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.*

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: The Humanities / Geography sequence toward Level 8 achievement standard** | | |
| **Context:** Students are provided with a structured research task (clear inquiry sequence, common key requirements including maps and data representations, presentation alternatives, assessment criteria, clear and useful references and online resources) with a variety of Australian and North African case study topics concerning the issue of water scarcity. Students select one topic from each of Australia and North Africa to carry out their individual research task.  Students undertake the research using given resources and spatial technologies. During the research the students negotiate with their teacher as to the most appropriate way to present the results of their research.  They collect, reproduce, transform (e.g. tabular to graphic representation), represent, explain and discuss the data and information they uncover from that which they have produced. | | |
| **Content Descriptions:**  2  Geographical Concepts and Skills:   * Identify, analyse and explain spatial distributions and patterns and identify and explain their implications ([VCGGC100](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCGGC100)) * Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate ([VCGGC103](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCGGC103))   Geographical Knowledge:   * Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa ([VCGGK108](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCGGK108)) | | |
| **Geography Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Geography Level 8 Achievement Standard** |
| By the end of Level 6:   * They describe and explain interconnections and their effects.      * They ethically collect and record relevant geographical data and information and represent data and information in forms including diagrams, field sketches and large scale and small scale maps that conform to cartographic conventions. * They interpret geographical data and information, and use geographical terminology, to identity and develop descriptions, explanations and conclusions. | In **Geography**, indicative progression towards the Level 8 achievement standard may be when students:   * select one case study from Australia and one from North Africa but are not yet able to collect sufficient data and information to enable a full analysis and explanation * represent data and information from a variety of resources but are not yet able to confidently and adequately use spatial technologies as a source of data and information * produce a written report on the issue of water scarcity in Australia and North Africa (within the guidelines negotiated previously) but are not yet able to fully link their observations to an analysis of the data and information collected. | By the end of Level 8:  5   * They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. * They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. * They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. |

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| **CURRICULUM AREA – The Humanities / Geography 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):** | | |
| **Geography Capability Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Geography Level 4 Achievement Standard** |
| By the end of Level 2:   * Students define place and identify and describe features of places and changes in these, at a local scale. * They identify how people are connected to different places and explain the value of places to people. * They describe different ways that places can be cared for. * They collect and record geographical data and information. * They represent data and information in tables, plans and labelled maps and interpret it to draw conclusions. * They describe and explain location and distance using geographical terms, and describe the location of the major geographical divisions of the world. | In **Geography**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students identify and describe spatial characteristics, and the characteristics of places and environments at a range of scales. * They identify and explain interconnections and identify and describe locations, including Australia’s neighbouring countries and Africa and South America. * They identify responses to a geographical challenge and the expected effects. * They collect and record relevant geographical data and information and represent data and information in tables, simple graphs and maps of appropriate scale that conform to cartographic conventions. * They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions. |

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| **CURRICULUM AREA – The Humanities / Geography 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):** | | |
| **Geography Capability Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Geography Level 6 Achievement Standard** |
| By the end of Level 4:   * Students identify and describe spatial characteristics, and the characteristics of places and environments at a range of scales. * They identify and explain interconnections and identify and describe locations, including Australia’s neighbouring countries and Africa and South America. * They identify responses to a geographical challenge and the expected effects. * They collect and record relevant geographical data and information and represent data and information in tables, simple graphs and maps of appropriate scale that conform to cartographic conventions. * They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions. | In **Geography**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students describe and explain spatial characteristics and characteristics of places from local to global scales. * They describe and explain interconnections and their effects. * They identify and describe locations including the major countries of Europe, North America and Asia. * They identify and compare responses to a geographical challenge, describing the expected effects on different groups. * They  ethically collect and record relevant geographical data and information and represent data and information in forms including diagrams, field sketches and large scale and small scale maps that conform to cartographic conventions. * They interpret geographical data and information, and use geographical terminology, to identity and develop descriptions, explanations and conclusions. * They use digital and spatial technologies to represent and interpret data and information. |

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| **CURRICULUM AREA – The Humanities / Geography 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):** | | |
| **Geography Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Geography Level 8 Achievement Standard** |
| By the end of Level 6:   * Students describe and explain spatial characteristics and characteristics of places from local to global scales. * They describe and explain interconnections and their effects. * They identify and describe locations including the major countries of Europe, North America and Asia. * They identify and compare responses to a geographical challenge, describing the expected effects on different groups. * They  ethically collect and record relevant geographical data and information and represent data and information in forms including diagrams, field sketches and large scale and small scale maps that conform to cartographic conventions. * They interpret geographical data and information, and use geographical terminology, to identity and develop descriptions, explanations and conclusions. * They use digital and spatial technologies to represent and interpret data and information. | In **Geography**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students explain processes that influence the characteristics of places. * They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. * They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes. * They ethically collect, record and select relevant geographical data and information from useful sources. * They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. * They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. * They use digital and spatial technologies to represent and analyse data and information. |

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| **CURRICULUM AREA – The Humanities / Geography 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):** | | |
| **Geography Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Geography Level 10 Achievement Standard** |
| By the end of Level 8:   * Students explain processes that influence the characteristics of places. * They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. * They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes. * They ethically collect, record and select relevant geographical data and information from useful sources. * They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. * They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. * They use digital and spatial technologies to represent and analyse data and information. | In **Geography**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students predict changes in the characteristics of places over time and identify implications of change for the future. * They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales. * They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion. * They ethically collect relevant geographical data and information from reliable and useful sources. * They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. * They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology. |