Digital Technologies Progression Points: Year 1 – v8.3

Independent Schools Queensland (ISQ) has developed Progression Points to support teachers in independent schools with implementation of version 8.3 of the Australian Curriculum.

A Word document version of the Progression Points is available so that teachers can rearrange the sequences of learning.

Personnel in independent schools are encouraged to consider how the Progression Points could be used to: -

* diagnose through formative assessment, the capabilities, strengths and weaknesses of individual students
* plan teaching programs to meet the needs of individuals and groups of students
* formally assess the progress of individuals and groups of students
* report to parents on the achievements of their children against the Australian Curriculum.

The “demonstrating” column accurately reflects the expectations of version 8.3 of the Australian Curriculum achievement standards.

ISQ welcomes any suggestions for improvement from teachers working very closely with the Progression Points.

**Digital Technologies Progression Points – Year 1**

| **Strands and content descriptions for teaching**  ***Modes*** | | **Emerging** | **Developing** | **Demonstrating** | **Advancing** | **Extending** |
| --- | --- | --- | --- | --- | --- | --- |
| Beginning to work towards the achievement standard | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| * *With explicit prompts (step-by-step oral scaffolding, reference to charts, word wall, etc)* * *In familiar contexts* * *Learning to follow procedures* | * *With prompts (oral or written questions, reference to charts, word walls, etc)* * *In familiar contexts* * *Attempts to explain* | * *Independent (with access to charts, word walls, etc.)* * *In familiar contexts* * *Explains basic understanding* | * *Independent (with access to charts, word walls, etc.)* * *Applying in familiar contexts* * *Explains with detail* | * *Independent (with access to charts, word walls, etc.)* * *Applying in new contexts* * *Explains with connections outside the teaching context* |
| **Achievement Standard**  By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.  Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments. | | | | | | |
| **Content Descriptions** | | Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) how common digital systems (hardware and software) are used to meet specific purposes. | | | | |
| **KNOWLEDGE AND UNDERSTANDING** | Recognise and explore digital systems (hardware and software [components](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=components)) for a purpose [(ACTDIK001)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIK001) | **With explicit prompts, students can:**   * **state** how to download and store information. * **explore** how to insert, copy and paste information.   *EG. Teacher gives instructions for students to download, store, insert, copy and paste in different contexts.*  **In familiar contexts, with support, students can:**   * **identify** applications and software that can make alterations to images, text and sound.   *EG. Editing software, voice changing app, Snapchat.*   * **produce** a model or drawing of a device.   *EG. Using an available resource build or draw a familiar device, or cut and paste to label parts of a device.* | **With prompts, students can:**   * **describe** how to download and store information. * **explore** how to insert, copy and paste information.   *EG. Teacher gives instructions for students to download, store, insert, copy and paste in different contexts.*  **In familiar contexts, with minimal support, students can:**   * **identify** and **describe** applications and software that can make alterations to images, text and sound.   *EG. Editing software, voice changing app, Snapchat.*   * **produce** a model or drawing of a device with labels.   *EG. Using an available resource build or draw a familiar device, or cut and paste to label parts of a device.* | **Independently, students can:**   * **describe correctly** how to download and store information. * **explore** how to insert, copy and paste information for a specific purpose.   *EG. Teacher gives instructions for students to download, store, insert, copy and paste in different contexts.*  **In familiar contexts, students can:**   * **identify** and **describe correctly** applications and software that can make alterations to images, text and sound.   *EG. Editing software, voice changing app, Snapchat.*   * **produce** a model or drawing of a device, explaining and labelling the features of the device.   *EG. Using an available resource build or draw a familiar device, or cut and paste to label parts of a device.* | **Independently, students can:**   * **explain** and **illustrate** how to download and store information. * **investigate** how to insert, copy and paste information to meet a specific purpose.   *EG. Teacher gives instructions for students to download, store, insert, copy and paste in different contexts.*  **In familiar contexts, students can:**   * **classify**, **compare** and **explore** applications and software that can make alterations to images, text and sound.   *EG. Editing software, voice changing app, Snapchat.*   * **produce** a model or drawing of a device, with detailed labels, and **explain** the features of the device in relation to meeting a specific purpose.   *EG. Using an available resource build or draw a familiar device, or cut and paste to label parts of a device.* | **Independently and consistently, students can:**   * **explain in detail** and **illustrate** how to download and store information efficiently. * **investigate** how to insert, copy and paste information to meet a specific purpose.   *EG. Teacher gives instructions for students to download, store, insert, copy and paste in different contexts.*  **In familiar and new contexts, students can:**   * **compare**, **judge** and **investigate** applications and software that can make improvements to images, text and sound.   *EG. Editing software, voice changing app, Snapchat.*   * **plan** and **produce** a model or drawing of a device, with detailed labels, and **explain in detail** the features of the device in relation to meeting a specific purpose.   *EG. Using an available resource build or draw a familiar device, or cut and paste to label parts of a device.* |
|  | | Students use digital systems to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) simple patterns in data in different ways. | | | | |
| **KNOWLEDGE AND UNDERSTANDING** | Recognise and explore patterns in [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data) and represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data) as pictures, symbols and diagrams [(ACTDIK002)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIK002) | **With explicit prompts, students can:**   * **list** and **sort** data into categories.   *EG. Teacher gives instructions for students to list and sort familiar data into a table on MS Word.*    **In familiar contexts, with support, students can:**   * **identify** symbols that represent data. | **With prompts, students can:**   * **list** and **sort** data into groups and categories.   *EG. Teacher gives instructions for students to list and sort familiar data into a table on MS Word.*  **In familiar contexts, with minimal support, students can:**   * **explore** symbols that represent data. * **identify** generalisations about data sets. | **Independently, students can:**   * **list** and **sort** data into groups and categories.   *EG. Student can list and sort familiar data into a table on MS Word.*  **In familiar contexts, students can:**   * **explore** symbols and images that represent data, explaining reasons for the use of symbols and images. * **identify** generalisations about data sets. | **Independently, students can:**   * **list** and **sort** data into groups and categories.   *EG. Student can list and sort familiar data into a table on MS Word.*  **In familiar contexts, students can:**   * **investigate**, **compare** and **create** symbols, signs and images that represent data. * **identify** generalisations about data sets and examine meaning. | **Independently and consistently, students can:**   * **list** and **sort** data into groups and categories.   *EG. Student can list and sort data sets into a table on MS Word.*  **In familiar and new contexts, students can:**   * **investigate**, **compare**, **create** symbols, signs and images that represent data. * **identify** generalisations about data sets and construct meaning. |
|  | | Students [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) solutions to simple problems using a [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) of steps and decisions. | | | | |
| **PROCESSES AND PRODUCTION SKILLS** | Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems [(ACTDIP004)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP004) | **With explicit prompts, students can:**   * **explore** simple step by step procedures (algorithms).   *EG. show someone how to make their favourite sandwich*   * **explore** examples of data represented sequentially.   *EG. Timeline of life represented in photos, in a MS PowerPoint*   * **produce** a set of instructions using pictures.   *EG. ‘First’ and ‘Then’ instructions for getting dressed for school.*   * **recognise** a simple sequence of events.   *EG. Procedural text – making vegemite sandwich*   * **explore** the method of following a set of instructions.   *EG. play direction game with blindfold on moving around playgroup/classroom* | **With prompts, students can:**   * **explore** simple step by step procedures (algorithms).   *EG. with others, tell someone how to make their favourite sandwich*   * **represent** data sequentially.   *EG. Timeline of life represented in photos, in a MS PowerPoint*   * **produce** a set of instructions using pictures.   *EG. Make 5 steps for ‘How to get dressed for school’*   * **identify** steps in a simple sequence of events.   *EG. Procedural text – making vegemite sandwich*   * **explore** the method of following a set of instructions.   *EG. play direction game with blindfold on moving around playgroup/classroom* | **Independently, students can:**   * **explore** simple step by step procedures (algorithms)*.*   *EG. tell someone how to make their favourite sandwich*   * **represent** data sequentially.   *EG. Timeline of life represented in annotated photos*   * **produce** a set of instructions by using pictures and some text.   *EG. Make 5 - 8 steps for ‘How to get dressed for school’*   * **recognise** and **follow** a sequence of events.   *EG. Procedural text – making vegemite sandwich*   * **explore** the method of following a set of instructions.   *EG. play direction game with blindfold on moving around playgroup/classroom* | **Independently, students can:**   * **investigate** step by step procedures (algorithms)*.*   *EG. making their favourite sandwich – use of illustrations and text*   * **represent** data sequentially and **explain** choices.   *EG. Timeline of life represented in annotated photos*   * **produce** a set of instructions by using pictures and text.   *EG. Make 5 - 8 steps in instructions document*   * **recognise** and **describe** a sequence of events.   *EG. Procedural text – making vegemite sandwich*   * **Investigate** and **explain** the method of following a set of instructions. * *EG. explain strategies for playing the direction game with blindfold on moving around playgroup/classroom* | **Independently and consistently, students can:**   * **investigate** step by step procedures (algorithms)*.*   *EG. making their favourite sandwich using a simple digital program like MS Word*   * **represent** data sequentially and **explain** choices in detail.   *EG. Timeline of life represented in annotated photos, in a MS PowerPoint*   * **produce** a set of instructions by using pictures and text.   *EG. Make 8 - 10 steps in digital instructions document, ie. MS PowerPoint*   * **recognise** and **describe** **in detail** a sequence of events.   *EG. Procedural text – making vegemite sandwich*   * **Investigate** and **explain in detail** the method of following a set of instructions.   *EG. teach others how to play direction game with blindfold on moving around playgroup/classroom* |
|  |  | Students collect familiar data and display them to convey meaning. | | | | |
| **PROCESSES AND PRODUCTION SKILLS** | Collect, explore and sort [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data), and use digital systems to present the [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data) creatively [(ACTDIP003)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP003) | **With explicit prompts, students can:**   * **identify** and **explore** image or text data.   *EG. teacher gives detailed instructions for student to find a picture from a source that suits a writing piece*   * **explore** software to present information using tables.   *EG. Students create a list of materials they wish to use for a birthday card, picked from a list of available materials offered by the teacher.* | **With prompts, students can:**   * **identify** and **explore** image or text data.   *EG. teacher gives a source for student to find a picture from that suits a writing piece*   * **explore** software to present information using tables.   *EG. Students create a list of materials they wish to use for a birthday card, picked from a list of available materials offered by the teacher.* | **Independently, students can:**   * **identify** and **explore** image or text data.   *EG. Student finds an image from selection of sources to use in a writing piece*   * **explore** software to present information using tables in an organised manner to improve meaning.   *EG. Students create a list of materials for a birthday card containing a column for materials and for quantities* | **Independently, students can:**   * **identify** and **investigate** image or text data, making comparisons.   *EG. Student finds multiple images from a selection of sources to use in a writing piece they compare the images and make a selection based on their personal preference*   * **investigate** software to clearly communicate information using tables in an organised manner to improve meaning.   *EG. Students create a list of materials for the construction of a birthday card. The list has multiple columns colour coordinated to clearly distinguish between information* | **Independently and consistently, students can:**   * **identify** and **investigate** image or text data and explain in detail using comparisons.   *EG. Student finds multiple images from a selection of sources to use in a writing piece they compare the images and make a selection based on its ability to bring greater meaning to the writing*   * **investigate** software to clearly communicate information using tables in an organised manner to generate meaning.   *EG. Students create a list of materials for the construction of a birthday card. The list has multiple columns colour coordinated to clearly distinguish between information. The table generates meaning that could not be constructed without it* |
|  |  | Students create and [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) ideas and information using information systems, and share information in safe online environments. | | | | |
| **PROCESSES AND PRODUCTION SKILLS** | Explore how people safely use common information systems to meet information, communication and recreation needs [(ACTDIP005)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP005)  Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments [(ACTDIP006)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP006) | **With explicit prompts, students can:**   * **list** examples about the ways IT systems have changed overtime. * **recognise** the need for safe ergonomic practices for technology use. * **discuss** who is safe to talk to online. * **discuss** when it is appropriate to use others’ work. | **With prompts, students can:**   * **describe** examples about the ways IT systems have changed overtime. * **identify** the need for safe ergonomic practices for technology use. * **discuss** who is safe to talk to online. * **discuss** when it is appropriate to use others’ work. | **Independently, students can:**   * **describe** the ways IT systems have changed overtime. * **illustrate** the need for safe ergonomic practices for technology use. * **discuss** and **identify** who is safe to talk to online. * **explain in basic terms** when it is appropriate to use others’ work. | **Independently, students can:**   * **describe correctly** the ways IT systems have changed overtime. * **discuss** the need for safe ergonomic practices for technology use. * **identify** and **justify** who is safe to talk to online. * **explain in detail** when it is appropriate to use others’ work. | **Independently and consistently, students can:**   * **describe in detail** the ways IT systems have changed overtime. * **discuss** and **justify** the need for safe ergonomic practices for technology use. * **identify** and **justify** who is safe to talk to online. * **Explain in detail** when it is appropriate to use others’ work. |