Indicative progress descriptions

The Victorian Curriculum F–10 has been designed as a continuum of learning, with achievement standards provided at the end of a level or, more typically, at the end of a band of levels. As students progress along the curriculum, indicative progress descriptions can be used by teachers to describe what student progress looks like *between* achievement standards. Such a description of a student’s progression of learning may be useful to a teacher when they need to assess and report the student’s learning progress *when they are only partially through teaching the level* and hence the student is still working towards the level achievement standard.

To assist teachers to develop their own indicative progress descriptions, the VCAA has provided an annotated example of indicative progress, a curriculum-specific example of indicative progress and indicative progress templates prepopulated with the curriculum-specific achievement standards (see below).

Teachers are encouraged to look at both the annotated example below and the curriculum-specific example of indicative progress (see page 2), before filling in the indicative progress template from page 3 onward.

#

Annotated example of indicative progress

|  |
| --- |
| **Curriculum Area****Step 1:** *Identify the curriculum area and the levels the assessment will span.* Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Descriptions:****Step 5:** *Develop a description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard.* |
| **Level X Achievement Standard** | **Example of indicative progress towards achievement standard** | **Level Y Achievement Standard** |
| By the end of Level X students can: … | When progressing towards Level Y students can: …**Step 4:** *Highlight the specific elements of the achievement standard that are being targeted in this context.* | By the end of Level Y students can: …  |

**Step 2:** *Draw the context from the learning plan and include an outline of the unit or topic.*

**Step 3:** *Choose which content descriptions will be taught and assessed in this unit.*

|  |
| --- |
| **CURRICULUM AREA: Intercultural Capability sequence towardLevel 4 achievement standard** |
| **Context:** Students are introduced to the distinction between the material and non-material aspects of culture using a collection of objects and digital images. They bring to class an annotated object or digital image representing an aspect of a cultural practice. Students swap what they have brought and are guided to create questions that express their curiosity and to check what they are guessing about the similarities and differences between their own and their peer’s cultural practice. After undertaking a discussion with their peers, students complete a reflection to explain what they have learnt about themselves and others from the discussion.21 |
| **Content Descriptions:*** Compare their own and others’ cultural practices, showing how these may influence the ways people relate to each other [(VCICCB005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB005)
* Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures [(VCICCB006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB006)

3 |
| **Intercultural Capability Level 2 Achievement Standard**  | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Intercultural Capability Level 4 Achievement Standard** |
| By the end of Level 2:* Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live.
* They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community.

 * Students explain how they might respond in different cultural situations. ~~.~~
 | In **Intercultural Capability**, indicative progression towards the Level 4 achievement standard may be when students:* identify similarities and differences between their own and a peer’s cultural practices and what they learnt about others, but are not yet critically reflecting on what they have learnt about themselves from this comparison

4 | 5By the end of Level 4:* Students are able to compare a range of cultural practices and explain their influence on people’s relationships.
* They explain what they have learnt about themselves and others from intercultural experiences.
* They develop critical perspective on and respect for their own and others cultures.
 |

Curriculum-specific example of indicative progress

Below is a curriculum-specific example with each step marked, to demonstrate how to complete an indicative progress template.

3

1

2

|  |
| --- |
| **CURRICULUM AREA – Intercultural Capability toward Level 4 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context: [INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
| **Intercultural Capability Level 2 Achievement Standard**  | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Intercultural Capability Level 4 Achievement Standard** |
| By the end of Level 2:* Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live.
* They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community.
* Students explain how they might respond in different cultural situations.
 | In **Intercultural Capability**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:* Students are able to compare a range of cultural practices and explain their influence on people’s relationships.
* They explain what they have learnt about themselves and others from intercultural experiences.
* Students explain the role of cultural traditions in the development of various identities.
* They develop critical perspective on and respect for their own and others cultures.
 |

Indicative progress template

|  |
| --- |
| **CURRICULUM AREA – Intercultural Capability toward Level 6 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Description(s):** |
| **Intercultural Capability Level 4 Achievement Standard**  | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Intercultural Capability Level 6 Achievement Standard** |
| By the end of Level 4:* Students are able to compare a range of cultural practices and explain their influence on people’s relationships.
* They explain what they have learnt about themselves and others from intercultural experiences.
* Students explain the role of cultural traditions in the development of various identities.
* They develop critical perspective on and respect for their own and others cultures.
 | In **Intercultural Capability**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:* Students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours.
* Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited.
 |

|  |
| --- |
| **CURRICULUM AREA – Intercultural Capability toward Level 8 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Description(s):** |
| **Intercultural Capability Level 6 Achievement Standard**  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Intercultural Capability Level 8 Achievement Standard** |
| By the end of Level 6:* Students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours.
* Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited.
 | In **Intercultural Capability**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:* Students explain how cultural practices may change over time in a range of contexts.
* They understand how cultural groups can be represented, and comment on the effects of these representations.
* Students understand the challenges and benefits of living and working in culturally diverse communities.
 |

|  |
| --- |
| **CURRICULUM AREA – Intercultural Capability toward Level 10 achievement standard**Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison  |
| **Context:** |
| **Content Description(s):** |
| **Intercultural Capability Level 8 Achievement Standard**  | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Intercultural Capability Level 10 Achievement Standard** |
| By the end of Level 8:* Students explain how cultural practices may change over time in a range of contexts.
* They understand how cultural groups can be represented, and comment on the effects of these representations.
* Students understand the challenges and benefits of living and working in culturally diverse communities.
 | In **Intercultural Capability**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:* Students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.
* They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts.
* Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.
 |