Indicative progress descriptions

The Victorian Curriculum F–10 has been designed as a continuum of learning, with achievement standards provided at the end of a level or, more typically, at the end of a band of levels. As students progress along the curriculum, indicative progress descriptions can be used by teachers to describe what student progress looks like *between* achievement standards. Such a description of a student’s progression of learning may be useful to a teacher when they need to assess and report the student’s learning progress *when they are only partially through teaching the level* and hence the student is still working towards the level achievement standard.

To assist teachers to develop their own indicative progress descriptions, the VCAA has provided an annotated example of indicative progress, a curriculum-specific example of indicative progress and indicative progress templates prepopulated with the curriculum-specific achievement standards (see below).

Teachers are encouraged to look at both the annotated example below and the curriculum-specific example of indicative progress (see page 2), before filling in the indicative progress template from page 3 onwards.

Annotated example of indicative progress

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| **Curriculum Area**  **Step 1:** *Identify the curriculum area and the levels the assessment will span.*  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison | | |
| **Context:** | | |
| **Content Description(s):**  **Step 5:** *Develop a description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard.* | | |
| **Level X Achievement Standard** | **Example of indicative progress towards achievement standard** | **Level Y Achievement Standard** |
| By the end of Level X students can: … | When progressing towards Level Y students can: …  **Step 4:** *Highlight the specific elements of the achievement standard that are being targeted in this context.* | By the end of Level Y students can: … |

**Step 2:** *Draw the context from the learning plan and include an outline of the unit or topic.*

**Step 3:** *Choose which content descriptions will be taught and assessed in this unit.*

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| **CURRICULUM AREA: Critical and Creative Thinking sequence toward Level 6 achievement standard** | | |
| 1  **Context:** Students compare a detailed commentary of a game with a summary of the game and identify what a summary is. They are given a different summary of the same game and discuss how and why two different summaries of the same game might be made. Students consider different groups such as coaches, venue staff and fans and what they might want to learn from the game and how their different needs influence how a summary is written as a learning strategy for them. Students identify a purpose for learning and use this purpose to write a summary of what they have learned in a recent topic. They provide a written reflection on the strengths and weaknesses of summarizing as a learning strategy.  2 | | |
| **Content Description(s):**  Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations ([VCCCTM030](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM030))  3 | | |
| **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:   * They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. | In **Critical and Creative Thinking**, indicative progression towards the Level 6 achievement standard may be when students:   * Provide a summary of a recent topic and identify the strengths and weaknesses of summarising as a learning strategy, but are not yet linking summarising with a purpose for learning.     4 | By the end of Level 6:   * They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information.   5 |

Curriculum-specific example of indicative progress

Below is a curriculum-specific example with each step marked, to demonstrate how to complete an indicative progress template.

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Indicative progress templates

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| **CURRICULUM AREA – Critical and Creative Thinking**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison | | |
| **Context: [INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** | | |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** | | |
| **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. |

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| **CURRICULUM AREA – Critical and Creative Thinking**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison | | |
| **Context:** | | |
| **Content Description(s):** | | |
| **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. |

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| **CURRICULUM AREA – Critical and Creative Thinking**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison | | |
| **Context:** | | |
| **Content Description(s):** | | |
| **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. |

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| **CURRICULUM AREA – Critical and Creative Thinking**  Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison | | |
| **Context:** | | |
| **Content Description(s):** | | |
| **Critical and Creative Thinking Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Critical and Creative Thinking Level 10 Achievement Standard** |
| 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. | In **Critical and Creative Thinking**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students construct and evaluate questions, including their own, for their effectiveness. * They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. * Students structure complex valid arguments. * They explain and apply a range of techniques to test validity within and between arguments. * Students identify, articulate, analyse and reflect on their own and others thinking processes. * They use, monitor, evaluate and redirect as necessary a range of learning strategies. * Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes. |