**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 – Mathematics (This template is included for reference purposes)** | | |
| **Context:**  **Content Descriptions:** | | |
| **Mathematics Level 5 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Mathematics Level 6 Achievement Standard** |
| By the end of Level 5:  **Measurement and Geometry**   * Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles and volume, and capacity of rectangular prisms. * They convert between 12 and 24-hour time. * Students use a grid reference system to locate landmarks. * They estimate angles, and use protractors and digital technology to construct and measure angles. * Students connect three-dimensional objects with their two-dimensional representations. * They describe transformations of two-dimensional shapes and identify line and rotational symmetry. | In **Mathematics**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:  **Measurement and Geometry**   * Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation. * They solve problems involving time, length and area, and make connections between capacity and volume. * Students interpret a variety of everyday timetables. * They solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology. * Students construct simple prisms and pyramids. |

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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 – Mathematics** | | |
| **Context:**  **Content Descriptions:** | | |
| **Mathematics Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 7 Achievement Standard** | **Mathematics Level 7 Achievement Standard** |
| By the end of Level 6:  **Measurement and Geometry**   * Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation. * They solve problems involving time, length and area, and make connections between capacity and volume. * Students interpret a variety of everyday timetables. * They solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology. * Students construct simple prisms and pyramids. | In **Mathematics**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7:  **Measurement and Geometry**   * Students use formulas for the area and perimeter of rectangles. * They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. * Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles. * They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. * Students calculate volumes of rectangular prisms. |

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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 – Mathematics** | | |
| **Context:**  **Content Descriptions:** | | |
| **Mathematics Level 7 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Mathematics Level 8 Achievement Standard** |
| By the end of Level 7:  **Measurement and Geometry**   * Students use formulas for the area and perimeter of rectangles. * They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. * Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles. * They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. * Students calculate volumes of rectangular prisms. | In **Mathematics**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:  **Measurement and Geometry**   * Students convert between units of measurement for area and for volume. * They find the perimeter and area of parallelograms, rhombuses and kites. * Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. * They make sense of time duration in real applications, including the use of 24-hour time. * Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. * They use tools, including digital technology, to construct congruent shapes. |

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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 – Mathematics** | | |
| **Context:**  **Content Descriptions:** | | |
| **Mathematics Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 9 Achievement Standard** | **Mathematics Level 9 Achievement Standard** |
| By the end of Level 8:  **Measurement and Geometry**   * Students convert between units of measurement for area and for volume. * They find the perimeter and area of parallelograms, rhombuses and kites. * Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. * They make sense of time duration in real applications, including the use of 24-hour time. * Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. * They use tools, including digital technology, to construct congruent shapes.. | In **Mathematics**, indicative progression towards the Level 9 achievement standard may be when students: | By the end of Level 9:  **Measurement and Geometry**   * Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. * They relate three-dimensional objects to two-dimensional representations. * Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles. |

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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 – Mathematics** | | |
| **Context:**  **Content Descriptions:** | | |
| **Mathematics Level 9 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Mathematics Level 10 Achievement Standard** |
| By the end of Level 9:  **Measurement and Geometry**   * Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. * They relate three-dimensional objects to two-dimensional representations. * Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles. | In **Mathematics**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:  **Measurement and Geometry**   * Students solve and explain surface area and volume problems relating to composite solids. * They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes. * They use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions. |