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 / History sequence toward Level 10 achievement standard**  1 | | |
| **Context:** As a class task, Year 9 students are provided with a timeline of the Industrial Revolution and asked to rank key events, ideas and individuals in order of significance. Students will use developed criteria to judge historical significance. Students conduct additional research of the two most significant events they have ranked, collecting a range of perspectives and historian’s interpretations on the selected entries. Students then justify their ranking using the critieria in a short response (three or four paragraphs) that incorporates a minimum of two differing historians’ interpretations from which they select the strongest contention by comparing the interpretation to factual details of the time.  2 | | |
| **Content Descriptions:**  Historical Knowledge   * Significant effects of the Industrial Revolution, including global changes in landscapes, movement of people, development and influence of ideas, political and social reforms, and transport and communication. ([VCHHK132](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VChhk132))   3  Historical Concepts and Skills   * Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about ([VCHHC121](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VChhc121)) * Evaluate different historical interpretations and contested debates ([VCHHC125](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VChhc125)) * Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments ([VCHHC127](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VChhc127)) | | |
| **History Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **History Level 10 Achievement Standard**  5 |
| By the end of Level 8:   * They analyse the causes and effects of events and developments. * Students sequence events and developments within a chronological framework with reference to periods of time. * They explain different historical interpretations and contested debates about the past. | In **History**, indicative progression towards the Level 10 achievement standard may be when students:  categorise given events into social, political, cultural, economic and technological developments   * rank a range (5 to 10) of key events and developments based on historical significance conventions * organise events by making connections (in a flow chart or other visual representation) showing how different events influenced other outcomes in the given chronological framework. * identified the similarities and differences between historical interpretations in a T graph * made a judgement regarding which historical interpretation is the strongest using at least two specific factual details to support their claim.   4 | By the end of Level 10:   * They analyse the causes and effects of events and developments and explain their significance. * Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. * They evaluate different historical interpretations and contested debates. |

Indicative progress template

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| **CURRICULUM AREA – The Humanities / History 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]** | | |
| **History Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **History Level 4 Achievement Standard** |
| By the end of Level 2:   * Students explain aspects of daily life to identify how some have changed over recent time while others have remained the same. * They describe personal and family life, a person, site or event of significance in the local community. * Students sequence events in order, using a range of terms relating to time. * They use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events. * They compare objects from the past and present. * Students create a narrative about the past using terms and a range of sources. | In **History**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students explain how and why life changed in the past, and identify aspects of the past that remained the same. * They describe the experiences and perspectives of an individual or group over time. * They recognise the significance of events in bringing about change. * Students sequence events and people (their lifetime) in chronological order to identify key dates, causes and effects. * They identify sources (written, physical, visual, oral), and locate information about their origin and content features. * They describe perspectives of people from the past and recognise different points of view. * Students create a narrative or description which explains continuity and change and cause and effect using historical terms. |

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| **CURRICULUM AREA – The Humanities / History 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):** | | |
| **History Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **History Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain how and why life changed in the past, and identify aspects of the past that remained the same. * They describe the experiences and perspectives of an individual or group over time. * They recognise the significance of events in bringing about change. * Students sequence events and people (their lifetime) in chronological order to identify key dates, causes and effects. * They identify sources (written, physical, visual, oral), and locate information about their origin and content features. * They describe perspectives of people from the past and recognise different points of view. * Students create a narrative or description which explains continuity and change and cause and effect using historical terms. | In **History**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students identify and describe change and continuity and explain the causes and effects of change on society. * They compare the different experiences and perspectives of people in the past. * They explain the significance of an individual and group. * Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. * They identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources. * Students describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view. * Students develop texts, particularly narratives and descriptions of continuity and change. * In developing these texts and organising and presenting their information, students create an explanation about a past event, person or group using sources of evidence and historical terms and concepts. |

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| **CURRICULUM AREA – The Humanities / History 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):** | | |
| **History Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **History Level 8 Achievement Standard** |
| By the end of Level 6:   * Students identify and describe change and continuity and explain the causes and effects of change on society. * They compare the different experiences and perspectives of people in the past. * They explain the significance of an individual and group. * Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. * They identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources. * Students describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view. * Students develop texts, particularly narratives and descriptions of continuity and change. * In developing these texts and organising and presenting their information, students create an explanation about a past event, person or group using sources of evidence and historical terms and concepts. | In **History**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students identify and explain patterns of change and continuity over time. * They analyse the causes and effects of events and developments. * They identify the motives and actions of people at the time. * Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. * They evaluate different interpretations of the past. * Students sequence events and developments within a chronological framework with reference to periods of time. * They locate and select historical sources and identify their origin, content features and purpose. * Students explain the historical context of these sources. * They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. * Students analyse the different perspectives of people in the past using sources. * They explain different historical interpretations and contested debates about the past. * Students construct an explanation using sources of evidence to support the analysis. * In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information. |

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| **CURRICULUM AREA – The Humanities / History 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):** | | |
| **History Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **History Level 10 Achievement Standard** |
| By the end of Level 8:   * Students identify and explain patterns of change and continuity over time. * They analyse the causes and effects of events and developments. * They identify the motives and actions of people at the time. * Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. * They evaluate different interpretations of the past. * Students sequence events and developments within a chronological framework with reference to periods of time. * They locate and select historical sources and identify their origin, content features and purpose. * Students explain the historical context of these sources. * They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. * Students analyse the different perspectives of people in the past using sources. * They explain different historical interpretations and contested debates about the past. * Students construct an explanation using sources of evidence to support the analysis. * In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information. | In **History**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. * They analyse the causes and effects of events and developments and explain their significance. * They explain the context for people’s actions in the past. * Students evaluate the significance of events and analyse the developments from a range of perspectives. * They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations. * Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. * They locate and select historical sources and identify their origin, purpose and content features. * Students explain the context of these sources to identify motivations, values and attitudes. * They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. * Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values. * They evaluate different historical interpretations and contested debates. * Students construct and communicate an argument about the past using a range of reliable sources of evidence. * In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources. |