**Annotated Example of Indicative Progress**

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

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

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*

|  |
| --- |
| **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. |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English**  |
| **Context:****Content Descriptions:** |
|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | **English Foundation Level Achievement Standard** |
| In **English**, indicative progression towards the Foundation Level achievement standard may be when students: | By the end of the Foundation level:**Reading and Viewing*** Students use questioning and monitoring strategies to make meaning from texts.
* They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics.
* They identify connections between texts and their personal experience.
* They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters.
* They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English**  |
| **Context:****Content Descriptions:** |
| **English Foundation Level Achievement Standard**  | **Example of Indicative Progress toward Level 1 Achievement Standard** | **English Level 1 Achievement Standard** |
| By the end of the Foundation level:Reading and ViewingStudents use questioning and monitoring strategies to make meaning from texts. * They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics.
* They identify connections between texts and their personal experience.
* They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters.
* They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.
 | In **English**, indicative progression towards the Level 1achievement standard may be when students: | By the end of Level 1:Reading and ViewingStudents understand the different purposes of texts. * They make connections to personal experience when explaining characters and main events in short texts.
* They identify that texts serve different purposes and that this affects how they are organised.
* They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
* When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning.
* They recall key ideas and recognise literal and implied meaning in texts.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English** |
| **Context:****Content Descriptions:** |
| **English Level 1 Achievement Standard**  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **English Level 2 Achievement Standard** |
| By the end of Level 1:**Reading and Viewing*** Students understand the different purposes of texts.
* They make connections to personal experience when explaining characters and main events in short texts.
* They identify that texts serve different purposes and that this affects how they are organised.
* They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
* When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning.

They recall key ideas and recognise literal and implied meaning in texts. | In **English**, indicative progression towards the Level 2achievement standard may be when students: | By the end of Level 2:**Reading and Viewing*** Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information.
* They recognise all Standard Australian English phonemes, and most letter–sound matches.
* They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.
* They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
* They identify literal and implied meaning, main ideas and supporting detail.
* Students make connections between texts by comparing content.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English** |
| **Context:****Content Descriptions:** |
| **English Level 2 Achievement Standard**  | **Example of Indicative Progress toward Level 3 Achievement Standard** | **English Level 3 Achievement Standard** |
| By the end of Level 2:**Reading and Viewing*** Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information.
* They recognise all Standard Australian English phonemes, and most letter–sound matches.
* They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.
* They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
* They identify literal and implied meaning, main ideas and supporting detail.
* Students make connections between texts by comparing content.
 | In **English**, indicative progression towards the Level 3 achievement standard may be when students: | By the end of Level 3:**Reading and Viewing*** Students understand how content can be organised using different text structures depending on the purpose of the text.
* They understand how language features, images and vocabulary choices are used for different effects.
* They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
* They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.
* They can identify literal and implied meaning connecting ideas in different parts of a text.
* They select information, ideas and events in texts that relate to their own lives and to other texts.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English** |
| **Context:****Content Descriptions:** |
| **English Level 3 Achievement Standard**  | **Example of Indicative Progress toward Level 4 Achievement Standard** | **English Level 4 Achievement Standard** |
| By the end of Level 3:**Reading and Viewing*** Students understand how content can be organised using different text structures depending on the purpose of the text.
* They understand how language features, images and vocabulary choices are used for different effects.
* They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.
* They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words.
* They can identify literal and implied meaning connecting ideas in different parts of a text.
* They select information, ideas and events in texts that relate to their own lives and to other texts.
 | In **English**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:**Reading and Viewing*** Students understand that texts have different structures depending on the purpose and context. (1)
* They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. (2)
* They express preferences for particular types of texts, and respond to others’ viewpoints. (3)
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English** |
| **Context:****Content Descriptions:** |
| **English Level 4 Achievement Standard**  | **Example of Indicative Progress toward Level 5 Achievement Standard** | **English Level 5 Achievement Standard** |
| By the end of Level 4:**Reading and Viewing*** Students understand that texts have different structures depending on the purpose and context.
* They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts.
* They express preferences for particular types of texts, and respond to others’ viewpoints.
 | In **English**, indicative progression towards the Level 5 achievement standard may be when students: | By the end of Level 5:**Reading and Viewing*** Students explain how text structures assist in understanding the text.
* They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
* They analyse and explain literal and implied information from a variety of texts.
* They describe how events, characters and settings in texts are depicted and explain their own responses to them.
* When reading, they confidently encounter and can decode less familiar words.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English** |
| **Context:****Content Descriptions:** |
| **English Level 5 Achievement Standard**  | **Example of Indicative Progress toward Level 6 Achievement Standard** | **English Level 6 Achievement Standard** |
| By the end of Level 5:**Reading and Viewing*** Students explain how text structures assist in understanding the text.
* They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
* They analyse and explain literal and implied information from a variety of texts.
* They describe how events, characters and settings in texts are depicted and explain their own responses to them.
* When reading, they confidently encounter and can decode less familiar words.
 | In **English**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:**Reading and Viewing*** Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.
* They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
* They compare and analyse information in different texts, explaining literal and implied meaning.
* They select and use evidence from a text to explain their response to it.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **CURRICULUM AREA – English** |
| **Context:****Content Descriptions:** |
| **English Level 6 Achievement Standard**  | **Example of Indicative Progress toward Level 7 Achievement Standard** | **English Level 7 Achievement Standard** |
| By the end of Level 6:**Reading and Viewing*** Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.
* They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
* They compare and analyse information in different texts, explaining literal and implied meaning.
* They select and use evidence from a text to explain their response to it.
 | In **English**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7:**Reading and Viewing*** Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
* They demonstrate understanding of how the choice of language, images and vocabulary affects meaning.
* They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
* They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
 |