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)   **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). |

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

Indicative Progress Template: Chinese Background Language 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  **Chinese Background Language 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** | **Chinese Background Language Levels 7–8 Achievement Standard** |
| In **Chinese Background Language**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:   * Students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字？你多大了？你住在哪个城市？,不对，我是说… and 老师，我可以用电脑吗？), making appropriate language choices for different roles, relationships and situations, for example, 你的那个，那个 assignment 做完了吗？ * They access and analyse information （for example, 排版结构，表格，图标）from a range of sources which include familiar characters and use this information for a range of purposes. * Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences. * Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果…就…), and use a range of time phrases （for example, 然后；就）to sequence events and ideas. * Students make comparisons (比;跟…一), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此). * Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices. * They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family. * Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. * They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes. * They explain how ideas are mediated across languages and cultures in their local communities. * They express their own understandings of the Chinese cultural values that influence their own communicative practices. |

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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  **Chinese Background Language 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]** | | |
| **Chinese Background Language Levels 7–8 Achievement Standard** | **Example of Indicative Progress toward**  **Levels 9–10 Achievement Standard** | **Chinese Background Language Levels 9–10 Achievement Standard** |
| By the end of Level 8:   * Students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字？你多大了？你住在哪个城市？,不对，我是说… and 老师，我可以用电脑吗？), making appropriate language choices for different roles, relationships and situations, for example, 你的那个，那个 assignment 做完了吗？ * They access and analyse information （for example, 排版结构，表格，图标）from a range of sources which include familiar characters and use this information for a range of purposes. * Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences. * Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果…就…), and use a range of time phrases （for example, 然后；就）to sequence events and ideas. * Students make comparisons (比;跟…一), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此). * Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices. * They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family. * Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. * They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes. * They explain how ideas are mediated across languages and cultures in their local communities. * They express their own understandings of the Chinese cultural values that influence their own communicative practices. | In **Chinese Background Language**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:   * Students use spoken and written Chinese to initiate and sustain extended interactions with others in their social world and in the Chinese-speaking community, for example, 我的学校生活，澳大利亚的运动，我最喜欢的春节活动. * They ask questions (for example, 你真的认为…吗？请想一想…) and adapt language use for a range of contexts and roles. * They identify and evaluate key points of information from different spoken, written and multimodal authentic sources and use this information to develop a position and to inform and convince others. * They move between Chinese and English to create simple bilingual texts. * Students interpret, interact with and create a range of texts for imaginative, informative and persuasive purposes and for different audiences. * Sentences include a range of structures, including formal expressions to connect ideas, for example, 除此之外, 尽管这样, 因此，无论…都… They also use relative and attributive clauses, conditionality and indefinite pronouns. * Students compare information and ideas, and explain or justify opinions, for example, 有人说… 还有人认为… 所以…而且… 因此… They apply knowledge of metaphor and 成语 in their own writing. * Students map characters against familiar sounds and apply their knowledge of character form and function to predict the meaning and sound of unfamiliar characters. * They independently use digital resources to communicate with others, and utilise online and print dictionaries to assist in reading Chinese texts. * They explain how the purpose and use of stylistic devices, textual features and language features change across contexts, genres and traditions. * Students explain the cultural assumptions that influence participants’ responses and identify ways in which understanding could be enhanced in communication. * They reflect on the roles both Chinese and Australian cultures play in their own communicative practices and use these reflections to improve their Chinese language use. |