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 onwards .

Annotated example of indicative progress

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| **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-specific example of indicative progress

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

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| **CURRICULUM AREA: Personal and Social Capability sequence towardLevel 8 achievement standard** |
| **Context:**  1  Using the Department of Education and Training teaching and learning materials [Level 7-8 Resilience, Rights and Respectful Relationships](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=2cb0472f-c903-4c2d-a053-a330df31eefe&SearchScope=All), students engage in a range of activities designed to teach the knowledge, skills and understandings relating to emotional literacy for the Level 7-8. See pages 10 to 19.  Students complete Activity 4: Hidden emotions. Select one scenario and ask students the following questions:   * What were some of the different emotions experienced in the scenario?   2   * Why can two people in the same situation experience different emotions? * Why is it important to understand that two people might feel different emotions from the same scenario? * What strategies could you use to display empathy and/or sensitivity to the feelings of a person in this scenario? |
| **Content Descriptions:**  3  Describe how and why emotional responses may change in different contexts [(VCPSCSE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE034) |

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| **Personal and Social Capability Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Personal and Social Capability Level 8 Achievement Standard** |
| By the end of Level 6:   * Students describe different ways to express emotions and the relationship between emotions and behaviour. * They describe the influence that personal qualities and strengths have on achieving success. * They undertake some extended tasks independently and describe task progress. * They identify and describe personal attributes important in developing resilience. * Students recognise and appreciate the uniqueness of all people. * They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. * They identify characteristics of respectful relationships. * They contribute to groups and teams suggesting improvements for methods used in group projects and investigations.   They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. | In **Personal and Social Capability**, indicative progression towards the Level 6 achievement standard may be when students:   * explain how emotions identified in a story or scenario may not be the same for everyone and begins to explain some of these differences * identify that behaviours can reflect emotions that are visible or invisible * explain the term ‘empathy’ and suggest ways they could display empathy.     4 | By the end of Level 8:  5   * Students reflect on the influence of emotions on behaviour, learning and relationships. * They use feedback to identify their achievements and prioritise areas for improvement. * They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. * They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability. * Students explain the impact of valuing diversity and promoting human rights in the community. * They explore the values and beliefs of different groups in society. * They identify indicators of respectful relationships in a range of social and work-related situations. * They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. * They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations |

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| **CURRICULUM AREA – Personal and Social Capability sequence 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]** | | |
| **Personal and Social Capability Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Personal and Social Capability Level 4 Achievement Standard** |
| By the end of Level 2:   * Students show an awareness of the feelings and needs of others. * They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. * They recognise the importance of persisting when faced with new and challenging tasks. * Students recognise the diversity of families and communities. * They describe similarities and differences in points of view between themselves and others. * They demonstrate ways to interact with and care for others. * They describe their contribution to group tasks. * They practise solving simple problems, recognising there are many ways to resolve conflict. | In **Personal and Social Capability**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students explain the consequences of emotional responses in a range of social situations. * They recognise personal strengths and challenges and identify skills they would like to develop. * They suggest strategies for coping with difficult situations. * They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. * Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. * They describe factors that contribute to positive relationships with peers, other people at school and in the community. * They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. * They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. |

Indicative progress template

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| **CURRICULUM AREA – Personal and Social Capability sequence 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):** | | |
| **Personal and Social Capability Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Personal and Social Capability Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain the consequences of emotional responses in a range of social situations. * They recognise personal strengths and challenges and identify skills they would like to develop. * They suggest strategies for coping with difficult situations. * They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. * Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. * They describe factors that contribute to positive relationships with peers, other people at school and in the community. * They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. * They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. | In **Personal and Social Capability**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students describe different ways to express emotions and the relationship between emotions and behaviour. * They describe the influence that personal qualities and strengths have on achieving success. * They undertake some extended tasks independently and describe task progress. * They identify and describe personal attributes important in developing resilience. * Students recognise and appreciate the uniqueness of all people. * They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. * They identify characteristics of respectful relationships. * They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. * They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. |

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| **CURRICULUM AREA – Personal and Social Capability sequence 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):** | | |
| **Personal and Social Capability Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Personal and Social Capability Level 8 Achievement Standard** |
| By the end of Level 6:   * Students describe different ways to express emotions and the relationship between emotions and behaviour. * They describe the influence that personal qualities and strengths have on achieving success. * They undertake some extended tasks independently and describe task progress. * They identify and describe personal attributes important in developing resilience. * Students recognise and appreciate the uniqueness of all people. * They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. * They identify characteristics of respectful relationships. * They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. * They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. | In **Personal and Social Capability**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students reflect on the influence of emotions on behaviour, learning and relationships. * They use feedback to identify their achievements and prioritise areas for improvement. * They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. * They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability. * Students explain the impact of valuing diversity and promoting human rights in the community. * They explore the values and beliefs of different groups in society. * They identify indicators of respectful relationships in a range of social and work-related situations. * They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. * They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. |

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| **CURRICULUM AREA – Personal and Social Capability sequence 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):** | | |
| **Personal and Social Capability Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Personal and Social Capability Level 10 Achievement Standard** |
| By the end of Level 8:   * Students reflect on the influence of emotions on behaviour, learning and relationships. * They use feedback to identify their achievements and prioritise areas for improvement. * They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. * They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability. * Students explain the impact of valuing diversity and promoting human rights in the community. * They explore the values and beliefs of different groups in society. * They identify indicators of respectful relationships in a range of social and work-related situations. * They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. * They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. | In **Personal and Social Capability**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students reflect critically on their emotional responses to challenging situations in a wide range of contexts. * They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. * They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. * Students analyse the effects of actions that repress human rights and limit the expression of diverse views. * They analyse factors that influence different types of relationships. * They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. * They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. * They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. |