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: Technologies / Design and Technologies sequence toward Level 8 Achievement standard** | | |
| 1  **Context:** Students respond to a design brief to construct a time-measuring device using timber as its main feature. The technologies context in the teaching and learning plan is Materials and technologies specialisations.  2 | | |
| **Content descriptions:**   * Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment [(VCDSTC048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC048) * Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions [(VCDSCD051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD051) * Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability [(VCDSCD052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD052) | | |
| **Design and Technologies Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Design and Technologies Level 8 Achievement Standard**  3 |
| By the end of Level 6:   * They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. * They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. | In **Design and Technologies**, indicative progression towards the Level 8 achievement standard may be when students~~:~~   * Use class developed criteria for success to judge a timber clock for sustainability, aesthetics and functionality.      * Select and use a range of tools to work with timber, including one that is more complex and needing some teacher guidance. | By the end of Level 8:   * They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. * They independently and safely produce effective designed solutions for the intended purpose. |

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 – Technologies / Design and Technologies sequence toward Level 4 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]** | | |
| **Design and Technologies Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Design and 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 and 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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| **CURRICULUM AREA – Technologies / Design and Technologies 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:** | | |
| **Content Description(s):** | | |
| **Design and Technologies Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Design and 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 and 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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| **CURRICULUM AREA – Technologies / Design and Technologies 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 |

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| **Context:** | | |
| **Content Description(s):** | | |
| **Design and Technologies Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Design and 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 and 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. |

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| **CURRICULUM AREA – Design and Technologies 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):** | | |
| **Design and Technologies Capability Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Design and Technologies Level 10 Achievement Standard** |
| 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. | In **Design and Technologies**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. * They identify the changes necessary to designed solutions to realise preferred futures they have described. * When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. * They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. * They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. * They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. * They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose. |