**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 – Science** | | |
| **Context:**  **Content Descriptions:** | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Science Level 2 Achievement Standard** |
| In **Science**, indicative progression towards the Foundation Level achievement standard may be when students: | By the end of Level 2:   * Students describe examples of how people use science in their daily lives. * They identify and describe examples of the external features and basic needs of living things. * They describe how different places meet the needs of living things. * They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. * They discuss how light and sound can be produced and sensed. * They identify and describe the changes to objects, materials, resources, living things and things in their local environment. * They suggest how the environment affects them and other living things. * Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. * They use their senses to explore the world around them and record informal measurements to make and compare observations. * They record, sort and represent their observations and communicate their ideas to others. |

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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 – Science** | | |
| **Context:**  **Content Descriptions:** | | |
| **Science Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Science Level 4 Achievement Standard** |
| By the end of Level 2:   * Students describe examples of how people use science in their daily lives. * They identify and describe examples of the external features and basic needs of living things. * They describe how different places meet the needs of living things. * They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. * They discuss how light and sound can be produced and sensed. * They identify and describe the changes to objects, materials, resources, living things and things in their local environment. * They suggest how the environment affects them and other living things. * Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. * They use their senses to explore the world around them and record informal measurements to make and compare observations. * They record, sort and represent their observations and communicate their ideas to others. | In **Science**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students describe situations where science understanding can influence their own and others’ actions. * They explain the effects of Earth’s rotation on its axis. * They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred. * They explain how heat is involved in changes of state between solid and liquid. * They link the physical properties of materials to their use. * They discuss how natural and human processes cause changes to Earth’s surface. * They use contact and non-contact forces to describe interactions between objects. * They group living things based on observable features and distinguish them from non-living things. * They describe relationships that assist the survival of living things. * They compare the key stages in the life cycle of a plant and an animal and relate life cycles to growth and survival. * Students describe how they use science investigations to identify patterns and relationships and to respond to questions. * They follow instructions to identify questions that they can investigate about familiar contexts and make predictions based on prior knowledge. * They discuss ways to conduct investigations and suggest why a test was fair or not. * They safely use equipment to make and record formal measurements and observations. * They use provided tables and column graphs to organise and identify patterns and trends in data. * Students suggest explanations for observations and compare their findings with their predictions. * They use formal and informal scientific language to communicate their observations, methods and findings. |

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| By the end of Level 4:   * Students describe situations where science understanding can influence their own and others’ actions. * They explain the effects of Earth’s rotation on its axis. * They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred. * They explain how heat is involved in changes of state between solid and liquid. * They link the physical properties of materials to their use. * They discuss how natural and human processes cause changes to Earth’s surface. * They use contact and non-contact forces to describe interactions between objects. * They group living things based on observable features and distinguish them from non-living things. * They describe relationships that assist the survival of living things. * They compare the key stages in the life cycle of a plant and an animal and relate life cycles to growth and survival. * Students describe how they use science investigations to identify patterns and relationships and to respond to questions. * They follow instructions to identify questions that they can investigate about familiar contexts and make predictions based on prior knowledge. * They discuss ways to conduct investigations and suggest why a test was fair or not. * They safely use equipment to make and record formal measurements and observations. * They use provided tables and column graphs to organise and identify patterns and trends in data. * Students suggest explanations for observations and compare their findings with their predictions.   They use formal and informal scientific language to communicate their observations, methods and findings. | In **Science**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students explain how scientific knowledge is used in decision making and develops from many people’s contributions. * They discuss how scientific understandings, discoveries and inventions affect peoples’ lives. * They compare the properties and behaviours of solids, liquids and gases. * They compare observable changes to materials and classify these changes as reversible or irreversible. * They explain everyday phenomena associated with the absorption, reflection and refraction of light. * They compare different ways in which energy can be transformed from one form to another to generate electricity and evaluate their suitability for particular purposes. * They construct electric circuits and distinguish between open and closed circuits. * They explain how natural events cause rapid change to Earth’s surface and use models to describe the key features of our Solar System. * They analyse how structural and behavioural adaptations of living things enhance their survival, and predict and describe the effect of environmental changes on individual living things. * Students follow procedures to develop questions that they can investigate and design investigations into simple cause-and-effect relationships. * When planning experimental methods, they identify and justify the variables they choose to change and measure in fair tests. * They make predictions based on previous experiences or general rules. * They identify and manage potential safety risks. * They make and record accurate observations as tables, diagrams or descriptions. * They organise data into tables and graphs to identify and analyse patterns and relationships. * They compare patterns in data with their predictions when explaining their findings. * They suggest where improvements to their experimental methods or research could improve the quality of their data. * They refer to data when they report findings and use appropriate representations and simple reports to communicate their ideas, methods, findings and explanations. |

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