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 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)
* 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: Chinese First 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 First 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]***
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|  | **Example of Indicative Progress toward Levels 7–8 Achievement Standard** | **Chinese First Language Levels 7–8 Achievement Standard** |
| In **Chinese First Language**, indicative progression toward the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students sustain oral and written interactions with known audiences, making appropriate adjustments to language use for different audiences, contexts and purposes.
* They access and analyse a range of authentic spoken, written and multimodal sources to support and present ideas and opinions.
* Students respond to and create spoken, written and multimodal imaginative texts in a range of genres.
* They translate informative texts from Chinese into English and vice versa for particular audiences.
* Students reflect on adjustments they make to language use for different audiences.
* Students apply knowledge of grammatical and text structures and vocabulary choices to achieve effective communication.
* They identify the main ideas conveyed in texts related to other learning areas or presented in age-appropriate imaginative texts or media.
* They begin to see texts as existing within a cultural context, and begin to make comparisons between the values and practices encountered in classical Chinese texts and those encountered in their local communities.
* They demonstrate awareness that texts reflect the cultural background and values of the author and are open to diverse interpretations.
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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 First 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 First Language Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Chinese First Language Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students sustain oral and written interactions with known audiences, making appropriate adjustments to language use for different audiences, contexts and purposes.
* They access and analyse a range of authentic spoken, written and multimodal sources to support and present ideas and opinions.
* Students respond to and create spoken, written and multimodal imaginative texts in a range of genres.
* They translate informative texts from Chinese into English and vice versa for particular audiences.
* Students reflect on adjustments they make to language use for different audiences.
* Students apply knowledge of grammatical and text structures and vocabulary choices to achieve effective communication.
* They identify the main ideas conveyed in texts related to other learning areas or presented in age-appropriate imaginative texts or media.
* They begin to see texts as existing within a cultural context, and begin to make comparisons between the values and practices encountered in classical Chinese texts and those encountered in their local communities.
* They demonstrate awareness that texts reflect the cultural background and values of the author and are open to diverse interpretations.
 | In **Chinese First Language**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students sustain extended interactions with diverse individuals and groups, selecting spoken and written language for precision and for effect on participants.
* Students collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences.
* They select and organise ideas, adapting language, style, register and textual features to mediate these ideas for a range of audiences who speak Chinese or English or both.
* They respond to authentic texts and create a range of persuasive, informative and imaginative texts.
* Students apply features of prosody in their own speech.
* They apply understanding of character components and morphemes to their own writing.
* They reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and display a capability to move readily between languages and cultures.
* Students have metalinguistic awareness across their two languages, including explicitly considering similarities and differences in the structure and framing of both languages.
* They are aware of the choices they make in terms of how they present themselves and their ideas to audiences who speak either language.
* They analyse how language features and devices are used to achieve different purposes.
* Students explain how language and languages vary with time and according to situation and context.
* They identify evidence showing how texts reflect the cultural background and values of the author and different perspectives.
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