**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 – Technologies/Design Technologies** | | |
| **Context:**  **Content Descriptions:** | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Design Technologies Level 2 Achievement Standard** |
| In **Design Technologies**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:   * Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. * They identify the features and uses of some technologies for each of the prescribed technologies contexts. * With guidance, students create designed solutions for each of the prescribed technologies contexts. * They describe given needs or opportunities. * Students create and evaluate their ideas and designed solutions based on personal preferences. * They communicate design ideas for their designed solutions, using modelling and simple drawings. * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. |

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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 – Technologies/Design Technologies** | | |
| **Context:**  **Content Descriptions:** | | |
| **Design Technologies Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Design Technologies Level 4 Achievement Standard** |
| By the end of Level 2:   * Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. * They identify the features and uses of some technologies for each of the prescribed technologies contexts. * With guidance, students create designed solutions for each of the prescribed technologies contexts. * They describe given needs or opportunities. * Students create and evaluate their ideas and designed solutions based on personal preferences. * They communicate design ideas for their designed solutions, using modelling and simple drawings. * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. | In **Design Technologies**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. |

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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 – Technologies/Design Technologies** | | |
| **Context:**  **Content Descriptions:** | | |
| **Design Technologies Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Design Technologies Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. | In **Design Technologies**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students describe some competing considerations in the design of solutions taking into account sustainability. * They describe how design and technologies contribute to meeting present and future needs. * Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. * They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. * They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. * Students record project plans including production processes. * They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. |

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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 – Technologies/Design Technologies** | | |
| **Context:**  **Content Descriptions:** | | |
| **Design Technologies Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Design Technologies Level 8 Achievement Standard** |
| By the end of Level 6:   * Students describe some competing considerations in the design of solutions taking into account sustainability. * They describe how design and technologies contribute to meeting present and future needs. * Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. * They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. * They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. * Students record project plans including production processes. * They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. | In **Design Technologies**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students explain factors that influence the design of solutions to meet present and future needs. * They explain the contribution of design and technology innovations and enterprise to society. * Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. * They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. * They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. * Students apply project management skills to document and use project plans to manage production processes. * They independently and safely produce effective designed solutions for the intended purpose. |