By the end of Level 8:  **Statistics and Probability**   * Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. * They use various approaches, including the use of digital technology, to generate simple random samples from a population. * Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. * Students choose appropriate language to describe events and experiments. * They determine complementary events and calculate the sum of probabilities | In **Mathematics**, indicative progression towards the Level 9 achievement standard may be when students: | By the end of Level 9:  **Statistics and Probability**   * Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. * They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. * Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. * They calculate relative frequencies to estimate probabilities. * Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events |

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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 9 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Mathematics Level 10 Achievement Standard** |
| By the end of Level 9:  **Statistics and Probability**   * Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. * They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. * Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. * They calculate relative frequencies to estimate probabilities.   Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events | In **Mathematics**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:  **Statistics and Probability**   * Students compare univariate data sets by referring to summary statistics and the shape of their displays. * They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. * Students evaluate the use of statistics in the media. * They list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments |