**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 – 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:  **Statistics and Probability**   * Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data |

|  |  |  |
| --- | --- | --- |
| 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:  **Statistics and Probability**   * Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data | In **Mathematics**, indicative progression towards the Level 1 achievement standard may be when students: | By the end of Level 1:  **Statistics and Probability**   * Students describe data displays. * They ask questions to collect data and draw simple data displays. * Students classify outcomes of simple familiar events |

|  |  |  |
| --- | --- | --- |
| 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:  **Statistics and Probability**   * Students describe data displays. * They ask questions to collect data and draw simple data displays.   Students classify outcomes of simple familiar events | In **Mathematics**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:  **Statistics and Probability**   * Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology. * They interpret data in context. * Students use everyday language to describe outcomes of familiar events |

|  |  |  |
| --- | --- | --- |
| 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 2 Achievement Standard** | **Example of Indicative Progress toward Level 3 Achievement Standard** | **Mathematics Level 3 Achievement Standard** |
| By the end of Level 2:  **Statistics and Probability**   * Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology. * They interpret data in context. * Students use everyday language to describe outcomes of familiar events | In **Mathematics**, indicative progression towards the Level 3 achievement standard may be when students: | By the end of Level 3:  **Statistics and Probability**   * Students carry out simple data investigations for categorical variables. * They interpret and compare data displays. * Students conduct chance experiments, list possible outcomes and recognise variations in results |

|  |  |  |
| --- | --- | --- |
| 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 3 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Mathematics Level 4 Achievement Standard** |
| By the end of Level 3:  **Statistics and Probability**   * Students carry out simple data investigations for categorical variables. * They interpret and compare data displays. * Students conduct chance experiments, list possible outcomes and recognise variations in results | In **Mathematics** indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:  **Statistics and Probability**   * Students describe different methods for data collection and representation, and evaluate their effectiveness. * They construct data displays from given or collected data, with and without the use of digital technology. * Students list the probabilities of everyday events. * They identify dependent and independent events |

|  |  |  |
| --- | --- | --- |
| 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 4 Achievement Standard** | **Example of Indicative Progress toward Level 5 Achievement Standard** | **Mathematics Level 5 Achievement Standard** |
| By the end of Level 4:  **Statistics and Probability**   * Students describe different methods for data collection and representation, and evaluate their effectiveness. * They construct data displays from given or collected data, with and without the use of digital technology. * Students list the probabilities of everyday events. * They identify dependent and independent events | In **Mathematics**, indicative progression towards the Level 5 achievement standard may be when students: | By the end of Level 5:  **Statistics and Probability**   * Students pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology. * They compare and interpret different data sets. * Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1 |

|  |  |  |
| --- | --- | --- |
| 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 5 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Mathematics Level 6 Achievement Standard** |
| By the end of Level 5:  **Statistics and Probability**   * Students pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology. * They compare and interpret different data sets. * Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1 | In **Mathematics**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:  **Statistics and Probability**   * Students interpret and compare a variety of data displays, including displays for two categorical variables. * They analyse and evaluate data from secondary sources. * Students compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. * They specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages |

|  |  |  |
| --- | --- | --- |
| 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:  **Statistics and Probability**   * Students interpret and compare a variety of data displays, including displays for two categorical variables. * They analyse and evaluate data from secondary sources. * Students compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. * They specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages | In **Mathematics**, indicative progression towards the Level 7 achievement standard may be when students: | By the end of Level 7:  **Statistics and Probability**   * Students identify issues involving the collection of discrete and continuous data from primary and secondary sources. * They construct stem-and-leaf plots and dot-plots. * Students identify or calculate mean, mode, median and range for data sets, using digital technology for larger data sets. * They describe the relationship between the median and mean in data displays. * Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes |