Intercultural Capability   
Digital Assessments

General guide

Foundation to Level 2

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Introduction

Overview of Intercultural Capability Digital Assessments

The suite of Intercultural Capability Digital Assessments comprises 20 tasks, covering the entire Intercultural Capability learning continuum in the Victorian Curriculum F–10.

Each task bundle includes:

* a stimulus – for example, a video, written story or other text
* a set of assessment items related to the stimulus – for example, short-answer tasks or multiple-choice questions
* a task administration guide
* a marking guide.

The task bundles within each curriculum band are listed below.

The Intercultural Capability digital assessments are administered and marked at the school. The assessment items, stimulus and marking guides can be accessed by logging into the [Insight Assessment Platform](https://www.vcaa.vic.edu.au/Pages/insightplatform/index.aspx).

The task administration guides for each of the task bundles in a curriculum band are located in the relevant *Intercultural Capability Digital Assessments – General guide to administration and marking* document. See [Appendix 2](#Appendix2) in this document for the administration guides for all the task bundles for Foundation to Level 2.

Task bundles by curriculum band

Foundation to Level 2

* Happy Birthday
* Multicultural Australia
* Unhei

Levels 3 and 4

* Happiness
* Family Holiday
* Joshi
* Uluru Campground
* Cultural Practices

Levels 5 and 6

* Student Exchange Program
* Governor Phillip
* Multicultural Day
* Culture and Lifestyle

Levels 7 and 8

* Wadawurrung People
* School Canteen Committee
* Advertisement Complaint

Levels 9 and 10

* Multiculturalism and Social Cohesion
* Fair Dinkum Fixes
* Social Cohesion and Australia–Asia Engagement
* Arranged Marriages
* Tourism

Preparing students through the explicit teaching of Intercultural Capability

Intercultural Capability is a distinct curriculum area within the Victorian Curriculum F–10. While the Victorian Curriculum learning areas could be used as contexts, the knowledge and skills in Intercultural Capability are discrete and therefore must be taught explicitly. The Intercultural Capability curriculum can be found on the [Victorian Curriculum website](http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims). An overview of what is involved in explicitly teaching the Capabilities can be found on the [VCAA website](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/curriculum-area-advice.aspx).

The Intercultural Capability Digital Assessment items are based on the Intercultural Capability achievement standards and their underlying content descriptions. A key assumption is that students have been explicitly taught Intercultural Capability. Before administering the assessments, teachers should consider students’ abilities and the extent of their prior learning in regards to Intercultural Capability.

How to use this guide

This guide offers advice on administering and marking digital assessments for Intercultural Capability Foundation to Level 2. In developing the task bundles, a process was undertaken to generate reliable and empirically validated assessments. The advice in this guide is based on the findings of that process.

This guide should be read together with all the elements of the relevant task bundle – that is, the stimulus, the associated set of assessment items, the task administration guide and the marking guide.

What does this guide contain?

This guide covers the following content.

* Advice on assessment
* on-balance judgements
* the framework behind the marking guides
* micro-progressions
* moderation
* feedback
* Reporting results
* raw score reports
* calculating a scaled score
* interpreting the reports
* Frequently asked questions
* Appendices
* micro-progressions within Intercultural Capability, Foundation to Level 2
* task administration guides for Foundation to Level 2

Key terms

Please note, some key terms are well understood but the definitions of others are contested in academic literature. The definitions here are for the purposes of this guide.

**Task:**

The stimulus, assessment items and other instructions that set out what the student must respond to. The task can have multiple parts and utilise multiple item formats, including open-ended questions.

**Micro-progression:**

A qualitative description of how learning typically develops within a band (for example, F–2) and between bands (for example, between F–2 and 3–4). The micro-progressions given in this guide ([Appendix 1](#Appendix1)) are aligned with scaled scores.

**Scaled score:**

A scaled score aligns the raw score of a student to the learning continuum. A scaled score is calculated by the teacher using a table provided in the Reporting results section below.

Advice on assessment

The task bundles are designed for use by teachers in the classroom as part of ongoing formative assessment.

Good assessment incorporates a process that enables teachers to gather a range of evidence in order to make fair, on-balance judgements about:

* what students know and can do as a result of prior learning
* what students are ready to learn next
* how to best progress students’ learning.

Assessment identifies how well a student has progressed in relation to the curriculum, their own learning goals and/or the learning of peers, at the end of a specified period of time.

On-balance judgements

The Intercultural Capability digital assessments can be used to calculate a scaled score, but this score should be considered alongside other assessments in order to reach an on-balance judgement that will inform feedback for the student. Using a range of assessment methods (teacher, peer, self) and formats (written, verbal, group) from a range of learning area contexts will support fair assessment of a student’s learning progress.

The framework behind the marking guides

Understanding how the marking guides were developed will assist you in using the suite of digital assessments effectively to reach an on-balance judgement of student learning progress.

The Intercultural Capability achievement standards and student responses to assessments gathered during task development were considered when developing the specific marking guides. One part of this approach was to break down Intercultural Capability into its component parts and then to break these parts down further into actions and quality criteria.

For example, the Intercultural Capability achievement standard for Foundation to Level 2 states:

By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community.

Students explain how they might respond in different cultural situations.

From this achievement standard, the following component parts were identified, based on the professional judgement of teachers, assessment experts and curriculum experts:

* Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live.
* They describe their experiences of intercultural encounters.
* They identify cultural diversity in their school and/or community.
* They explain how they might respond in different cultural situations.

Each component was then broken down further, into ‘actions’. For example, the component ‘Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live’ comprises the following actions:

* Identify existence of cultural diversity (at the level of individuals and families)
* Identify how ways of living relate to culture
* Distinguish ways of living that are familiar and different.

For each action, quality criteria were identified. Throughout this process of identifying actions and quality criteria, the focus was on what students can do and demonstrate, not what they cannot do. For example, ‘Identify how ways of living relate to culture’ might have the following quality criteria, in order of increasing complexity:

* Identify that there are diverse ways of living (e.g. ‘People live in different ways …’)
* Link ways of living to culture (e.g. ‘People from … culture live in … way.’)
* Describe how ways of living vary from culture to culture (e.g. ‘When people eat, some people eat with their hands and some people eat using chopsticks or a knife and fork. I have seen people from … eat using their hands and people from … eat using chopsticks.’)

This approach may be described as a rubric-based or criteria-based assessment framework.

Table 1 provides a visual representation of this process, with the shaded area showing the example described above. For more detailed technical advice on rubric construction, see the VCAA’s [Guide to Formative Assessment Rubrics](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/formative_assessment.aspx?Redirect=1).

Table 1 – Achievement standard components, actions and quality criteria (Foundation to Level 2)

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement standard | Achievement standard components | Actions | Quality criteria |
| By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community. Students explain how they might respond in different cultural situations. | 1. Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. | 1.1 Identify existence of cultural diversity (at the level of individuals and families) |  |
| 1.2 Identify how ways of living relate to culture | 1.2.1 Identify that there are diverse ways of living |
| 1.2.2 Links ways of living to culture |
| 1.2.3 Describe how ways of living vary from culture to culture |
| 1.3 Distinguish ways of living that are familiar and different. |  |
| 2. They describe their experiences of intercultural encounters. |  |  |
| 3. They identify cultural diversity in their school and/or community. |  |  |
| 4. They explain how they might respond in different cultural situations |  |  |

Micro-progressions

In Intercultural Capability, students progress along a curriculum continuum that provides the first achievement standard at Foundation to Level 2 and then at Levels 4, 6, 8 and 10. The achievement standards do not describe in detail how students typically progress within a curriculum band (such as Levels 3–4) nor how they progress from one band to another (such as from Levels 3–4 to Levels 5–6). Detailed progressions are generated based on evidence of student work, in this case student work samples collected through field trials of the suite of Intercultural Capability Digital Assessment items Foundation to Level 10. They could inform the design of your own formative assessment rubric but caution should be exercised as they are not necessarily fine-grained enough to directly translate into a formative assessment rubric for every purpose.

[Appendix 1](#Appendix1) includes two tables. The first is the micro-progression table for progress within the curriculum band covered in this guide. The second synthesises progression between this band and the next.

Moderation

Moderation is a type of quality assurance process that seeks to ensure that each student’s assessment outputs are considered fairly. Teachers are encouraged to moderate as it helps to ensure that judgements of student performances are generally consistent across assessors and contexts.

While this guide does not provide specific technical advice about how to moderate, micro-progressions ([Appendix 1](#Appendix1)) and an annotated example (below) are provided to assist teachers in their collegial discussions when carrying out moderation of Intercultural Capability assessment results. The micro-progressions and examples will need to be calibrated against the school’s own context and experience with teaching and assessing Intercultural Capability. The actual progression of students in different classrooms and schools may differ due to variations in intercultural context, the quality and extent of prior learning or exposure to Intercultural Capability, and the school’s overall experience in teaching the Capabilities.

An annotated example

Example 1 contains annotations of the scoring provided by a teacher in relation to one of the task bundles.

Example 1

**Task bundle:**  Happy Birthday

**Item:** Compare Samantha’s birthday celebrations and your birthday celebrations by filling in the table below.

**Marking guide:**  Score 1 mark for each completed row with consistent responses

**Student 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Samantha | You (Student 1) | Same or different | Score awarded by teacher |
| Who is invited? | Famiy | Famiy and frend | D | 0 |
| What food is prepared? | Cines food | Aus food | D | 0 |
| Who prepares the food? | Gran and Mum | Mum and Dad | D | 1 |
| Who is the food for? | her | me |  | 0 |
| Is there a birthday cake? |  |  |  | 0 |
| Where is the party? |  |  |  | 0 |

**Student 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Samantha | You (Student 2) | Same or different | Score awarded by teacher |
| Who is invited? | The peepl | No dad | Different | 0 |
| What food is prepared? | ras [rice] | pizza | Different | 1 |
| Who prepares the food? | Dad | mum | Different | 0 |
| Who is the food for? | Dad, the peepl | My famiy | Dif | 0 |
| Is there a birthday cake? | yas | yas |  | 0 |
| Where is the party? | Her home | Is at my hes |  | 0 |

In these examples, responses from two students have been correctly scored by their teacher.

In the first row of Student 1’s table, the response in the ‘Samantha’ column is only partially correct – the narration in the stimulus states that Samantha’s party is ‘like all parties, a chance for friends and family to catch up.’ The partially correct response ‘Family’ (misspelled) does not allow an adequate comparison with the student’s own experience. Although the student’s responses across this row are consistent and a difference between Samantha’s party and the student’s own party has been identified, the teacher has rightly awarded a score of zero because the student has not adequately identified the first item in the comparison.

In the second row of Student 1’s table, the answer in the ‘Samantha’ column is incorrect because it identifies the wrong nationality. Again, the answers across the row are consistent and a difference has been identified, but the video states clearly that the birthday celebration is Vietnamese, and the student has identified the food as Chinese (misspelled), so the correct comparison cannot be made. The teacher has correctly awarded a score of zero.

In addition, the teacher has chosen correctly to not penalise these two students for spelling errors. In the second row of Student 2’s table, the word ‘ras’ has been interpreted as ‘rice’, and a score of one has been awarded. This is appropriate, as the assessment is designed to test Intercultural Capability, not literacy.

Feedback

Teachers are encouraged to use these digital assessments for formative assessment. The purpose of formative assessment is to determine what is required in order to progress each student’s individual learning. As a process, formative assessment enables teachers to establish where students are in their learning, where they will go next with their learning, and how they will get there, and to share this with students through regular feedback during the instructional/learning process.

Feedback involves helping students know what they have achieved and how much and how well they have learnt (their progress).

For example, part of the Intercultural Capability achievement standard for Levels 3 and 4 states that students ‘develop critical perspective on and respect for their own and others’ cultures’. Example 2 is an example of useful feedback for the student on their achievement, process and progress in relation to this component of the achievement standard. In this case the teacher had chosen the context of celebrations to teach this part of the curriculum.

Teachers can use this approach to feedback to reflect on their own practice.

Example 2 *–* Sample feedback on Intercultural Capability learning

**Achievement**

You took on different perspectives and showed respect for cultures when you described different celebrations in Australia.

**Process**

You did this by identifying the reasons why people observe celebrations and used examples of different celebrations. Celebrations may look different, but you identified common reasons for celebrations, like remembering an important historical event or figure.

**Progress**

At the start of the unit on celebrations, you described the different cultural practices separately. Now, you are able to identify connections between different cultural practices and use examples of different celebrations as perspectives on the topic.

Reporting results

Raw score reports

The score a student receives after marking by the teacher or the score revised after moderation is called a raw score.

Teachers must mark responses that require manual grading. Once manual grading has been completed student assessments must be submitted by the teacher for the assessment result to appear in reporting. Further details of the reports available on the Insight Assessment Platform can be found on the [VCAA website](https://www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/index.aspx?Redirect=1).

Calculating a scaled score

A scaled score shows where a student sits on the curriculum continuum, for example within the curriculum band Foundation to Level 2. Scaled scores are based on student results for a minimum of three task bundles from the same curriculum band completed over a period of no longer than one semester. If the teacher did not administer enough items in the band, the student achievement can be reported in the form of a raw score only.

Once the total raw score from at least three task bundles for the student is known, the teacher should use the following table to identify the scaled score. The scaled score can then be checked against the range shown in the ‘cut score scaled’ column, which is aligned to the Intercultural Capability curriculum continuum as shown in the final column.

Example 3

A student sat three task bundles for F–2 with a total raw score of 9.00. Looking at the table, this converts to a scaled score of 283, which sits within the ‘cut score scaled’ range of 272–289 that corresponds to the micro-progression described by ‘Students start to make connections between practices and culture. They start to recognise the effects of one’s behaviour on other people.’ This student has given evidence that they have begun to move *towards* the standard for the curriculum band Foundation to Level 2 but are not yet *at* the standard.

Please note that if students score 0–4 points this is insufficient evidence to make a judgement about a scaled score.

Table 2 – Calculating scaled scores for Foundation to Level 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Raw score | Scaled score | Micro-progression description | | Cut score raw | Cut score scaled | Curriculum continuum |
| 0 | 187 |  | Students recognise obvious features of a culture (e.g. food, clothes, language). They recognise these features in isolation, without making overall connection to a culture. | 0–6 | 259-266 | 187– 252 insufficient evidence  259–266: Below F–2 |
| 1.00 | 217 |  |
| 2.00 | 232 |  |
| 3.00 | 243 |  |
| 4.00 | 252 |  |
| 5.00 | 259 |  |
| 6.00 | 266 |  |
| 7.00 | 272 |  | Students start to make connections between practices and culture. They start to recognise the effects of one’s behaviour on other people. | 7–10 | 272–289 | Moving towards F–2 |
| 8.00 | 278 |  |
| 9.00 | 283 |  |
| 10.00 | 289 |  |
| 11.00 | 294 |  | Students compare features and practices of their own and other cultures. They start to recognise that Australia is culturally diverse. | 11–15 | 294–315 | Moving towards F–2 |
| 12.00 | 299 |  |
| 13.00 | 304 |  |
| 14.00 | 310 |  |
| 15.00 | 315 |  |
| 16.00 | 321 |  | Students recognise that families live and interact differently. They start to recognise elements that make up intercultural experience. Students start to understand how to behave in different cultural encounters. | 16–20 | 321–348 | At F–2 |
| 17.00 | 327 |  |
| 18.00 | 333 |  |
| 19.00 | 340 |  |
| 20.00 | 348 |  |
| 21.00 | 357 |  | Students show understanding of different cultures and use knowledge to inform their behaviour in different cultural situations. They frame their own experience in terms of responses to or influence of intercultural experiences and encounters. | 21–24 | 357–390 | At F–2 |
| 22.00 | 368 |  |
| 23.00 | 383 |  |
| 24.00 | 390 |  |

Interpreting the reports

In general, the reports should be used as part of an on-balance judgement of progress in student learning. The [Advice on assessment](#AdviceonAssessment) in this guide contains further advice on reaching on-balance judgements.

Frequently asked questions

A student’s scaled score is different to their year level. How should I interpret this?

The Intercultural Capability achievement standards define a continuum of increasingly complex knowledge, understandings and skills that indicate, or are associated with, Intercultural Capability. The continuum is not tied to particular year levels, as a student is not required to achieve a set standard of Intercultural Capability within a specified period of time. The achievement standards provide an indication of how Intercultural Capability learning might be expected to develop over time.

Importantly, students who have been assessed as achieving at any particular level on the Intercultural Capability continuum are not being judged as being interculturally capable or otherwise *for their age*. Rather, they have been assessed as to whether or not they are demonstrating a set of knowledge, understandings and skills that have been identified as actions of Intercultural Capability. This enables students to be placed on the continuum so that their next steps for learning can be determined.

Intercultural Capability in the Victorian Curriculum F–10 has been designed to facilitate the development of personalised learning programs for all students. Hence, curriculum delivery is aligned to the actual, rather than assumed, learning level for which each student is ready.

What if I want to revise a raw score?

Student raw scores can be revised if the teacher has ‘applied’ the scores but not ‘submitted’ them. Once scores are submitted, they can only be revised if the student resits the task within the current semester. It is important that student assessments are not submitted until you are confident of the scores that have been awarded. For example, a teacher might have ‘applied’ the scores, and then undertake moderation with colleagues, revise scores as necessary and only then ‘submit’.

How can I get help with the Insight Assessment Platform?

For technical support, please contact the following.

* Government schools

DET Service Desk

[servicedesk@edumail.vic.gov.au](mailto:servicedesk@edumail.vic.gov.au)

1800 641 943

* Non-government schools

Insight Support Mailbox

[insight@edumail.vic.gov.au](mailto:insight@edumail.vic.gov.au)

Appendix 1

Micro-progressions within Intercultural Capability, Foundation to Level 2

The Intercultural Capability achievement standard for Foundation to Level 2 states:

By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community.

Students explain how they might respond in different cultural situations.

Table 3 – Micro-progressions Foundation to Level 2

|  |  |  |
| --- | --- | --- |
| Micro-progression | Description | Sample student responses |
| 1 | Students recognise obvious features of a culture (e.g. food, clothes, language). They recognise these features in isolation without making overall connection to a culture. | From ‘Happy Birthday’ task bundle:  One student was able to choose the correct answers to recognise how Vietnamese cultural tradition is different to Australian tradition in the way birthdays are celebrated. The student was able to describe what they wear and eat at their own birthday party.  From ‘Unhei’ task bundle:  A different student was able to identify that an event was an intercultural experience because one of the characters was from another country. |
| 2 | Students start to make connections between practices and culture. They start to recognise the effects of one’s behaviour on other people. | From ‘Multicultural Australia’ task bundle:  A student was able to identify English as a language spoken by their peers. The student was also able to correctly answer true-or-false questions about whether Australians have many cultures, eat the same kinds of food, or dress differently.  From ‘Unhei’ task bundle:  The student was able also to describe how Unhei responded and why she chose not to reveal her name. Another student, similarly, was able to recognise how Unhei felt. |
| 3 | Students compare features and practices of their own and other cultures. They start to recognise that Australia is culturally diverse. | From ‘Happy Birthday’ task bundle:  A student was able to identify a tradition that differs from a Vietnamese birthday celebration and describe what the student does at a birthday celebration, such as wearing nice clothes, having fun and eating cake. The student was able to recognise why there are different ways to celebrate birthdays around the world. The student was able to fill out one component of a comparison chart by writing down that a grandmother prepared the food in Vietnamese culture while their own mother and father prepare the food at their birthday celebrations.  From ‘Multicultural Australia’ task bundle:  Two students were able to recognise that English was spoken among their peers. They were also able to correctly determine whether Australians eat the same kinds of food, dress differently or have ‘no culture’, or if there are more than 10 languages spoken in Australia. |
| 4 | Students recognise that families live and interact differently. They start to recognise elements that make up intercultural experience. Students start to understand how to behave in different cultural encounters. | From ‘Happy Birthday’ task bundle:  Two students were able to describe what they eat and wear at a birthday celebration. They were able to recognise why different ways to celebrate exist around the world. They were beginning to compare their own celebrations with other ways to celebrate. For example, one student recognised that the people invited to a birthday celebration were the same, i.e. family and friends. Both students were able to describe the different foods that were served and compared these to what they eat, e.g. chocolate or candy. They wrote that the Vietnamese had spring rolls, dumplings or dim sims – foods they may have been familiar with. They were also able to identify that the grandmother prepared the food in the Vietnamese family, whereas in their own family they wrote that their mother prepared the food. One student was able to recognise that the Vietnamese family had their celebrations in the house, whereas in their own family they celebrated birthdays at another location.  From ‘Multicultural Australia’ task bundle:  One student was able to identify a language spoken in their school while the other was able to specify ‘Chinese’ as another culture in their school. Both students were able to determine whether statements about Australian multiculturalism were true or false, such as determining whether Australia has a culture and whether people were born overseas.  From ‘Unhei’ task bundle:  The students were able to identify that Unhei felt upset and uncomfortable, and one student was able to identify why the story represented an intercultural encounter. |
| 5 | Students show understanding of different cultures and use knowledge to inform their behaviour in different cultural situations. They frame their own experience in terms of responses to or influence of intercultural experiences and encounters. | From ‘Happy Birthday’ task bundle:  Both students were born overseas. They were able to identify what was different in a Vietnamese birthday celebration and write what they eat, wear and do on their birthday. For example, one student wrote that they wear a dress, eat hot dogs and burgers, and play music. They were able to recognise that the food was different in a Vietnamese celebration and that the grandmother cooked the food; while at their home, their mother prepared the food. They were able to recognise that the Vietnamese birthday party was held at home, which was the same as their own birthday celebrations.    From ‘Multicultural Australia’ task bundle:  Both students were able to recognise that English was the language spoken in their school, as well as name other cultures, such as Italian or Nepalese, that exist in their school. They were able to accurately identify whether factors to do with Australian multiculturalism were true or false.  From ‘Unhei’ task bundle:  Both students were able to recognise why the experience on the bus was an intercultural experience for Unhei and others. |

Table 4 – Micro-progression between Foundation to Level 2 and Levels 3 and 4

Table 4 represents a synthesis of the upper and lower performance within each curriculum band.

|  |  |
| --- | --- |
| **Achievement standard Foundation to Level 2**  By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community.  Students explain how they might respond in different cultural situations. | **Achievement standard Levels 3 and 4**  By the end of Level 4, students are able to compare a range of cultural practices and explain their influence on people’s relationships. They explain what they have learnt about themselves and others from intercultural experiences.  Students explain the role of cultural traditions in the development of various identities. They develop critical perspective on and respect for their own and others’ cultures. |
| **Synthesised micro-progression 5 from Foundation to Level 2 and micro-progression1 from Levels 3 and 4**  Students show understanding of different cultures and use knowledge to inform their behaviour in different cultural situations. They frame their own experience in terms of responses to, or influence of, intercultural experiences and encounters. They describe what they have observed in the appearance or behaviour of others. They identify culturally appropriate and respectful behaviour, and they begin to recognise a connection between food, clothing, religion and cultural identity. | |

Appendix 2 – Task administration guides

For Foundation to Level 2, there are three task bundles with three corresponding administration guides. The task bundles are titled:

* Unhei
* Multicultural Australia
* Happy Birthday.

Unhei – administration guide

Task details

Title: Unhei

Description: Students recognise and describe their intercultural encounters and explain how they might respond in different cultural situations

Year level: Foundation to Year 2

Duration: Approximately 15 minutes

Stimulus: Short excerpt from *The Name Jar* by Yangsook Choi (Dragonfly Books)

Questions

Questions 1–3

Question type: Multiple-choice questions

Targeted content description: Imagine and explain what their responses might be if they were placed in a different cultural situation or setting (VCICCD004)

Achievement standard extract: … explain how they might respond in different cultural situations

Question 4

Question type: Selection task – Select all that apply

Targeted content description: As above

Achievement standard extract: As above

Question 5

Question type: Multiple-choice questions

Targeted content description Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Achievement standard extract … describe their experiences of intercultural encounters …

Question 6

Question type: Short written response

Targeted content description: Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Achievement standard extract: … describe their experiences of intercultural encounters …

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Unhei task bundle to each student.

Administration instructions

* Teachers should read the story and questions to students.
* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using their computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

This task looks at intercultural encounters and how we should act in different cultural situations.

I will read a short story about a girl named ‘Unhei’. After the story, I will ask you a few questions about Unhei. Please listen carefully.

For questions that require a written response, type your answer in the space provided.

For multiple choice questions, please select the answer option(s).

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Unhei marking guide to mark the students’ work.

Acknowledgements

The story is sourced from Yangsook Choi, *The Name Jar* Dragonfly Books, New York, 2003.

Multicultural Australia – administration guide

Task details

Title: Multicultural Australia

Description: Students recognise and learn about diversity in Australia, including their school/community.

Year level: Foundation to Year 2

Duration: Approximately 15 minutes

Stimulus: Short text about Australia

Questions

Question 1

Question type: Short written response

Targeted content description: Identify and discuss cultural diversity in the school and/or community (VCICCD003)

Achievement standard extract: … identify cultural diversity in their school and/or community

Question 2 (a to f)

Question type: Table activity – true or false

Targeted content description: As above

Achievement standard extract: As above

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Multicultural Australia task bundle to each student.

Administration instructions

* Teachers should read the short text and questions to students.
* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using a computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

This task requires you to think about how Australia is a multicultural nation.

I will read a short text about Australia and a few questions to you. Please listen carefully.

For questions that require a written response, type your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Multicultural Australia marking guide to mark the students’ work.

Acknowledgements

Information in the text has been drawn from the Australian Bureau of Statistics, 2017, *Cultural Diversity in Australia, 2016,* viewed 18 June 2019, <https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Cultural%20Diversity%20Article~60>

Happy Birthday – administration guide

Task details

Title: Happy Birthday

Description: Students distinguish culturally familiar and unfamiliar ways of living

Year level: Foundation to Year 2

Duration: Approximately 30 minutes

Stimulus: Video clip

Questions

Questions 1 and 3

Question type: Multiple-choice questions

Targeted content description: Identify what is familiar and what is different in the ways culturally diverse individuals and families live (VCICCB001).

Achievement standard extract: … distinguish what is familiar and different in the ways culturally diverse individuals and families live

Question 2

Question type: Short written response

Targeted content description: As above

Achievement standard extract: As above

Question 4 (a to f)

Question type: Table activity – fill in

Targeted content description: As above

Achievement standard extract: As above

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Happy Birthday task bundle to each student.

Teacher preparation

The teacher should watch the video beforehand in preparation for the task administration.

Administration instructions

* The teacher asks students to watch the video. The video can be watched twice if required.
* The teacher should read the questions and multiple-choice options to students.
* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using a computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

The teacher says to the class:

You are going to watch a video about Samantha’s first birthday. Samantha and her family are Vietnamese. They celebrate birthdays differently to many of us.

After watching the video, you will answer some questions about Samantha’s birthday and about your birthday.

I will read the questions and answer options to you. Please listen carefully.

Select one answer only for multiple-choice questions. If you want to change your answer, you can select your new answer.

For questions that require a written response, type your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Happy Birthday marking guide to mark the students’ work.

Acknowledgements

The [video clip](http://education.abc.net.au/home#!/media/522343/celebrating-a-first-birthday) was developed by ABC Education.