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: Ethical Capability sequence towardLevel 4 achievement standard** | | |
| **Context:** Students are read a range of texts, including from Aesop’s fables, which explore different dispositions and their influence on decision-making and behaviour. After reading each text the students discuss the various dispositions and the impacts they had on the decision-making and behaviour of the characters. They are asked to consider whether any particular dispositions are more important than others in helping to decide the right thing to do. They are also asked whether a person could have these more important dispositions and nevertheless make the wrong choice. The reasons for different views are discussed as a class. | | |
| 2  **Content Descriptions:**   * Discuss the role of personal values and dispositions in ethical decision-making and actions [(VCECD008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD008). | | |
| **Ethical Capability Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Ethical Capability Level 4 Achievement Standard**  3 |
| By the end of Level 2:   * Students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes. * Students identify and explain acts and situations that have ethical dimensions, using illustrative examples. * They explain that personal feelings may influence the way people behave in situations where ethical issues are involved. | In **Ethical Capability**, indicative progression towards the Level 4 achievement standard may be when students:   * explain the role of dispositions in the decisions characters made in Aesop’s fables but are not yet able to recognise areas of agreement and disagreement about the significance of dispositions.     4 | By the end of Level 4:   * Students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts. * They explain how to identify ethical considerations in problems. * Students use examples to evaluate ethical actions in relation to their outcomes. * They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability. |

## 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 – Ethical Capability 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]** | | |
| **Ethical Capability Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Ethical Capability Level 4 Achievement Standard** |
| By the end of Level 2:   * Students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes. * Students identify and explain acts and situations that have ethical dimensions, using illustrative examples. * They explain that personal feelings may influence the way people behave in situations where ethical issues are involved. | In **Ethical Capability**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts. * They explain how to identify ethical considerations in problems. * Students use examples to evaluate ethical actions in relation to their outcomes. * They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability. |

Indicative progress template

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| **CURRICULUM AREA – Ethical Capability 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):** | | |
| **Ethical Capability Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Ethical Capability Level 6 Achievement Standard** |
| By the end of Level 4:   * Students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts. * They explain how to identify ethical considerations in problems. * Students use examples to evaluate ethical actions in relation to their outcomes. * They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability. | In **Ethical Capability**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. * They explain different ways to respond to ethical problems and identify issues related to these. * Students identify different ethical issues associated with a particular problem. * They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making. |

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| **CURRICULUM AREA – Ethical Capability 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):** | | |
| **Ethical Capability Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Ethical Capability Level 8 Achievement Standard** |
| By the end of Level 6:   * Students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. * They explain different ways to respond to ethical problems and identify issues related to these. * Students identify different ethical issues associated with a particular problem. * They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making. | In **Ethical Capability**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. * They articulate how criteria can be applied to determine the importance of ethical concerns. * Students analyse the differences in principles between people and groups. * They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. * They analyse the role of context and experience in ethical decision-making and action. |

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| **CURRICULUM AREA – Ethical Capability 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):** | | |
| **Ethical Capability Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Ethical Capability Level 10 Achievement Standard** |
| By the end of Level 8:   * Students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. * They articulate how criteria can be applied to determine the importance of ethical concerns. * Students analyse the differences in principles between people and groups. * They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. * They analyse the role of context and experience in ethical decision-making and action. | In **Ethical Capability**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value. * Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. * They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. * They explain how different factors involved in ethical decision-making can be managed. |