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 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 / Economics and Business sequence towardLevel 8 achievement standard** |
| **Context:** Students develop a model of and describe the interdependence of consumers and producers, in a simple two sector economy made up of consumers and producers, showing the flow of four key aspects related to the interdependence of consumers and producers.Students study/observe a market in action – for example, a house auction. Students collect primary data based on these observations, and record, tabulate and graph this data.  |
| **Content Descriptions:**2Examine the ways consumers and producers respond to and influence each other in the market, particularly through the price mechanism ([VCEBR011](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCEBR011)).  |
| **Economics and Business Level 6 Achievement Standard**  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Economics and Business Level 8 Achievement Standard**3 |
| By the end of Level 6:* They recognise that consumer choices and financial decisions are influenced by a range of factors and describe the effects of these choices and decisions on themselves, their family, others, the economy and the natural, economic and business environments.
* They explain the purpose of business and recognise the different ways that businesses choose to provide goods and services.
 | In **Economics and Business**, indicative progression towards the Level 8 achievement standard may be when students:* Students develop a model of a two sector economy made up of the consumer and producer sectors and recognise the interdependence of consumers and producers within this.
* Students observe how markets operate to set prices using the price mechanism.

4 | 5By the end of Level 8:* Students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market’s operation.
* They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success.
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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 / Economics and Business 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: [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]** |
| **Economics and Business Level 6 Achievement Standard**  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Economics and Business Level 8 Achievement Standard** |
| By the end of Level 6: * Students distinguish between needs and wants and recognise that choices need to be made when allocating resources.
* They recognise that consumer choices and financial decisions are influenced by a range of factors and describe the effects of these choices and decisions on themselves, their family, others, the economy and the natural, economic and business environments.
* Students identify strategies that will assist in making informed consumer and financial decisions.
* They explain the purpose of business and recognise the different ways that businesses choose to provide goods and services.
* Students outline the many reasons why people work and describe the changing nature of work.
* They describe the nature of enterprising behaviours and capabilities and explain why these behaviours are important for individuals and businesses.
* Students outline the advantages and disadvantages of proposed actions in response to an economics and/or business issue or event and identify the possible effects of their decisions on themselves and others.
 | In **Economics and Business**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8: * Students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market’s operation.
* They explain the rights and responsibilities of consumers and businesses when making economics and business decisions.
* Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals.
* They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success.
* Students discuss how work contributes to societal wellbeing and describe the influences on the work environment.
* They identify trends and relationships and propose alternative responses to an economics and/or business issue or event.
* They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.
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| **CURRICULUM AREA – The Humanities / Economics and Business 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):** |
| **Economics and Business Level 8 Achievement Standard**  | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Economics and Business Level 10 Achievement Standard** |
| By the end of Level 8: * Students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market’s operation.
* They explain the rights and responsibilities of consumers and businesses when making economics and business decisions.
* Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals.
* They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success.
* Students discuss how work contributes to societal wellbeing and describe the influences on the work environment.
* They identify trends and relationships and propose alternative responses to an economics and/or business issue or event.
* They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.
 | In **Economics and Business**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10: * Students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured.
* They provide explanations for variations in economic performance and standards of living within and between economies.
* Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions.
* They explain the nature of innovation and why businesses need to create a competitive advantage.
* Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments.
* Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy.
* Students identify economics and business trends, explain relationships and make predictions.
* They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action.
* Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.
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