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 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)

**Step 2:** *Choose which content descriptions will be taught and assessed in this unit.** 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: Arabic 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 **Arabic 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** | **Arabic Levels 7–8 Achievement Standard** |
| In **Arabic**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes.
* They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, for example, متى أكملت البحث؟؛ من ساعدك في إكمال الواجب المدرسي؟؛ هل يمكن أن تعيد السؤال؟؛ لو سمحت؛ ممكن أن أستخدم الهاتف؟؛ من فضلك ممكن أن تساعدني في حمل صندوق الكتب؟.
* Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating.
* They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types.
* They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school, leisure and interests using different modes of presentation.
* They share their responses to different imaginative texts by expressing feelings and ideas about the ways in which characters, settings and events are represented.
* Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read or viewed.
* They use key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs (for example, ال التعريف البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛الهوايات كبير/كبيرة؛ طويل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي صغيرة؛ بيتي واسع؛ شارعنا ضيق؛, أنتَ؛ أنتِ؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبت إلى السينما؛ ذهبنا إلى زيارة الأقارب و؛ أو؛ كذلك؛ أيضاً؛ لأنّ يوميا؛ غالبا؛ أحيانا؛ بكيت بشدّة؛ تكلمت بحماسٍ؛ إستيقضت متأخراً؛ وصلت إلى المسرح باكراً ),They apply writing conventions to written texts, such as لا أستطيع أن أكمل البحث؛ لم أستطع أن أجيب على جميع أسئلة الإمتحان أين تتمرن لكرة القدم؟ متى تلعب الرياضة؟ ما هي مادتك المفضلة؟ كم شخص يوجد في عائلتك؟ إستخدام العنوان؛ الفقرات؛ الفواصل؛ أدوات الترقيم؛ التوقيع في خاتمة الرسالة.
* They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation.
* They create texts in Arabic and English, identifying words and expressions that do not readily translate, such as بالهناء والشفاء؛ والله ولي التوفيق.
* They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating.
* Students identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts.
* They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations as to how these elements contribute to meaning.
* They identify ways in which spoken Arabic varies according to regions and countries, and provide examples of how Arabic has changed over time due to influences from other languages and cultures.
* Students identify how written Arabic varies in style and in the use of formal and informal forms, for example, أنتَ/حضرتكَ/حضرتكم, according to context, situation and the relationship between participants.
* They identify ways in which language use reflects cultural ideas, thoughts and perceptions.
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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 **Arabic 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]** |
| **Arabic Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Arabic Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes.
* They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, for example, متى أكملت البحث؟؛ من ساعدك في إكمال الواجب المدرسي؟؛ هل يمكن أن تعيد السؤال؟؛ لو سمحت؛ ممكن أن أستخدم الهاتف؟؛ من فضلك ممكن أن تساعدني في حمل صندوق الكتب؟.
* Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating.
* They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types.
* They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school, leisure and interests using different modes of presentation.
* They share their responses to different imaginative texts by expressing feelings and ideas about the ways in which characters, settings and events are represented.
* Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read or viewed.
* They use key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs (for example, ال التعريف البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛الهوايات كبير/كبيرة؛ طويل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي صغيرة؛ بيتي واسع؛ شارعنا ضيق؛, أنتَ؛ أنتِ؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبت إلى السينما؛ ذهبنا إلى زيارة الأقارب و؛ أو؛ كذلك؛ أيضاً؛ لأنّ يوميا؛ غالبا؛ أحيانا؛ بكيت بشدّة؛ تكلمت بحماسٍ؛ إستيقضت متأخراً؛ وصلت إلى المسرح باكراً ),They apply writing conventions to written texts, such as لا أستطيع أن أكمل البحث؛ لم أستطع أن أجيب على جميع أسئلة الإمتحان أين تتمرن لكرة القدم؟ متى تلعب الرياضة؟ ما هي مادتك المفضلة؟ كم شخص يوجد في عائلتك؟ إستخدام العنوان؛ الفقرات؛ الفواصل؛ أدوات الترقيم؛ التوقيع في خاتمة الرسالة.
* They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation.
* They create texts in Arabic and English, identifying words and expressions that do not readily translate, such as بالهناء والشفاء؛ والله ولي التوفيق.
* They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating.
* Students identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts.
* They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations as to how these elements contribute to meaning.
* They identify ways in which spoken Arabic varies according to regions and countries, and provide examples of how Arabic has changed over time due to influences from other languages and cultures.
* Students identify how written Arabic varies in style and in the use of formal and informal forms, for example, أنتَ/حضرتكَ/حضرتكم, according to context, situation and the relationship between participants.
* They identify ways in which language use reflects cultural ideas, thoughts and perceptions.
 | In **Arabic**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students use written and spoken Arabic to initiate and sustain interactions with peers and adults.
* They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans.
* They sustain interactions by asking and responding to questions, requesting clarification (for example, هل تعني....؟ ما قصدك؟), elaborating on opinions, and expressing agreement or disagreement, for example, على أتفق؟ لا أتفق؛ أعترض.
* In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions.
* They apply pronunciation and intonation rules to convey emotions and enhance expression.
* They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose.
* They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes.
* They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages.
* They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities, such as التلاعب بالألفاظ بواسطة إستخدام المفردات ذات المعاني المزدوجة؛ إستخدام عبارات مثل ليتني كنت...؛ فرحت فرحاً عظيماً؛ لو ربحت المسابقة. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms (for example, لو سمح أبي لي ٍآتي معك ما نذهب إلى السينما يوم السبت ؛ قد أسافر في العطلة؛الكتاب المفضل لدي والذي أحبه كثيرا هو ... لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر ), future tense and vocative case to convey meaning.
* They use vocabulary and expressions that are culturally embedded, such as سوف أكتب رسالة إلى المدير أعبر فيها عن رأيي؛ يا سمير هل أشتريت الجيتار الذي رأيته في المحل؟ , and apply appropriate writing conventions to increase text cohesion and enhance expression.
* Students translate and interpret texts from Arabic into English and vice versa, comparing own interpretations with others’ and explaining reasons for differences in translations.
* Students create bilingual texts for the wider community, interpreting cultural and linguistic aspects of texts.
* They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.
* Students identify the meaning and emotions conveyed in spoken texts, such as .ها سمير ماذا قررت؟؛ لا لا ؛ لا أقصد هذا؛ كم مرة قلت لك .. , and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect in written texts.
* They analyse the relationship between language choices and textual features, and the audience, purpose and context of different spoken, written and multimodal texts.
* Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change.
* They explain the power of language in determining the nature of intercultural communication in local and global contexts.
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