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)
* 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 2:** *Choose which content descriptions will be taught and assessed in this unit.***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: German 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 **German 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 towards Levels 7–8 Achievement Standard** | **German Levels 7–8 Achievement Standard** |
| In **German**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences.
* They interact with others to carry out transactions, participate in class routines and socialise.
* They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!; Hol’ einen Laptop!; Wer ist das?; Woher kommt dein Vater?; Hast du Geschwister?,* request help or permission, for example, *Ich möchte …* *, bitte.; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.*.
* When socialising, they make simple statements such as *Ich mag Fuβball, aber Toms Lieblingssport ist Basketball*. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as,*ja, rot, singen, Sport, Winter, zwei, ich auch*.
* They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning.
* They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order.
* They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative.
* They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*.
* They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible.
* They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences.
* They explain how aspects of their own identity impact on intercultural exchange.
* Students identify German as an important European and global language and that it is related to English.
* They identify some of the common variations in German used in different contexts by different people.
* They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation.
* They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts.
* They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.
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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 **German 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]** |
| **German Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **German Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences.
* They interact with others to carry out transactions, participate in class routines and socialise.
* They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!; Hol’ einen Laptop!; Wer ist das?; Woher kommt dein Vater?; Hast du Geschwister?,* request help or permission, for example, *Ich möchte …* *, bitte.; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.*.
* When socialising, they make simple statements such as *Ich mag Fuβball, aber Toms Lieblingssport ist Basketball*. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as,*ja, rot, singen, Sport, Winter, zwei, ich auch*.
* They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning.
* They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order.
* They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative.
* They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*.
* They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible.
* They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences.
* They explain how aspects of their own identity impact on intercultural exchange.
* Students identify German as an important European and global language and that it is related to English.
* They identify some of the common variations in German used in different contexts by different people.
* They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation.
* They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts.
* They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.
 | In **German**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans.
* They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language.
* They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleiβiger als ich*.
* They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ...* , *Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?*.
* They apply rules of pronunciation, intonation and stress, including variations such as contractions.
* They locate, analyse and record information, feelings and opinions from a range of texts.
* They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions.
* They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht*.
* They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts.
* They use a range of grammatical elements to describe, situate and link people, objects and events in time and place.
* They use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases.
* They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs.
* They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs.
* They use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?*
* They use a variety of conjunctions and cohesive devices, for example, *als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest.
* They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures.
* They explain the importance of audience and context in intercultural exchanges.
* They explain how cultural identity is both shaped by and influences ways of communicating and thinking.
* Students give examples of how language changes over time and identify reasons for change.
* They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation.
* They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose.
* They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups
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