Using indicative progress templates to support Languages assessment and reporting

In the Victorian Curriculum F–10, the achievement standards for Languages are presented at the end of each band of levels: that is, F–2, 3–4, 5–6, 7–8 and 9–10. Teachers use the achievement standards for assessment and reporting purposes.

To assist teachers describe what student learning progress is expected to look like when they are only partially through teaching a band, the VCAA has developed indicative progress templates. Teachers can use these templates to develop a description of what their students’ learning progress may look like between achievement standards, consistent with the whole-school teaching and learning plan.

To populate an indicative progress template, a teacher would draw on the units of learning they have developed to:

1. highlight the specific elements of the achievement standard that are being targeted in both the assessment tool and assessment task
2. select the content descriptions that will be taught and assessed in the unit
3. highlight the corresponding elements in the achievement standard above and below the targeted level
4. develop a description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard, including:
* What does student learning look like *between* the achievement standards?
* What does student progress look like? That is, what should a student be able to know and do? What elements indicate progress? (These teacher judgments will be based on evidence the teacher has collected to illustrate student learning and progress.)

The VCAA has provided indicative progress templates for all Languages curricula F–10 and 7–10 sequences. Each template starts with a generic example of what indicative progress may look like, followed by the Language-specific template.

Annotated example of indicative progress

*Select the relevant Indicative Progress template (i.e. either F*–*10 or 7*–*10 sequence).*

This annotated example uses Modern Greek F–10 as an example of how to fill in an indicative progress template.

**Step 2:** *Choose which content descriptions will be taught and assessed in this unit.*

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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 **Modern Greek F–10 Sequence: Towards Levels 3–4 Achievement Standard [EXAMPLE ONLY]** |
| **Step 1:** *Draw the context from the learning plan and include an outline of the unit or topic.***Context:** Students interact with peers and the teacher in a variety of communicative activities. Students are provided with opportunitiesto explore the significance of certain traditions, practices and values and the language associated with these. They learn about Greek culture and Easter traditions in Greece, Cyprus and Australia and participate in Easter celebration activities. |
| **Content Descriptions:** * Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play [(VCELC121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC121)
* Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions [(VCELU136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU136)

**Step 3:** *Highlight the specific elements of the achievement standard that are being targeted in this context.* |
| **Modern Greek Levels F–2 Achievement Standard**  | **Example of Indicative Progress toward Levels 3–4 Achievement Standard** | **Modern Greek Levels 3–4 Achievement Standard** |
| By the end of Level 2:* They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, *Έλα εδώ*, and imitate frequently used classroom language, for example, *Όλοι μαζί, Mπράβο, Kλείσε την πόρτα*
* They identify similarities and differences between Greek and their own language and culture.
 | In **Modern Greek**, indicative progression towards the Levels 3**–**4 Achievement Standard may be when students:* participate in shared writing of short dialogues related to an Easter event, for example, family celebration on Easter Sunday and then rehearse in preparation for a classroom performance
* explore the relevance of Easter greetings, traditions and customs for example, red eggs, Easter candles, Easter cards ((τα κόκκινα αυγά, η λαμπάδα, Καλό Πάσχα)).

**Step 4:** *Develop descriptions of what a student would be expected to do, make, say or write as they progress towards the next achievement standard.* | By the end of Level 4:* They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example, *Μπράβο σου*), asking for help, seeking clarification (for example, *Συγγνώμη, κυρία*), and requesting permission (for example, *Μπορώ να πάω έξω*;)
* They give examples of how language use varies according to the context and purpose of the exchange (for example, Γεια σου / σας).
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**Step 2:** *Choose which content descriptions will be taught and assessed in this unit.*

Indicative Progress Template: Modern Greek 7–10 Sequence

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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 **Modern Greek 7–10 Sequence: Towards Levels 7–8 Achievement Standard** |
| **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]***
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|  | **Example of Indicative Progress toward Levels 7–8 Achievement Standard** | **Modern Greek Levels 7–8 Achievement Standard** |
| In **Modern Greek**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use Greek to describe feelings (for example, *Αγαπώ* *τη* *μουσική*), express likes and dislikes (for example, *Δε* *μου* *αρέσει η σοκολάτα*) and exchange information about their personal worlds, including information about themselves (for example, *Mε* *λένε* *Γιώργο, Mένω* *στην* *Αυστραλία*), their family (for example, *O πατέρας* *μου* *είναι* *ψηλός*), friends (for example, Ο *Γιάννης* *είναι* *φίλος* *μου*) and interests such as, *Μου* *αρέσει η μπάλα*.
* They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, *Τι* *ώρα* *θα* *πάμε* *κυρία; Πόσο* *κάνουν* *οι* *καφέδες*;), ask and respond to familiar questions such as, *Το* *τρένο* *φεύγει* *στις* *δέκα*; follow instructions, and seek help or permission (for example, *Μπορώ* *να* *πάω* *σινεμά; Η τράπεζα* *είναι* *στο* *δεύτερο* *δρόμο* *δεξιά, Συγγνώμη* *κύριε* *αλλά* *δεν* *καταλαβαίνω*).
* When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, *Το* *σχολείο, ο φίλος, οι* *φίλοι*, *Η Ελένη* *αγόρασε* *καινούρια* *μπλούζα*.
* They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning.
* Students describe characters, events and ideas in imaginative texts using high-frequency vocabulary and create short informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, *Γεια* *σου* *μαμά / Καλημέρα* *κυρία* *Σοφία, Πώς* *είστε; χαιρετισμούς, Με* *αγάπη*).
* They use the present tense (for example, *Μένω* *στην* *Αυστραλία*), common verbs (for example, *γράφω, διαβάζω, θέλω, είμαι, έχω*) and other grammatical structures such as verb endings (for example, ω, *εις, ει, ουμε, ετε, ουν*) and singular and plural forms (for example, *ο, οι, η, οι, το, τα*) to create simple sentences and phrases such as, *Τί* *κάνεις* *σήμερα*;
* They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use.
* When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, *Το* *Πάσχα* *βάφουμε* *κόκκινα* *αυγά*).
* Students identify the similarities and differences between the sound systems of Greek and English (for example, *γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο*).
* They describe the key features of common types of texts, comparing them with equivalent text types in English. They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, *η μαμά, η μητέρα*).
* They identify ways that Greek language and culture have influenced and continue to influence many global languages.
* They analyse words and expressions to identify and explain connections between language and culture such as, *Στην* *υγεία* *σου/σας, Με* *γεια, Γεια* *στα* *χέρια* *σου/σας.*
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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 **Modern Greek 7–10 Sequence: TowardsLevels 9–10 Achievement Standard** |
| **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]** |
| **Modern Greek Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Modern Greek Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students use Greek to describe feelings (for example, *Αγαπώ* *τη* *μουσική*), express likes and dislikes (for example, *Δε* *μου* *αρέσει η σοκολάτα*) and exchange information about their personal worlds, including information about themselves (for example, *Mε* *λένε* *Γιώργο, Mένω* *στην* *Αυστραλία*), their family (for example, *O πατέρας* *μου* *είναι* *ψηλός*), friends (for example, Ο *Γιάννης* *είναι* *φίλος* *μου*) and interests such as, *Μου* *αρέσει η μπάλα*.
* They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, *Τι* *ώρα* *θα* *πάμε* *κυρία; Πόσο* *κάνουν* *οι* *καφέδες*;), ask and respond to familiar questions such as, *Το* *τρένο* *φεύγει* *στις* *δέκα*; follow instructions, and seek help or permission (for example, *Μπορώ* *να* *πάω* *σινεμά; Η τράπεζα* *είναι* *στο* *δεύτερο* *δρόμο* *δεξιά, Συγγνώμη* *κύριε* *αλλά* *δεν* *καταλαβαίνω*).
* When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, *Το* *σχολείο, ο φίλος, οι* *φίλοι*, *Η Ελένη* *αγόρασε* *καινούρια* *μπλούζα*.
* They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning.
* Students describe characters, events and ideas in imaginative texts using high-frequency vocabulary and create short informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, *Γεια* *σου* *μαμά / Καλημέρα* *κυρία* *Σοφία, Πώς* *είστε; χαιρετισμούς, Με* *αγάπη*).
* They use the present tense (for example, *Μένω* *στην* *Αυστραλία*), common verbs (for example, *γράφω, διαβάζω, θέλω, είμαι, έχω*) and other grammatical structures such as verb endings (for example, ω, *εις, ει, ουμε, ετε, ουν*) and singular and plural forms (for example, *ο, οι, η, οι, το, τα*) to create simple sentences and phrases such as, *Τί* *κάνεις* *σήμερα*;
* They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use.
* When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, *Το* *Πάσχα* *βάφουμε* *κόκκινα* *αυγά*).
* Students identify the similarities and differences between the sound systems of Greek and English (for example, *γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο*).
* They describe the key features of common types of texts, comparing them with equivalent text types in English. They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, *η μαμά, η μητέρα*).
* They identify ways that Greek language and culture have influenced and continue to influence many global languages.
* They analyse words and expressions to identify and explain connections between language and culture such as, *Στην* *υγεία* *σου/σας, Με* *γεια, Γεια* *στα* *χέρια* *σου/σας.*
 | In **Modern Greek**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (for example, Πού θα πας διακοπές; Θέλω να γίνω πιλότος γιατί ...).
* They interact with others to make decisions and plan events.
* They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions (for example, Πάμε στο σινεμά αύριο; Συμφωνείς; Θέλω/Δε θέλω).
* When interacting, they use appropriate pronunciation, rhythm and stress (for example, σ’ αυτόν, κοντά στην πόλη, Πάω στο ταχυδρομείο, Πάμε στη λαϊκή αύριο;).
* Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose (for example, Μου αρέσει αυτό το έργο γιατί ..., είναι ωραίο, πιστεύω, νομίζω, διαφωνώ).
* They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (for example, Η μόδα είναι μονότονη, Αγόρασα καινούριο κινητό).
* They use different techniques to produce imaginative texts for different audiences.
* They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures such as Είναι καλό, πολύ καλό, πάρα πολύ καλό, to extend meaning.
* They translate, interpret and create texts in Greek and English for the wider community (for example, Απαγορεύεται, Περαστικά).
* When interacting, students share responsibility for making meaning. They give examples on how their identity influences their intercultural exchanges.
* Students identify and reproduce regularities and irregularities of sound–letter relationships and combinations such as, αυ, ευ, ββ, λλ, ρρ, ττ, ιου, ιο/ιό (for example, τετράδιο-χωριό), ειο/ειου, αϊ, άι, -ασμα, (for example, διάβασμα).
* They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally specific features.
* They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and give reasons for variations that exist.
* They identify ways that Greek language has changed over time and propose reasons why it continues to change.
* They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding to effective communication.
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