**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: Speaking and Listening  * Students listen and ask questions to clarify content. * They use language features to show how ideas can be extended. * They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. * They create a variety of sequenced texts for different purposes and audiences. * They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives. | In **English**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:  **Speaking and Listening**   * Students listen to discussions, clarifying content and challenging others’ ideas. * They understand how language features and language patterns can be used for emphasis. * They show how specific details can be used to support a point of view. * They explain how their choices of language features and images are used. * They create detailed texts, elaborating on key ideas for a range of purposes and audiences. * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. |

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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: **Speaking and Listening**   * Students listen to discussions, clarifying content and challenging others’ ideas. * They understand how language features and language patterns can be used for emphasis. * They show how specific details can be used to support a point of view. * They explain how their choices of language features and images are used. * They create detailed texts, elaborating on key ideas for a range of purposes and audiences. * They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. | In **English**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7: Speaking and Listening  * Students listen for and explain different perspectives in texts. * They understand how the selection of a variety of language features can influence an audience. * They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. * They create texts showing how language features and images from other texts can be combined for effect. * They create texts structured and coherent texts for a range purposes and audiences. * They make presentations and contribute actively to class and group discussions, using language features to engage the 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 7 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **English Level 8 Achievement Standard** |
| By the end of Level 7: Speaking and Listening  * Students listen for and explain different perspectives in texts. * They understand how the selection of a variety of language features can influence an audience. * They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. * They create texts showing how language features and images from other texts can be combined for effect. * They create texts structured and coherent texts for a range purposes and audiences. * They make presentations and contribute actively to class and group discussions, using language features to engage the audience. | In **English**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:  **Speaking and Listening**   * Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. * They understand how the selection of language features can be used for particular purposes and effects. * They explain the effectiveness of language choices they use to influence the audience. * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. * They create texts for different purposes selecting language to influence audience response. * They make presentations and contribute actively to class and group discussions, using language patterns for effect. |

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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: **Speaking and Listening**   * Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. * They understand how the selection of language features can be used for particular purposes and effects. * They explain the effectiveness of language choices they use to influence the audience. * Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. * They create texts for different purposes selecting language to influence audience response.  They make presentations and contribute actively to class and group discussions, using language patterns for effect. | In **English**, indicative progression towards the Level 9 achievement standard may be when students: | By the end of Level 9:  **Speaking and Listening**   * Students listen for ways texts position an audience. * They understand how to use a variety of language features to create different levels of meaning. * They understand how interpretations can vary by comparing their responses to texts to the responses of others. * In creating texts, students demonstrate how manipulating language features and images can create innovative texts. * They create texts that respond to issues, interpreting and integrating ideas from texts. * They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues |

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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:  **Speaking and Listening**   * Students listen for ways texts position an audience. * They understand how to use a variety of language features to create different levels of meaning. * They understand how interpretations can vary by comparing their responses to texts to the responses of others. * In creating texts, students demonstrate how manipulating language features and images can create innovative texts. * They create texts that respond to issues, interpreting and integrating ideas from texts. * They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues   . | In **English**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:  **Speaking and Listening**   * Students listen for ways features within texts can be manipulated to achieve particular effects. * They 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 make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. |