**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/Digital Technologies (This template is included for reference purposes)** | | |
| **Context:**  **Content Descriptions:** | | |
| **Digital Technologies Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Digital Technologies Level 6 Achievement Standard** |
| By the end of Level 4:   * Students describe how a range of digital systems and their peripheral devices can be used for different purposes. * Students explain how the same data sets can be represented in different ways. * They collect and manipulate different data when creating information and digital solutions. * They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols. * Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. * They explain how their developed solutions and existing information systems meet their purposes. (6) | In **Digital Technologies**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students explain the functions of digital system components and how digital systems are connected to form networks that transmit data. * Students explain how digital systems use whole numbers as a basis for representing a variety of data types. * They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols. * Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. * They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. * Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account. |

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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/Digital Technologies** | | |
| **Context:**  **Content Descriptions:** | | |
| **Digital Technologies Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Digital Technologies Level 8 Achievement Standard** |
| By the end of Level 6:   * Students explain the functions of digital system components and how digital systems are connected to form networks that transmit data. * Students explain how digital systems use whole numbers as a basis for representing a variety of data types. * They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols. * Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. * They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. * Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account. | In **Digital Technologies**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students distinguish between different types of networks and their suitability in meeting defined purposes. * Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. * They analyse and evaluate data from a range of sources to model solutions and create information. * They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online. * Students define and decompose problems in terms of functional requirements and constraints. * They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. * Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. |

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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/Digital Technologies** | | |
| **Context:**  **Content Descriptions:** | | |
| **Digital Technologies Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Digital Technologies Level 10 Achievement Standard** |
| By the end of Level 8:   * Students distinguish between different types of networks and their suitability in meeting defined purposes. * Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. * They analyse and evaluate data from a range of sources to model solutions and create information. * They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online. * Students define and decompose problems in terms of functional requirements and constraints. * They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. * Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. | In **Digital Technologies**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. * Students explain simple data compression, and why content data are separated from presentation. * They take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. * Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects. * Students define and decompose complex problems in terms of functional and non-functional requirements. * They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. * Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation. |