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 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 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 F–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 F–10 Sequence: Towards Levels F–2 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]** | | |
|  | **Examples of Indicative Progress toward**  **Levels F–2 Achievement Standard** | **Roman Alphabet Languages Levels F–2 Achievement Standard** |
| In **Roman Alphabet Languages,** indicative progression towards the Levels F–2 Achievement Standard may be when students: | By the end of Level 2:   * Students interact with teachers and peers through play and action-related language. * They use greetings and respond to instructions through actions. * Students pronounce the sounds of the language. * They recognise simple questions and can respond to them, in addition to names and numbers (up to ten). * They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture. * They read texts with the teacher and peers, and participate in songs and chants. * They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. * They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. * They use vocabulary related to their class and home environments. * Students recognise simple verbs and use pronouns to address others. * Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated. * They comment on aspects of using the language and express feelings about learning languages. * Students recognise that the language is written using the same alphabet as English but that many sounds are different. * They know that they communicate in English (and possibly other languages) and they recognise that some words in the language are similar to English. * Students identify some distinctive words in the language. * They are aware that language and culture are related. |

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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 F–10 Sequence: Towards Levels 3–4 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 Level F–2 Achievement Standard** | **Examples of Indicative Progress towards**  **Levels 3–4 Achievement Standard** | **Roman Alphabet Languages Levels 3–4 Achievement Standard** |
| By the end of Level 2:   * Students interact with teachers and peers through play and action-related language. * They use greetings and respond to instructions through actions. * Students pronounce the sounds of the language. * They recognise simple questions and can respond to them, in addition to names and numbers (up to ten). * They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture. * They read texts with the teacher and peers, and participate in songs and chants. * They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. * They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. * They use vocabulary related to their class and home environments. * Students recognise simple verbs and use pronouns to address others. * Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated. * They comment on aspects of using the language and express feelings about learning languages. * Students recognise that the language is written using the same alphabet as English but that many sounds are different. * They know that they communicate in English (and possibly other languages) and they recognise that some words in the language are similar to English. * Students identify some distinctive words in the language. * They are aware that language and culture are related. | In **Roman Alphabet Languages,** indicative progression towards the Levels 3–4 Achievement Standard may be when students: | By the end of Level 4:   * Students engage in classroom routines and structured interactions with teachers and peers. * They reproduce a range of the sounds of the language. * Students follow instructions, make requests and respond with actions. * They respond to questions, often by using a simple phrase. * They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. * Students present factual information in texts such as descriptions, lists and tables. * They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. * Students use vocabulary related to school, home and some interests to create simple informative and descriptive texts. * They describe amounts using cardinal numbers and create plurals. * Students state preferences and use adjectives, including adjectives of size and colour. * They create sentences, and use simple possessive structures and conjunctions. * Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence. * They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences. * Students differentiate spoken statements from questions. * They recognise that the word order in the language being studied differs from English. * They understand that language use varies according to who is using it and with whom, and that some terms have specific cultural meanings. * They make comparisons between the language and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions. |

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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 F–10 Sequence: Towards Levels 5–6 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 3–4 Achievement Standard** | **Example of Indicative Progress toward Levels 5–6 Achievement Standard** | **Roman Alphabet Languages Levels 5–6 Achievement Standard** |
| By the end of Level 4:   * Students engage in classroom routines and structured interactions with teachers and peers. * They reproduce a range of the sounds of the language. * Students follow instructions, make requests and respond with actions. * They respond to questions, often by using a simple phrase. * They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. * Students present factual information in texts such as descriptions, lists and tables. * They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. * Students use vocabulary related to school, home and some interests to create simple informative and descriptive texts. * They describe amounts using cardinal numbers and create plurals. * Students state preferences and use adjectives, including adjectives of size and colour. * They create sentences, and use simple possessive structures and conjunctions. * Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence. * They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences. * Students differentiate spoken statements from questions. * They recognise that the word order in the language being studied differs from English. * They understand that language use varies according to who is using it and with whom, and that some terms have specific cultural meanings. * They make comparisons between the language and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions. | In **Roman Alphabet Languages**, indicative progression towards the Level 5–6 Achievement Standard may be when students: | By the end of Level 6:   * Students use the language to convey information about themselves, their family and friends, and daily routines and activities. * They locate specific details and use familiar words and phrases to predict meanings in texts. * They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. * Students produce the sounds of the language, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. * They ask and respond to questions, and interact spontaneously with peers in discussions on familiar topics. * Students use a range of verbs. * They use numbers, describe character and appearance and understand the use of word order. * Students use possessive forms with some accuracy and describe events in time using numbers and days of the week. * They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. * Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions. * Students understand that they are studying a language system that has rules, and that some aspects are similar to English. * They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. * Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. * They recognise loan words from English and their distinctive spelling and pronunciation in the language being studied. * They comment on similarities and differences between aspects of language and culture, such as celebrations, leisure, environment or pronunciation and intonation. * Students understand that some terms and expressions reflect culture-specific practices and cannot be directly translated. |

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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 F–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]** | | |
| **Roman Alphabet Languages Levels 5–6 Achievement Standard** | **Example of Indicative Progress toward Levels 7–8 Achievement Standard** | **Roman Alphabet Languages Levels 7–8 Achievement Standard** |
| By the end of Level 6:   * Students use the language to convey information about themselves, their family and friends, and daily routines and activities. * They locate specific details and use familiar words and phrases to predict meanings in texts. * They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. * Students produce the sounds of the language, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. * They ask and respond to questions, and interact spontaneously with peers in discussions on familiar topics. * Students use a range of verbs. * They use numbers, describe character and appearance and understand the use of word order. * Students use possessive forms with some accuracy and describe events in time using numbers and days of the week. * They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. * Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions. * Students understand that they are studying a language system that has rules, and that some aspects are similar to English. * They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. * Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. * They recognise loan words from English and their distinctive spelling and pronunciation in the language being studied. * They comment on similarities and differences between aspects of language and culture, such as celebrations, leisure, environment or pronunciation and intonation. * Students understand that some terms and expressions reflect culture-specific practices and cannot be directly translated. | In **Roman Alphabet Languages**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:   * Students use the language to interact and exchange ideas, experiences and interests with teachers, peers and others. * When interacting, they ask questions, respond to questions and clarify their answers. * Students give opinions, make comparisons and state preferences. * They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models. * They vary their sentence construction to create interest for the audience. * Students use cohesive devices such as time markers and a range of personal pronouns and verbs. * Students describe qualities using colours and adjectives. * They refer to the past and future using time indicators. * They translate across languages, noticing where equivalence may not be possible, for example, daylight saving. * They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why. * Students differentiate between similar-sounding words and how they are written and apply correct spelling conventions. * They recognise how possessive forms differ from English and have a metalanguage to identify common features such as nouns, pronouns, verbs and adjectives. * Students identify and reproduce features of familiar text types such as emails, stories and dialogues. * They notice how languages and cultures influence each other, particularly noticing borrowings from other languages. * Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective. |

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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 F–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 use the language to interact and exchange ideas, experiences and interests with teachers, peers and others. * When interacting, they ask questions, respond to questions and clarify their answers. * Students give opinions, make comparisons and state preferences. * They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models. * They vary their sentence construction to create interest for the audience. * Students use cohesive devices such as time markers and a range of personal pronouns and verbs. * Students describe qualities using colours and adjectives. * They refer to the past and future using time indicators. * They translate across languages, noticing where equivalence may not be possible, for example, daylight saving. * They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why. * Students differentiate between similar-sounding words and how they are written and apply correct spelling conventions. * They recognise how possessive forms differ from English and have a metalanguage to identify common features such as nouns, pronouns, verbs and adjectives. * Students identify and reproduce features of familiar text types such as emails, stories and dialogues. * They notice how languages and cultures influence each other, particularly noticing borrowings from other languages. * Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective. | In **Roman Alphabet Languages**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:   * Students use the language to communicate with teachers, peers and others in a range of settings and for a range of purposes. * They pronounce the sounds of the language accurately and use stress to create fluency in sentences. * Students use and respond to open-ended questions and use strategies for initiating, sustaining and concluding oral and written exchanges. * They locate, synthesise and evaluate specific details and meaning from a range of texts. * Students create a range of personal, informative, persuasive and imaginative texts, working independently, drafting and editing, and seeking timely feedback. * They include time markers, and conjunctions to extend meanings such as in stories, comics, and written and oral reports. * Students expand descriptions and ideas, and incorporate different sentence structures to vary expression. * They express opinions, make comparisons, and incorporate emotions and humour. * Students describe possibilities and express aspirations. * They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. * Students express reactions to intercultural experiences, and discuss their assumptions, interpretations and any adjustments they make in their language use to cater for the perspective of speakers of the language. * Students understand that spoken and written language may vary, noticing informal and formal forms and the use of exclamations. * They recognise contractions, acronyms and abbreviations such as texting language. * Students use metalanguage to discuss possessive forms and word order and are able to predict meaning and decode new words using dictionaries. * They understand how language is used to create particular effects and influence others, such as through the use of rhetorical devices. * They explain aspects of the studied language and culture/s and the importance of language and ethnicity as identity markers. * Learners make connections between language use and cultural practices, values and assumptions, both in the language studied and in their own language use. |