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.

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 Description(s):**  **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: Health and Physical Education toward Level 8 achievement standard** | | |
| 1  **Context: Swimming and water safety**  2  Students investigate safe practices for aquatic activities conducted in a range of environments such as swimming pools, inland waterways and beach environments and evaluate a range of strategies that could be used in water-based emergencies. They identify strategies and resources that can be used to enhance community safety when participating in a variety of recreational aquatic activities such as school swimming carnivals, paddle boarding, surfing/body boarding, canoeing/kayaking and fishing. Students develop and improve their swimming stroke techniques and proficiency in a range of water-based activities | | |
| **Content Description(s):**   * Investigate and select strategies to promote health, safety and wellbeing [(VCHPEP126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126)   3   * Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities [(VCHPEP130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP130) * Use feedback to improve body control and coordination when performing specialised movement skills [(VCHPEM133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM133) * Compose and perform movement sequences for specific purposes in a variety of contexts [(VCHPEM134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM134) | | |
| **Health and Physical Education Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Health and Physical Education Level 8 Achievement Standard** |
| By the end of Level 6:   * …describe their own and others’ contributions to health, physical activity, safety and wellbeing. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. * They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. | In **Health and Physical Education**, indicative progression towards the Level 8 achievement standard may be when students:   * identify and justify actions they could take in response to a range of water-based scenarios * demonstrate appropriate responses to emergency situations, such as calling 000, throwing a floatation device, alerting a lifeguard with correct hand signals) * improve aspects of their technique in response to feedback, such as not lifting their head or maintaining continuous kicking or alternating breathing * swim continuously using a variety of strokes over 50-100 metres in a swimming pool * demonstrates control when using a range of survival skills such as treading water, floating, survival sculling | By the end of Level 8:   * …investigate strategies that enhance their own and others’ health, safety and wellbeing. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. * Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.   5 |

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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Indicative progress templates

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| **CURRICULUM AREA – Health and Physical Education**  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]** | | |
| **Health and Physical Education Foundation Level Achievement Standard** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Health and Physical Education Level 2 Achievement Standard** |
| By the end of Foundation Level:   * Students identify actions that help them be healthy, safe and physically active. * They identify different settings where they can be active and how to move and play safely. * They describe how their body responds to movement. * Students use personal and social skills when working with others in a range of activities. * They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. * They perform fundamental movement skills and solve movement challenges. | In **Health and Physical Education**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:   * Students describe changes that occur as they grow older. * They recognise how strengths and achievements contribute to identities. * They understand how emotional responses impact on others’ feelings. * They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. * They identify areas where they can be active and how the body reacts to different physical activities. * Students demonstrate positive ways to interact with others. * They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. * They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. * They perform movement sequences that incorporate the elements of movement. |

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| **CURRICULUM AREA – Health and Physical Education**  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):** | | |
| **Health and Physical Education Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Health and Physical Education Level 4 Achievement Standard** |
| By the end of Level 2:   * Students describe changes that occur as they grow older. * They recognise how strengths and achievements contribute to identities. * They understand how emotional responses impact on others’ feelings. * They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. * They identify areas where they can be active and how the body reacts to different physical activities. * Students demonstrate positive ways to interact with others. * They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. * They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. * They perform movement sequences that incorporate the elements of movement. | In **Health and Physical Education**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students recognise strategies for managing change. * They examine influences that strengthen identities. * They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. * Students interpret health messages and discuss the influences on healthy and safe choices. * They understand the benefits of being fit and physically active. * They describe the connections they have to their community and how these can promote health and wellbeing. * Students apply strategies for working cooperatively and apply rules fairly. * They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. * They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. * They create and perform movement sequences using fundamental movement skills and the elements of movement. |

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| **CURRICULUM AREA – Health and Physical Education**  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):** | | |
| **Health and Physical Education Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Health and Physical Education Level 6 Achievement Standard** |
| By the end of Level 4:   * Students recognise strategies for managing change. * They examine influences that strengthen identities. * They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. * Students interpret health messages and discuss the influences on healthy and safe choices. * They understand the benefits of being fit and physically active. * They describe the connections they have to their community and how these can promote health and wellbeing. * Students apply strategies for working cooperatively and apply rules fairly. * They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. * They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. * They create and perform movement sequences using fundamental movement skills and the elements of movement. | In **Health and Physical Education**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students investigate developmental changes and transitions. * They understand the influences people and places have on personal identities. * They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. * They describe their own and others’ contributions to health, physical activity, safety and wellbeing. * They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. * They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. * Students demonstrate skills to work collaboratively and play fairly. * They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. * They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. * They apply the elements of movement when composing and creating movement sequences. |

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| **CURRICULUM AREA – Health and Physical Education**  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):** | | |
| **Health and Physical Education Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Health and Physical Education Level 8 Achievement Standard** |
| By the end of Level 6:   * Students investigate developmental changes and transitions. * They understand the influences people and places have on personal identities. * They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. * They describe their own and others’ contributions to health, physical activity, safety and wellbeing. * They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. * They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. * Students demonstrate skills to work collaboratively and play fairly. * They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. * They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. * They apply the elements of movement when composing and creating movement sequences. | In **Health and Physical Education**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students investigate strategies and resources to manage changes and transitions and their impact on identities. * Students evaluate the benefits of relationships on wellbeing and respecting diversity. * They analyse factors that influence emotional responses. * They gather and analyse health information. * They investigate strategies that enhance their own and others’ health, safety and wellbeing. * They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. * They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. * Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. * They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. * Students demonstrate control and accuracy when performing specialised movement skills. * They apply and refine movement concepts and strategies to suit different movement situations. * They apply the elements of movement to compose and perform movement sequences. |

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| **CURRICULUM AREA – Health and Physical Education**  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):** | | |
| **Health and Physical Education Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Health and Physical Education Level 10 Achievement Standard** |
| By the end of Level 8:   * Students investigate strategies and resources to manage changes and transitions and their impact on identities. * Students evaluate the benefits of relationships on wellbeing and respecting diversity. * They analyse factors that influence emotional responses. * They gather and analyse health information. * They investigate strategies that enhance their own and others’ health, safety and wellbeing. * They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. * They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. * Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. * They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. * Students demonstrate control and accuracy when performing specialised movement skills. * They apply and refine movement concepts and strategies to suit different movement situations. * They apply the elements of movement to compose and perform movement sequences. | In **Health and Physical Education**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. * They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. * They evaluate the outcomes of emotional responses to different situations. * Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. * Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. * They examine the role physical activity has played historically in defining cultures and cultural identities. * Students identify and analyse factors that contribute to respectful relationships. * They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. * They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. * They apply and transfer movement concepts and strategies to new and challenging movement situations. * They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. * They work collaboratively to design and apply solutions to movement challenges. |