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.

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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 opportunities  to 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 2:** *Choose which content descriptions will be taught and assessed in this unit.*  **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). |

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

Indicative Progress Template: Roman Alphabet Languages 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  **Roman Alphabet Languages 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]** | | |
|  | **Example of Indicative Progress toward Levels 7–8 Achievement Standard** | **Roman Alphabet Languages Levels 7–8 Achievement Standard** |
| In **Roman Alphabet Languages**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:   * Students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. * They interact with others orally and in writing, asking and responding to questions, and expressing preferences. * They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions to sustain interactions. * Students describe qualities of appearance, colour, character and condition, and identify quantities using numbers and fractions. * They respond to and create texts to describe real and imagined events and characters. * Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing. * They form simple sentences and link ideas using conjunctions. * They refer to others using pronouns and use these in possessive form. * They refer to events in time and place using time markers and/or tenses. * Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. * They translate texts, identifying culture-specific language such as vocabulary related to cultural practices, artefacts and the environment. * Students comment on their experiences of and feelings about using the language, observing how it fits with their sense of self. * Students understand that the language is used by some communities in daily life and that it is constantly changing. * They recognise that spoken and written forms can vary. * They recognise the flexibility of sentence structure while adhering to rules of word order. * They use metalanguage to describe and compare features and rules of sentence construction. Students recognise textual features in a range of text types, such as correspondence, narrative and dialogue. * They notice how language changes according to people and their relationships, such as using informal language with friends and formal language with teachers and adults. * Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with the studied language and culture. |

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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  **Roman Alphabet Languages 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]** | | |
| **Roman Alphabet Languages Levels 7–8 Achievement Standard** | **Example of Indicative Progress toward**  **Levels 9–10 Achievement Standard** | **Roman Alphabet Languages Levels 9–10 Achievement Standard** |
| By the end of Level 8:   * Students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. * They interact with others orally and in writing, asking and responding to questions, and expressing preferences. * They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions to sustain interactions. * Students describe qualities of appearance, colour, character and condition, and identify quantities using numbers and fractions. * They respond to and create texts to describe real and imagined events and characters. * Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing. * They form simple sentences and link ideas using conjunctions. * They refer to others using pronouns and use these in possessive form. * They refer to events in time and place using time markers and/or tenses. * Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. * They translate texts, identifying culture-specific language such as vocabulary related to cultural practices, artefacts and the environment. * Students comment on their experiences of and feelings about using the language, observing how it fits with their sense of self. * Students understand that the language is used by some communities in daily life and that it is constantly changing. * They recognise that spoken and written forms can vary. * They recognise the flexibility of sentence structure while adhering to rules of word order. * They use metalanguage to describe and compare features and rules of sentence construction. Students recognise textual features in a range of text types, such as correspondence, narrative and dialogue. * They notice how language changes according to people and their relationships, such as using informal language with friends and formal language with teachers and adults. * Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with the studied language and culture. | In **Roman Alphabet Languages**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:   * Students interact with peers and adults using written and spoken language to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment. * They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. * When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions. * In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of verbs, pronouns, and noun forms. They apply knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites. Students use embedded clauses to expand ideas, and create cohesion and interest by using cohesive devices. They refer to the past, present and future. * Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions. * They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They comment on their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and consider how they may also be perceived by others. * They understand that language use varies according to context, purpose, audience and mode, and that languages change over time. * They recognise colloquial forms and make connections between these and their formal counterparts. * They use metalanguage to discuss features of language, texts and grammar such as sentence construction. * They use bilingual dictionaries with confidence. Students recognise that the language borrows from a range of other languages. * They comment on the connection between language and culture evident in language such as terms for artefacts, cultural practices, ideas and values. |