**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** | | |
| **Context:**  **Content Descriptions:** | | |
|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | **Foundation Level Achievement Standard** |
| In **Mathematics**, indicative progression towards the Foundation Level achievement standard may be when students: | By the end of the Foundation level:  **Number and Algebra**   * Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. * They match individual objects with counting sequences up to and back from 20. * Students order the first 10 elements of a set. * They represent, continue and create simple patterns. |

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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 Foundation Level Achievement Standard** | **Example of Indicative Progress toward Level 1 Achievement Standard** | **Mathematics Level 1 Achievement Standard** |
| By the end of the Foundation level:  **Number and Algebra**   * Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. * They match individual objects with counting sequences up to and back from 20. * Students order the first 10 elements of a set. * They represent, continue and create simple patterns. | In **Mathematics**, indicative progression towards the Level 1 achievement standard may be when students: | By the end of Level 1:  **Number and Algebra**   * Students count to and from 100 and locate these numbers on a number line. * They partition numbers using place value and carry out simple additions and subtractions, using counting strategies. * Students recognise Australian coins according to their value. * They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s. * They continue simple patterns involving numbers and objects with and without the use of digital technology. |

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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 1 Achievement Standard** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Mathematics Level 2 Achievement Standard** |
| By the end of Level 1:  **Number and Algebra**   * Students count to and from 100 and locate these numbers on a number line. * They partition numbers using place value and carry out simple additions and subtractions, using counting strategies. * Students recognise Australian coins according to their value. * They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s.   They continue simple patterns involving numbers and objects with and without the use of digital technology. | In **Mathematics**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:  **Number and Algebra**   * Students count to and from, and order numbers up to 1000. * They perform simple addition and subtraction calculations, using a range of strategies. * They find the total value of simple collections of Australian notes and coins. * Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths. * They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition. |

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| **VCAA EXAMPLE**  **Context:**  **Content Descriptions:** | | |
| **Mathematics Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 3 Achievement Standard** | **Mathematics Level 3 Achievement Standard** |
| By the end of Level 2:  **Number and Algebra**   * Students count to and from, and order numbers up to 1000. * They perform simple addition and subtraction calculations, using a range of strategies. * They find the total value of simple collections of Australian notes and coins. * Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths. * They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition. | In **Mathematics**, indicative progression towards the Level 3 achievement standard may be when students: | By the end of Level 3:  **Number and Algebra**   * Students count and order numbers to and from 10 000. * They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology. * Students recall addition and multiplication facts for single-digit numbers. * They represent money values in various ways and correctly count out change from financial transactions. * Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one. * They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples. |

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| **Context:**  **Content Descriptions:** | | |
| **Mathematics Level 3 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Mathematics Level 4 Achievement Standard** |
| By the end of Level 3:  **Number and Algebra**   * Students count and order numbers to and from 10 000. * They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology. * Students recall addition and multiplication facts for single-digit numbers. * They represent money values in various ways and correctly count out change from financial transactions. * Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one. * They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples. | In **Mathematics** indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:  **Number and Algebra**   * Students recall multiplication facts to 10 x 10 and related division facts. * They choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology, and estimate answers accurately enough for the context. * Students solve simple purchasing problems with and without the use of digital technology. * They locate familiar fractions on a number line, recognise common equivalent fractions in familiar contexts and make connections between fractions and decimal notations up to two decimal places. * Students identify unknown quantities in number sentences. * They use the properties of odd and even numbers and describe number patterns resulting from multiplication. * Students continue number sequences involving multiples of single-digit numbers and unit fractions, and locate them on a number line. |

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| **Context:**  **Content Descriptions:** | | |
| **Mathematics Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 5 Achievement Standard** | **Mathematics Level 5 Achievement Standard** |
| By the end of Level 4:  **Number and Algebra**   * Students recall multiplication facts to 10 x 10 and related division facts. * They choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology, and estimate answers accurately enough for the context. * Students solve simple purchasing problems with and without the use of digital technology. * They locate familiar fractions on a number line, recognise common equivalent fractions in familiar contexts and make connections between fractions and decimal notations up to two decimal places. * Students identify unknown quantities in number sentences. * They use the properties of odd and even numbers and describe number patterns resulting from multiplication. * Students continue number sequences involving multiples of single-digit numbers and unit fractions, and locate them on a number line. | In **Mathematics**, indicative progression towards the Level 5 achievement standard may be when students: | By the end of Level 5:  **Number and Algebra**   * Students solve simple problems involving the four operations using a range of strategies including digital technology. (1) * They estimate to check the reasonableness of answers and approximate answers by rounding. (2) * Students identify and describe factors and multiples. (3) * They explain plans for simple budgets. (4) * Students order decimals and unit fractions and locate them on a number line. (5) * Students add and subtract fractions with the same denominator. (6) * They find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals. (7) |

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| **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:  **Number and Algebra**   * Students solve simple problems involving the four operations using a range of strategies including digital technology. * They estimate to check the reasonableness of answers and approximate answers by rounding. * Students identify and describe factors and multiples. * They explain plans for simple budgets. * Students order decimals and unit fractions and locate them on a number line. * Students add and subtract fractions with the same denominator. * They find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals. | In **Mathematics**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:  **Number and Algebra**   * Students recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers. * They solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts. * Students locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number. * They solve problems involving the addition and subtraction of related fractions. * Students calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology. * They make connections between the powers of 10 and the multiplication and division of decimals. * Students add, subtract and multiply decimals and divide decimals where the result is rational. * Students write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals. * They use ordered pairs of integers to represent coordinates of points and locate a point in any one of the four quadrants on the Cartesian plane. |

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| **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:  **Number and Algebra**   * Students recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers. * They solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts. * Students locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number. * They solve problems involving the addition and subtraction of related fractions. * Students calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology. * They make connections between the powers of 10 and the multiplication and division of decimals. * Students add, subtract and multiply decimals and divide decimals where the result is rational. * Students write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals. * They use ordered pairs of integers to represent coordinates of points and locate a point in any one of the four quadrants on the Cartesian plane. | In **Mathematics**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7:  **Number and Algebra**   * Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. * They identify and describe rational and irrational numbers in context. * Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. * They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. * Students solve linear equations and graph linear relationships on the Cartesian plane. |

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| **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:  **Number and Algebra**   * Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. * They identify and describe rational and irrational numbers in context. * Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. * They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. * Students solve linear equations and graph linear relationships on the Cartesian plane. | In **Mathematics**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:  **Number and Algebra**   * Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. * They identify and describe rational and irrational numbers in context. * Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. * They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. * Students solve linear equations and graph linear relationships on the Cartesian plane. |