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: French 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  **French 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** | **French Levels 7–8 Achievement Standard** |
| In **French**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:   * Students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. * They initiate and sustain conversation by using active-listening skills and responding to others’ contributions (*c’est* *vrai ...*; *ah oui, en effet ...*; *pas possible!*). * They respond to familiar questions and directions (*Qu’est-ce que c’est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu* *répéter?*). * They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -*r*, -*u* and -*ille.* * They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (*je suis* *italien-australien; j’habite à Cairns; j’ai* *une* *sœur et deux frères; j’aime chanter; et toi?*). * They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. * They describe familiar objects, contexts and experiences (*la maison, le quartier, l’école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (*grand, petit, belle, bizarre*), character (*sympa, compliqué*) and quantity (*les numéros, beaucoup de .*..). * They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. * They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous*, *sur, devant, après* and *avant*) to build cohesion and extend sentence structure. * They translate short texts and explain French gestures, expressions or signs to friends and family. * They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). * They adjust language use to suit contexts and situations (for example, use of *tu* or *vous,* different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources. * Students understand the dynamic nature of contact between languages and cultures in the contemporary world. * They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. * They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). * They recognise French words used in English (‘menu’, ‘mousse’), English words used in French (*le weekend, le football*), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). * They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). * They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. * Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language. |

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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  **French 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]** | | |
| **French Levels 7–8 Achievement Standard** | **Example of Indicative Progress toward**  **Levels 9–10 Achievement Standard** | **French Levels 9–10 Achievement Standard** |
| By the end of Level 8:   * Students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. * They initiate and sustain conversation by using active-listening skills and responding to others’ contributions (*c’est* *vrai ...*; *ah oui, en effet ...*; *pas possible!*). * They respond to familiar questions and directions (*Qu’est-ce que c’est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu* *répéter?*). * They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -*r*, -*u* and -*ille.* * They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (*je suis* *italien-australien; j’habite à Cairns; j’ai* *une* *sœur et deux frères; j’aime chanter; et toi?*). * They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. * They describe familiar objects, contexts and experiences (*la maison, le quartier, l’école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (*grand, petit, belle, bizarre*), character (*sympa, compliqué*) and quantity (*les numéros, beaucoup de .*..). * They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. * They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous*, *sur, devant, après* and *avant*) to build cohesion and extend sentence structure. * They translate short texts and explain French gestures, expressions or signs to friends and family. * They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). * They adjust language use to suit contexts and situations (for example, use of *tu* or *vous,* different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources. * Students understand the dynamic nature of contact between languages and cultures in the contemporary world. * They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. * They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). * They recognise French words used in English (‘menu’, ‘mousse’), English words used in French (*le weekend, le football*), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). * They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). * They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. * Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language. | In **French**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:   * Students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. * They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). * They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. * They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe* *passé* form of verbs with *être* involves gender and number agreement. They recognise the form and function of reflexive verbs (*se laver*, *se lever*) and use appropriate forms of possessive adjectives in own language production. * They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. * They use expressive and descriptive vocabulary to talk about feelings and experiences. * They create imaginative and performative texts for a range of purposes such as, entertaining or persuading. * They use French to narrate and describe, matching modes of presentation to context and intended audience. * They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons. * Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. * They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. * They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. * They build metalanguage for talking about language (*formal and informal language, body language*) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation*; *le marché, le supermarché, l’hypermarché*). * Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). * They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). * They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups. |