**Annotated Example of Indicative Progress**

Previous level’s achievement standard as a starting point of comparison

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An important aspect of curriculum planning is being able to articulate what student progress looks like, using the achievement standards in the curriculum continuum. To support teachers to tie together what is being taught and how progress between achievement standards is described and demonstrated, the notion of “indicative progress” emerged.

*Step 1: Identify the* ***Curriculum area*** *and the achievement standard level students will be working toward*

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| **CURRICULUM AREA: Health and Physical Education *toward* Level 8 Achievement standard** |
| **Context:**Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relationships and sexuality, and mental health and well-being.The content descriptions explicitly covered will be: Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) |
| **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.*Step 2: Complete the contextual information. The* ***Context*** *is drawn from teacher’s teaching and learning plan and could include: short statements on what is envisaged for students to know and be able to do, the main learning activities and assessment tasks, and/or a brief outline of the unit or lessons. Reference could also be made to the content descriptions they are intended to be covered.*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.*Step 3: Highlight the specific elements of the achievement standard that are being targeted in this context.* | **In Health and Physical Education, indicative progression towards the level 8 achievement standard may be when students:*** identify information and services in their local community and make some recommendations about their suitability for young people
* identify barriers to accessing health information and services related to mental health and/or relationships and sexuality and with some research suggest strategies to overcome these.

*Step 4: Develop a description of what a student would be expected to do/demonstrate as they move from one achievement standard to the next.* | 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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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Ethical Capability** |
| **Context:****Content Descriptions:** |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Ethical Capability Level 2 Achievement Standard** |
| In **Ethical Capability**, indicative progression towards the Level 2 achievement standard may be when students: | 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.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Ethical Capability** |
| **Context:****Content Descriptions:** |
| **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.
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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Ethical Capability** |
| **Context:****Content Descriptions:** |
| **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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| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – Ethical Capability**  |
| **Context:****Content Descriptions:** |
| **Ethical Capability Level 6 Achievement Standard**  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Ethical Capability Thinking 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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