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.

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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 (Writing) towardLevel 2 achievement standard** | | |
| **Context:** Students listen to and view a selected print or digital media text that demonstrates the typical stages of a narrative text type. Students plan their ideas orally or in writing, then create an imaginative reconstruction of the text for an identified audience, by adding to or changing details of characters, setting and/or plot. Students combine visual elements to their written text using simple illustrations or images sourced online. | | |
| **Content Descriptions:**  2   * Create events and characters using different media that develop key events and characters from literary texts [(VCELT228)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT228) * Build on familiar texts by experimenting with character, setting or plot [(VCELT229)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT229)   3   * Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose [(VCELY230)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY230) * Understand how to use digraphs, long vowels, blends, silent letter and syllabification to spell simple words including compound words ( | | |
| **Level 1 Achievement Standard** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Level 2 Achievement Standard** |
| By the end of Level 1:   * When writing, students provide details about ideas or events, and details about the participants in those events. * They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. * They use capital letters and full stops appropriately. | In **English**, indicative progression towards the Level 2 achievement standard may be when students:   * Students appropriately sequence ideas and/or events using a range of print and digital media, and include images. * They work on extending their vocabulary and developing strategies to accurately spelling unfamiliar words. | By the end of Level 2:  5   * Students create texts that show how images support the meaning of the text. * They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters. * They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. |

## **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 (Writing) 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:   * When writing, students use familiar words and phrases and images to convey ideas. * Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. * They correctly form all upper- and lower-case letters. | In **English (Writing)**, indicative progression towards the Level 1 achievement standard may be when students: | By the end of Level 1:   * When writing, students provide details about ideas or events, and details about the participants in those events. * They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. * They use capital letters and full stops appropriately. |

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| **CURRICULUM AREA – English (Writing) 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:   * When writing, students provide details about ideas or events, and details about the participants in those events. * They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. * They use capital letters and full stops appropriately. | In **English (Writing)**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:   * Students create texts that show how images support the meaning of the text. * They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. * They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters. |

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| **CURRICULUM AREA – English (Writing) 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 create texts that show how images support the meaning of the text. * They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. * They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters. | In **English (Writing)**, indicative progression towards the Level 3 achievement standard may be when students: | By the end of Level 3:   * Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. * They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. * They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. * They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. * They write using joined letters that are accurately formed and consistent in size. |

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| **CURRICULUM AREA – English (Writing) 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 Capability 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' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. * They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. * They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. * They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. * They write using joined letters that are accurately formed and consistent in size. | In **English (Writing)**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students use language features to create coherence and add detail to their texts. * They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences. * They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning. |

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| **CURRICULUM AREA – English (Writing) 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 use language features to create coherence and add detail to their texts. * They make use of their increasing knowledge of phonics, and 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 well-structured texts to explain ideas for different audiences. * They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning. | In **English (Writing)**, indicative progression towards the Level 5 achievement standard may be when students: | By the end of Level 5:   * Students use language features to show how ideas can be extended. * They develop and explain a point of view about a text. * They create imaginative, informative and persuasive texts for different purposes and audiences. * When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. * They edit their work for cohesive structure and meaning |

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| **CURRICULUM AREA – English (Writing) 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 use language features to show how ideas can be extended. * They develop and explain a point of view about a text. * They create imaginative, informative and persuasive texts for different purposes and audiences. * When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. * They edit their work for cohesive structure and meaning. | In **English (Writing)**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students 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 use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. * They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. * They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria. |

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| **CURRICULUM AREA – English (Writing) 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 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 use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. * They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. * They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria. | In **English (Writing)**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7:   * Students 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, text structures, and images from other texts can be combined for effect. * They create structured and coherent texts for a range of purposes and audiences. * When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation. |

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| **CURRICULUM AREA – English (Writing) 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 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, text structures, and images from other texts can be combined for effect. * They create structured and coherent texts for a range of purposes and audiences. * When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation. | In **English (Writing)**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students 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. * When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. * They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. |

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| **CURRICULUM AREA – English (Writing) 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 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. * When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. * They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. | In **English (Writing)**, indicative progression towards the Level 9 achievement standard may be when students: | By the end of Level 9:   * Students 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 other texts. * They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. |

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| **CURRICULUM AREA – English (Writing) 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 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 other texts. * They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | In **English (Writing)**, 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. |