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 onward.

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 (Speaking and Listening) sequence towardLevel 9 achievement standard** | | |
| **Context:** Students listen to or view a range of short documentary film or radio texts and consider the approaches used to present a perspective. They analyse the use of voice, sound effects and music employed to create the desired impact on the viewer.  2 | | |
| **Content Descriptions:**   * Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace ([VCELY455](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY455)) * Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes ([VCELY456](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY456))   3 | | |
| **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 listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. | In **English (Speaking and Listening)**, indicative progression towards the Level 9 achievement standard may be when students:   * identify techniques used in documentary film or radio texts designed to influence the audience (for example, variations in volume, tone of voice, music, sound effects) * create a short film in which a chosen topic is discussed by two or more speakers (for example, an interview or a panel discussion).     4 | 5  By the end of Level 10:   * Students listen for ways texts position an audience. * In creating texts, students demonstrate how manipulating language features and images can create innovative texts. |

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 (Speaking and Listening) 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 listen to and use appropriate interaction skills to respond to others in a familiar environment. * They can identify rhyme, letter patterns and sounds in words. * Students understand that their texts can reflect their own experiences. * They identify and describe likes and dislikes about familiar texts, objects, characters and events. * In informal group and whole-class settings, students communicate clearly. * They retell events and experiences with peers and known adults. * They identify and use rhyme, letter patterns and sounds in words | In **English (Speaking and Listening)**, indicative progression towards the Level 1 achievement standard may be when students: | By the end of Level 1:   * Students listen to others when taking part in conversations using appropriate interaction skills. * They listen for and reproduce letter patterns and letter clusters. * Students understand how characters in texts are developed and give reasons for personal preferences. * They can describe characters, settings and events in different types of literature. * They create texts that show understanding of the connection between writing, speech and images. * They create short texts for a small range of purposes. * They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. |

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| **CURRICULUM AREA – English (Speaking and Listening) sequence 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 | | |
| **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 listen to others when taking part in conversations using appropriate interaction skills. * They listen for and reproduce letter patterns and letter clusters. * Students understand how characters in texts are developed and give reasons for personal preferences. * They can describe characters, settings and events in different types of literature. * They create texts that show understanding of the connection between writing, speech and images. * They create short texts for a small range of purposes. * They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. | In **English (Speaking and Listening)**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:   * Students listen for particular purposes. * They listen for and manipulate sound combinations and rhythmic sound patterns. * When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. * They explain their preferences for aspects of texts using other texts as comparisons. * They create texts that show how images support the meaning of the text. * Students create texts, drawing on their own experiences, their imagination and information they have learned. * Students use a variety of strategies to engage in group and class discussions and make presentations |

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| **CURRICULUM AREA – English (Speaking and Listening) Sequence 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 listen for particular purposes. * They listen for and manipulate sound combinations and rhythmic sound patterns. * When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. * They explain their preferences for aspects of texts using other texts as comparisons. * They create texts that show how images support the meaning of the text. * Students create texts, drawing on their own experiences, their imagination and information they have learned. * Students use a variety of strategies to engage in group and class discussions and make presentations | In **English (Speaking and Listening)**, indicative progression towards the Level 3 achievement standard may be when students: | By the end of Level 3:   * Students listen to others’ views and respond appropriately using interaction skills. * They understand how language features are used to link and sequence ideas. * They understand how language can be used to express feelings and opinions on topics. * They create a range of texts for familiar and unfamiliar audiences. * They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. |

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| **CURRICULUM AREA – English (Speaking and Listening) 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:** | | |
| **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 listen to others’ views and respond appropriately using interaction skills. * They understand how language features are used to link and sequence ideas. * They understand how language can be used to express feelings and opinions on topics. * They create a range of texts for familiar and unfamiliar audiences. * They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. | In **English (Speaking and Listening)**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students can collaborate, listen for key points in discussions and use the information to carry out tasks. * They use language features to create coherence and add detail to their texts. * They understand how to express an opinion based on information in a text. * They create texts that show understanding of how images and detail can be used to extend key ideas. * Students create structured texts to explain ideas for different audiences. * They make presentations and contribute actively to class and group discussions, varying language according to context. |

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| **CURRICULUM AREA – English (Speaking and Listening) sequence 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 can collaborate, listen for key points in discussions and use the information to carry out tasks. * They use language features to create coherence and add detail to their texts. * They understand how to express an opinion based on information in a text. * They create texts that show understanding of how images and detail can be used to extend key ideas. * Students create structured texts to explain ideas for different audiences. * They make presentations and contribute actively to class and group discussions, varying language according to context. | In **English (Speaking and Listening)**, indicative progression towards the Level 5 achievement standard may be when students: | By the end of Level 5:   * Students listen and ask questions to clarify content. * They use language features to show how ideas can be extended. * They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. * They create a variety of sequenced texts for different purposes and audiences. * They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives. |

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| **CURRICULUM AREA – English (Speaking and Listening) 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):** | | |
| **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 listen and ask questions to clarify content. * They use language features to show how ideas can be extended. * They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. * They create a variety of sequenced texts for different purposes and audiences. * They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives. | In **English (Speaking and Listening)**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students listen to discussions, clarifying content and challenging others’ ideas. * They understand how language features and language patterns can be used for emphasis. * They show how specific details can be used to support a point of view. * They explain how their choices of language features and images are used. * They create detailed texts, elaborating on key ideas for a range of purposes and audiences. * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. |

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| **CURRICULUM AREA – English (Speaking and Listening) sequence 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 listen to discussions, clarifying content and challenging others’ ideas. * They understand how language features and language patterns can be used for emphasis. * They show how specific details can be used to support a point of view. * They explain how their choices of language features and images are used. * They create detailed texts, elaborating on key ideas for a range of purposes and audiences. * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. | In **English (Speaking and Listening)**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7:   * Students listen for and explain different perspectives in texts. * They understand how the selection of a variety of language features can influence an audience. * They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. * They create texts showing how language features and images from other texts can be combined for effect. * They create texts structured and coherent texts for a range purposes and audiences. * They make presentations and contribute actively to class and group discussions, using language features to engage the audience. |

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| **CURRICULUM AREA – English (Speaking and Listening) 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):** | | |
| **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 listen for and explain different perspectives in texts. * They understand how the selection of a variety of language features can influence an audience. * They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. * They create texts showing how language features and images from other texts can be combined for effect. * They create texts structured and coherent texts for a range purposes and audiences. * They make presentations and contribute actively to class and group discussions, using language features to engage the audience. | In **English (Speaking and Listening)**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. * They understand how the selection of language features can be used for particular purposes and effects. * They explain the effectiveness of language choices they use to influence the audience. * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. * They create texts for different purposes selecting language to influence audience response. * They make presentations and contribute actively to class and group discussions, using language patterns for effect. |

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| **CURRICULUM AREA – English (Speaking and Listening) sequence 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 listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. * They understand how the selection of language features can be used for particular purposes and effects. * They explain the effectiveness of language choices they use to influence the audience. * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. * They create texts for different purposes selecting language to influence audience response. * They make presentations and contribute actively to class and group discussions, using language patterns for effect. | In **English (Speaking and Listening)**, indicative progression towards the Level 9 achievement standard may be when students: | By the end of Level 9:   * Students listen for ways texts position an audience. * They understand how to use a variety of language features to create different levels of meaning. * They understand how interpretations can vary by comparing their responses to texts to the responses of others. * In creating texts, students demonstrate how manipulating language features and images can create innovative texts. * They create texts that respond to issues, interpreting and integrating ideas from texts. * They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues |

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| **CURRICULUM AREA – English (Speaking and Listening) 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):** | | |
| **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 listen for ways texts position an audience. * They understand how to use a variety of language features to create different levels of meaning. * They understand how interpretations can vary by comparing their responses to texts to the responses of others. * In creating texts, students demonstrate how manipulating language features and images can create innovative texts. * They create texts that respond to issues, interpreting and integrating ideas from texts. * They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues | In **English (Speaking and Listening)**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students listen for ways features within texts can be manipulated to achieve particular effects. * They 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 make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. |