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: English (Reading and Viewing) sequence toward Level 8 achievement standard** |
| **Context:** Students read a range of media texts that address particular issue. They evaluate the nature and strength of arguments offered in relation to the quality of content presented and the credibility of sources used.2 |
| **Content Descriptions:*** Understand and explain how combinations of words and images in texts are used to represent certain groups in society, and how texts position readers in relation to those groups. (
* Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view ([VCELY412](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY412))

3* Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text ([VCELY413](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY413))
* Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims ([VCELA399](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA399))
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| **English Level 7 Achievement Standard**  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **English Level 8 Achievement Standard** |
| By the end of Level 7:* They demonstrate understanding of how the choice of language, images and vocabulary affects meaning.
* They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 8 achievement standard may be when students:* They explore different voices in a text to identify the unique emotions and responses of individual characters or groups of characters to a common event.
* They identify and list some examples, quotations and substantiations of claims used to support a point of view presented in a text.

4 | 5By the end of Level 8:* They explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
* They interpret texts, questioning the reliability of sources of ideas and information.
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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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| **CURRICULUM AREA – English (Reading and Viewing) toward Level 1 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]** |
| **English Foundation Level Achievement Standard**  | **Example of Indicative Progress toward Level 1 Achievement Standard** | **English Level 1 Achievement Standard** |
| By the end of the Foundation Level: * Students use questioning and monitoring strategies to make meaning from texts.
* They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics.
* They identify connections between texts and their personal experience.
* They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters.
* They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 1 achievement standard may be when students: | By the end of Level 1: * Students understand the different purposes of texts.
* They make connections to personal experience when explaining characters and main events in short texts.
* They identify that texts serve different purposes and that this affects how they are organised.
* They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
* When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning.
* They recall key ideas and recognise literal and implied meaning in texts.
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| **CURRICULUM AREA – English (Reading and Viewing) toward Level 2 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):** |
| **English Level 1 Achievement Standard**  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **English Level 2 Achievement Standard** |
| By the end of Level 1: * Students understand the different purposes of texts.
* They make connections to personal experience when explaining characters and main events in short texts.
* They identify that texts serve different purposes and that this affects how they are organised.
* They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
* When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning.
* They recall key ideas and recognise literal and implied meaning in texts. They discuss ways to conduct investigations and suggest why a test was fair or not.
* They safely use equipment to make and record formal measurements and observations.
* They use provided tables and column graphs to organise and identify patterns and trends in data.
* Students suggest explanations for observations and compare their findings with their predictions.
* They use formal and informal scientific language to communicate their observations, methods and findings.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2: * Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information.
* They recognise all Standard Australian English phonemes, and most letter–sound matches.
* They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.
* They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
* They identify literal and implied meaning, main ideas and supporting detail.
* Students make connections between texts by comparing content.
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| **CURRICULUM AREA – English (Reading and Viewing) toward Level 3 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):** |
| **English Level 2 Achievement Standard**  | **Example of Indicative Progress toward Level 3 Achievement Standard** | **English Level 3 Achievement Standard** |
| By the end of Level 2: * Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information.
* They recognise all Standard Australian English phonemes, and most letter–sound matches.
* They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.
* They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
* They identify literal and implied meaning, main ideas and supporting detail.
* Students make connections between texts by comparing content.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 3 achievement standard may be when students: | By the end of Level 3: * Students understand how content can be organised using different text structures depending on the purpose of the text.
* They understand how language features, images and vocabulary choices are used for different effects.
* They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
* They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.
* They can identify literal and implied meaning connecting ideas in different parts of a text.
* They select information, ideas and events in texts that relate to their own lives and to other texts.
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| **CURRICULUM AREA – English (Reading and Viewing) 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:** |
| **Content Description(s):** |
| **English Level 3 Achievement Standard**  | **Example of Indicative Progress toward Level 4 Achievement Standard** | **English Level 4 Achievement Standard** |
| By the end of Level 3: * Students understand how content can be organised using different text structures depending on the purpose of the text.
* They understand how language features, images and vocabulary choices are used for different effects.
* They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
* They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.
* They can identify literal and implied meaning connecting ideas in different parts of a text.
* They select information, ideas and events in texts that relate to their own lives and to other texts.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4: * Students understand that texts have different structures depending on the purpose and context. (1)
* They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. (2)
* They express preferences for particular types of texts, and respond to others’ viewpoints. (3)
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| **CURRICULUM AREA – English (Reading and Viewing) toward Level 5 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):** |
| **English Level 4 Achievement Standard**  | **Example of Indicative Progress toward Level 5 Achievement Standard** | **English Level 5 Achievement Standard** |
| By the end of Level 4: * Students understand that texts have different structures depending on the purpose and context.
* They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts.
* They express preferences for particular types of texts, and respond to others’ viewpoints.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 5 achievement standard may be when students: | By the end of Level 5: * Students explain how text structures assist in understanding the text.
* They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
* They analyse and explain literal and implied information from a variety of texts.
* They describe how events, characters and settings in texts are depicted and explain their own responses to them.
* When reading, they confidently encounter and can decode less familiar words.
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| **CURRICULUM AREA – English (Reading and Viewing) 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):** |
| **English Level 5 Achievement Standard**  | **Example of Indicative Progress toward Level 6 Achievement Standard** | **English Level 6 Achievement Standard** |
| By the end of Level 5: * Students explain how text structures assist in understanding the text.
* They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
* They analyse and explain literal and implied information from a variety of texts.
* They describe how events, characters and settings in texts are depicted and explain their own responses to them.
* When reading, they confidently encounter and can decode less familiar words.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6: * Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.
* They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
* They compare and analyse information in different texts, explaining literal and implied meaning.
* They select and use evidence from a text to explain their response to it.
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| **CURRICULUM AREA – English (Reading and Viewing) toward Level 7 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):** |
| **English Level 6 Achievement Standard**  | **Example of Indicative Progress toward Level 7 Achievement Standard** | **English Level 7 Achievement Standard** |
| By the end of Level 6: * Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.
* They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
* They compare and analyse information in different texts, explaining literal and implied meaning.
* They select and use evidence from a text to explain their response to it.
 | In **English, (Reading and Viewing)**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7: * Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
* They demonstrate understanding of how the choice of language, images and vocabulary affects meaning.
* They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
* They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
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| **CURRICULUM AREA – English (Reading and Viewing) 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):** |
| **English Level 7 Achievement Standard**  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **English Level 8 Achievement Standard** |
| By the end of Level 7: * Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
* They demonstrate understanding of how the choice of language, images and vocabulary affects meaning.
* They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
* They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8: * Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
* They explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
* They interpret texts, questioning the reliability of sources of ideas and information.
* They select evidence from the text to show how events, situations and people can be represented from different viewpoints.
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| **CURRICULUM AREA – English (Reading and Viewing) toward Level 9 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):** |
| **English Level 8 Achievement Standard**  | **Example of Indicative Progress toward Level 9 Achievement Standard** | **English Level 9 Achievement Standard** |
| By the end of Level 8: * Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
* They explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
* They interpret texts, questioning the reliability of sources of ideas and information.
* They select evidence from the text to show how events, situations and people can be represented from different viewpoints.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 9 achievement standard may be when students: | By the end of Level 9: * Students analyse the ways that text structures can be manipulated for effect.
* They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
* They evaluate and integrate ideas and information from texts to form their own interpretations.
* They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.
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| **CURRICULUM AREA – English (Reading and Viewing) 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):** |
| **English Level 9 Achievement Standard**  | **Example of Indicative Progress toward Level 10 Achievement Standard** | **English Level 10 Achievement Standard** |
| By the end of Level 9: * Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
* They explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
* They interpret texts, questioning the reliability of sources of ideas and information.
* They select evidence from the text to show how events, situations and people can be represented from different viewpoints.
 | In **English (Reading and Viewing)**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10: * Students show how the selection of language features can achieve precision and stylistic effect.
* They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
* They develop their own style by experimenting with language features, stylistic devices, text structures and images.
* They create a wide range of texts to articulate complex ideas.
* They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
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