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 F–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 F–10 Sequence: Towards Levels F–2 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]** | | |
|  | **Examples of Indicative Progress toward**  **Levels F–2 Achievement Standard** | **French Levels F–2 Achievement Standard** |
| In **French,** indicative progression towards the  Levels F–2 Achievement Standard may be when students: | By the end of Level 2:   * Students interact with teachers and each other through action-related talk and play. * They exchange greetings such as *Bonjour! Comment ça va*? *Très bien, merci* and respond to question cues with single words or set phrases: *Qu’est-ce que c’est? Un éléphant. Tu veux un croissant? Non, merci*. * They choose between options when responding to questions such as *Tu veux le rouge ou le bleu*? * They rely heavily on visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. * They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. * They identify key words in spoken texts, such as names of people, places or objects. * They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. * They write simple texts such as lists, labels, captions and descriptions. * Students use some pronouns, prepositions and simple present tense forms of regular verbs. * Students recognise that French sounds different to English but that it uses the same alphabet when written. * They recognise that some words are written the same in both languages but pronounced differently. * They know that French is the language used in France and also in many other regions of the world. * They recognise that language is used differently in different situations and between different people. * They identify differences and similarities between their own and other’s languages and cultures |

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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 F–10 Sequence: Towards Levels 3–4 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 Level F–2 Achievement Standard** | **Examples of Indicative Progress toward**  **Levels 3–4 Achievement Standard** | **French Levels 3–4 Achievement Standard** |
| By the end of Level 2:   * Students interact with teachers and each other through action-related talk and play. * They exchange greetings such as *Bonjour! Comment ça va*? *Très bien, merci* and respond to question cues with single words or set phrases: *Qu’est-ce que c’est? Un éléphant. Tu veux un croissant? Non, merci*. * They choose between options when responding to questions such as *Tu veux le rouge ou le bleu*? * They rely heavily on visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. * They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. * They identify key words in spoken texts, such as names of people, places or objects. * They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. * They write simple texts such as lists, labels, captions and descriptions. * Students use some pronouns, prepositions and simple present tense forms of regular verbs. * Students recognise that French sounds different to English but that it uses the same alphabet when written. * They recognise that some words are written the same in both languages but pronounced differently. * They know that French is the language used in France and also in many other regions of the world. * They recognise that language is used differently in different situations and between different people.   They identify differences and similarities between their own and other’s languages and cultures | In **French,** indicative progression towards the  Levels 3–4 Achievement Standard may be when students: | By the end of Level 4:   * Students interact with teachers and each other through classroom routines, action-related talk and play. * They exchange greetings and wishes, respond to familiar instructions and to questions such as *Qu’est-ce que c’est? and Qu’est-ce que tu fais*? * They share simple ideas and information, express positive and negative feelings (*Je suis très contente; Je n’aime pas la pluie*) and ask for help, clarification and permission. * They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. * They make statements using the present tense and present + infinitive form about self, family and interests (*Je suis australien et italien; J’habite* à Brisbane; *Je vais partir demain*). * They approximate the sounds, rhythms and pitch of spoken French. * They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. * They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as *et* and *mais,* and prepositions such as *sous, sur* and *devant.* * They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (*une petite maison, les grands chiens*). * Students recognise that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (the same alphabet and basic sentence structure, many shared words) and different in other ways (use of titles, gestures, some new sounds such as r and u, gender forms). * They recognise that languages change over time and influence each other. * They identify French words used in English (*menu, mousse*) and English words used in French (*le* weekend, stop!). * They recognise that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). * They understand that French has its own rules for pronunciation, non-verbal communication and grammar. * They use terms such as verb, adjective and gender for talking about language and learning. * Students understand that languages are connected with cultures, and that the French language, like their own, reflects ways of behaving and thinking as well as ways of using 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 F–10 Sequence: Towards Levels 5–6 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 3–4 Achievement Standard** | **Example of Indicative Progress toward Levels 5–6 Achievement Standard** | **French Levels 5–6 Achievement Standard** |
| By the end of Level 4:   * Students interact with teachers and each other through classroom routines, action-related talk and play. * They exchange greetings and wishes, respond to familiar instructions and to questions such as *Qu’est-ce que c’est? and Qu’est-ce que tu fais*? * They share simple ideas and information, express positive and negative feelings (*Je suis très contente; Je n’aime pas la pluie*) and ask for help, clarification and permission. * They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. * They make statements using the present tense and present + infinitive form about self, family and interests (*Je suis australien et italien; J’habite* à Brisbane; *Je vais partir demain*). * They approximate the sounds, rhythms and pitch of spoken French. * They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. * They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as *et* and *mais,* and prepositions such as *sous, sur* and *devant.* * They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (*une petite maison, les grands chiens*). * Students recognise that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (the same alphabet and basic sentence structure, many shared words) and different in other ways (use of titles, gestures, some new sounds such as r and u, gender forms). * They recognise that languages change over time and influence each other. * They identify French words used in English (*menu, mousse*) and English words used in French (*le* weekend, stop!). * They recognise that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). * They understand that French has its own rules for pronunciation, non-verbal communication and grammar. * They use terms such as verb, adjective and gender for talking about language and learning. * Students understand that languages are connected with cultures, and that the French language, like their own, reflects ways of behaving and thinking as well as ways of using language. | In **French**, indicative progression towards the Level 5–6 Achievement Standard may be when students: | By the end of Level 6:   * Students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. * They ask and answer questions in complete sentences in familiar contexts (*Est-ce que je peux … ? Tu peux..… ?),* using appropriate pronunciation, intonation and non-verbal communication strategies. * They recognise appropriate forms of address for different audiences, using *tu* forms with friends and family members, and using *vous* for teachers and other adults or when more than one person is involved. * They gather and compare information from a range of texts. * They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. * They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. * They convey information in different formats to suit specific audiences and contexts. * Students use present tense verb forms, conjunctions and connectives (*et, mais, parce que, plus tard, maintenant*), positive and negative statements *(j’ai trois amis, je n’ai plus d’amis*), and adverbs such as (*très, aussi, beaucoup, un peu* and *lentement)*. * They recognise and use with support verb forms such as *le futur proche (je vais + l’infinitif)* and *le passé composé* (*j’ai* + regular forms of past participle) as set phrases. * They recognise *l’imparfait* when reading (*c’était, il était*) but do not yet use it in their own speech or writing. * They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (*avant, après, devant, derrière*). * Students recognise differences between spoken and written forms of French, comparing them with English and other known languages. * They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. * They use metalanguage for language explanation (for example, 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 make comparisons between French and their own language and culture, 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. |

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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 F–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]** | | |
| **French Levels 5–6 Achievement Standard** | **Example of Indicative Progress toward Levels 7–8 Achievement Standard** | **French Levels 7–8 Achievement Standard** |
| By the end of Level 6:   * Students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. * They ask and answer questions in complete sentences in familiar contexts (*Est-ce que je peux … ? Tu peux..… ?),* using appropriate pronunciation, intonation and non-verbal communication strategies. * They recognise appropriate forms of address for different audiences, using *tu* forms with friends and family members, and using *vous* for teachers and other adults or when more than one person is involved. * They gather and compare information from a range of texts. * They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. * They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. * They convey information in different formats to suit specific audiences and contexts. * Students use present tense verb forms, conjunctions and connectives (*et, mais, parce que, plus tard, maintenant*), positive and negative statements *(j’ai trois amis, je n’ai plus d’amis*), and adverbs such as (*très, aussi, beaucoup, un peu* and *lentement)*. * They recognise and use with support verb forms such as *le futur proche (je vais + l’infinitif)* and *le passé composé* (*j’ai* + regular forms of past participle) as set phrases. * They recognise *l’imparfait* when reading (*c’était, il était*) but do not yet use it in their own speech or writing. * They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (*avant, après, devant, derrière*). * Students recognise differences between spoken and written forms of French, comparing them with English and other known languages. * They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. * They use metalanguage for language explanation (for example, 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 make comparisons between French and their own language and culture, 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. | In **French**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:   * Students use written and spoken French to interact with teachers, peers and others and exchange experiences, opinions and views. * They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, *les nouvelles téchnologies, les rapports entre les générations, le travail, la musique*). * They ask, give and follow directions and instructions, using phrases such as *prenez la deuxième rue à gauche* ..., *suivez le boulevard jusqu’à* ... and *choisissez la photo*. * They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. * They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. * They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments, and to explain or justify a position. * Students use regular verbs in the *passé composé* form independently as well as high-frequency irregular verbs such as *faire, être and avoir*. * They use declarative, imperative and interrogative verbs in affirmative and negative forms. * They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (*for example, à tout à l’heure,* good on ya*!).* * They make appropriate language choices when communicating in French in different contexts and situations. * Students use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement). * They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. * They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). * Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. * They reflect on their own ways of communicating, considering how these might be interpreted by others. |

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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 F–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 written and spoken French to interact with teachers, peers and others and exchange experiences, opinions and views. * They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, *les nouvelles téchnologies, les rapports entre les générations, le travail, la musique*). * They ask, give and follow directions and instructions, using phrases such as *prenez la deuxième rue à gauche* ..., *suivez le boulevard jusqu’à* ... and *choisissez la photo*. * They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. * They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. * They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments, and to explain or justify a position. * Students use regular verbs in the *passé composé* form independently as well as high-frequency irregular verbs such as *faire, être and avoir*. * They use declarative, imperative and interrogative verbs in affirmative and negative forms. * They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (*for example, à tout à l’heure,* good on ya*!).* * They make appropriate language choices when communicating in French in different contexts and situations. * Students use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement). * They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. * They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). * Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. * They reflect on their own ways of communicating, considering how these might be interpreted by others. | 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 communicate with teachers, peers and others in a range of settings and for a range of purposes. * They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). * They socialise, express feelings and opinions, and participate in different modes of imaginative and creative expression, such as songs, skits, interviews and performances. * They initiate conversations and discussion (*Qu’est-ce que vous pensez au sujet de ... ? A mon avis ...),* change or elaborate on topics (*Oui, mais … d’autre part ...),* and provide feedback and encouragement (*En effet - c’est intéressant; et toi, qu’est-ce que tu en dis?).* * They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. * They locate and evaluate information on local and global issues from a range of perspectives and sources. * They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. * Students use *présent, passé composé, imparfait* and *futur proche* tenses in their own texts, and the conditional tense to express intention or preference (for example, *Je voudrais aller au cinéma ce soir).* * They understand and use with support future and *plus-que-parfait* tenses. * Students translate and interpret a range of French and English texts, comparing versions and analysing processes. * Students explain differences between spoken and written French, and recognise the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). * They recognise the blurring of these differences in some modes of communication such as text messages, emails or conversation transcripts. * They describe how languages change, borrow from, build upon and blend with each other (*le franglais*). * They understand the power of language to shape relationships, to include and exclude. * They recognise and use appropriate terminology to explain some irregularities of grammatical patterns and rules (irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. * They reflect on their own cultural perspectives and consider how these are impacted by French language and culture learning. |