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.

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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 Descriptions:**  **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: The Humanities / Civics and Citizenship sequence towardLevel 6 achievement standard** | | |
| **Context:** Students develop their awareness and understanding of the key features and processes of Australia’s system of government, particularly in regards to law making. They use online media displays provided by the teacher to identify and understand the stages of the federal law making process in Australia, taking notes as this occurs to add to their learning folio. A contemporary law is used as example for students to discuss their understanding of this law making process in small groups before creating visual representations of the knowledge they have acquired – this includes the passage of the bill through Parliament and the relevant actors (electorate, government, opposition, minor parties and independents, lobbyists and interest groups, opinion polls, international influences and the media) at each stage of the process in flow chart format.  2  Following this, students consider the dynamic between understanding the law making process in Australia and being an active citizen. They examine, as a class, the importance of civic duty and responsibility in citizenship. They then review government sources provided by the teacher to understand the stages and values associated with Australian citizenship and create another flow chart which outlines the process of becoming a citizen. At the conclusion of this activity students respond to the discussion questions ‘Why is citizenship important?’, ‘What does active citizenship look like?’ and ‘How do you become an Australian citizen?’  3 | | |
| **Content descriptions:**   * Explain how state/territory and federal laws are initiated and passed through Parliament ([VCCCL012](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCCCL012)) * Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society ([VCCCC014](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCCCC014)) | | |
| **Civics and Citizenship Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Civics and Citizenship Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain how decisions can be made democratically and the role of local government. * They recognise the importance of rules and distinguish between rules and laws. * They describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging. | In **Civics and Citizenship**, indicative progression towards the Level 6 achievement standard may be when students:   * Identified where ideas for new laws originate from. * Identified and described the people who propose, enact and enforce laws. * Identified and described the stages of passage of a bill through parliament. * Identified the rights and responsibilities associated with being an Australian citizen. * Explained how individuals become Australian citizens by preparing a flowchart which outlines the stages of gaining citizenship.   4 | By the end of Level 6:  5   * They explain the role of different people in Australia’s legal system and the role of parliaments in creating law. * They identify various ways people can participate effectively in groups to achieve shared goals. * Students explain what it means to be an Australian citizen and how people can participate as global citizens. |

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 – The Humanities / Civics and Citizenship sequence toward Level 6 achievement standard**  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]** | | |
| **Civics and Citizenship Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Civics and Citizenship Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain how decisions can be made democratically and the role of local government. * They recognise the importance of rules and distinguish between rules and laws. * They describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging. | In **Civics and Citizenship**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students identify the values that underpin Australia’s democracy and explain the importance of the electoral process. * They describe the purpose of key institutions and levels of government in Australia’s democracy. * They explain the role of different people in Australia’s legal system and the role of parliaments in creating law. * They identify various ways people can participate effectively in groups to achieve shared goals. * Students explain what it means to be an Australian citizen and how people can participate as global citizens. * They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. * They identify possible solutions to an issue as part of a plan for action. |

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| **CURRICULUM AREA – The Humanities / Civics and Citizenship sequence toward Level 8 achievement standard**  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):** | | |
| **Civics and Citizenship Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Civics and Citizenship Level 8 Achievement Standard** |
| By the end of Level 6:   * Students identify the values that underpin Australia’s democracy and explain the importance of the electoral process. * They describe the purpose of key institutions and levels of government in Australia’s democracy. * They explain the role of different people in Australia’s legal system and the role of parliaments in creating law. * They identify various ways people can participate effectively in groups to achieve shared goals. * Students explain what it means to be an Australian citizen and how people can participate as global citizens. * They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. * They identify possible solutions to an issue as part of a plan for action. | In **Civics and Citizenship**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. * They analyse features of Australian democracy, and explain features that enable active participation. * They explain how Australia’s legal system is based on the principle of justice, and describe the types of law and how laws are made. * Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. * They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. * They identify ways they can be active and informed citizens, and take action, in different contexts. |

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| **CURRICULUM AREA – The Humanities / Civics and Citizenship sequence toward Level 10 achievement standard**  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):** | | |
| **Civics and Citizenship Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Civics and Citizenship Level 10 Achievement Standard** |
| By the end of Level 8:   * Students explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. * They analyse features of Australian democracy, and explain features that enable active participation. * They explain how Australia’s legal system is based on the principle of justice, and describe the types of law and how laws are made. * Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. * They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. * They identify ways they can be active and informed citizens, and take action, in different contexts. | In **Civics and Citizenship**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students evaluate features of Australia’s political system, and identify and analyse the influences on people’s electoral choices. * They compare and evaluate the key features and values of systems of government, and analyse Australia’s global roles and responsibilities. * They analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. * They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. * They analyse a range of factors that influence identities and attitudes to diversity. * Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. |