**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 – English (This template is for reference purposes)** | | |
| **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. |

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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 – 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. |

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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 – English** | | |
| **Context:**  **Content Descriptions:** | | |
| **English Level 7 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **English Level 8 Achievement Standard** |
| 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. | In **English**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:  **Reading and Viewing**   * Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. * They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. * They interpret texts, questioning the reliability of sources of ideas and information. * They select evidence from the text to show how events, situations and people can be represented from different viewpoints. |

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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 – English** | | |
| **Context:**  **Content Descriptions:** | | |
| **English Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 9 Achievement Standard** | **English Level 9 Achievement Standard** |
| By the end of Level 8:  **Reading and Viewing**   * Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. * They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. * They interpret texts, questioning the reliability of sources of ideas and information. * They select evidence from the text to show how events, situations and people can be represented from different viewpoints. | In **English**, indicative progression towards the Level 9 achievement standard may be when students: | By the end of Level 9:  **Reading and Viewing**   * Students analyse the ways that text structures can be manipulated for effect. * They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. * They evaluate and integrate ideas and information from texts to form their own interpretations. * They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. |

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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 – English** | | |
| **Context:**  **Content Descriptions:** | | |
| **English Level 9 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **English Level 10 Achievement Standard** |
| By the end of Level 9:  **Reading and Viewing**   * Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. * They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. * They interpret texts, questioning the reliability of sources of ideas and information. * They select evidence from the text to show how events, situations and people can be represented from different viewpoints. | In **English**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:  **Reading and Viewing**   * Students show how the selection of language features can achieve precision and stylistic effect. * They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. * They develop their own style by experimenting with language features, stylistic devices, text structures and images. * They create a wide range of texts to articulate complex ideas. * They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. |