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) * 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). |

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

Indicative Progress Template: Italian 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  **Italian 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** | **Italian Levels 7–8 Achievement Standard** |
| In **Italian**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:   * Students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. * They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. * They participate in classroom routines and respond to classroom instructions, questions and directions. * They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. * They use gesture and some formulaic expressions to support oral interaction. * Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. * They demonstrate understanding of information from a range of factual and creative texts. * They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. * They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as e, ma, *però, anche, perché* and *invece* to create simple texts using known vocabulary and structures. * Students are aware of similarities between Italian and English and understand that they borrow from each other. They recognise that literal translation between languages is not always possible. * They reflect on how culture is evident in experiences, images and texts. * They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of text types such as letters, emails, descriptions and narratives. * They are aware that language reflects contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian. * They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. * They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and consider how their response may be shaped by their own language(s) and culture(s). |

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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  **Italian 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]** | | |
| **Italian Levels 7–8 Achievement Standard** | **Example of Indicative Progress toward**  **Levels 9–10 Achievement Standard** | **Italian Levels 9–10 Achievement Standard** |
| By the end of Level 8:   * Students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. * They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. * They participate in classroom routines and respond to classroom instructions, questions and directions. * They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. * They use gesture and some formulaic expressions to support oral interaction. * Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. * They demonstrate understanding of information from a range of factual and creative texts. * They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. * They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as e, ma, *però, anche, perché* and *invece* to create simple texts using known vocabulary and structures. * Students are aware of similarities between Italian and English and understand that they borrow from each other. They recognise that literal translation between languages is not always possible. * They reflect on how culture is evident in experiences, images and texts. * They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of text types such as letters, emails, descriptions and narratives. * They are aware that language reflects contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian. * They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. * They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and consider how their response may be shaped by their own language(s) and culture(s). | In **Italian**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:   * Students use a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance. * They communicate thoughts and opinions; make comparisons and contrasts (for example, *a* *differenza di; invece*), and offer reasons for points of view, opinions and preferences. * They express desires and plans for the future. * They give presentations, and formulate and respond to a range of questions. * They interpret information and attitudes in a range of informational and imaginative texts. * They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (*prima … poi … infine*); and qualify statements, for example, through the use of relative clauses. * They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. * They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives. * Students have developed a metalanguage to analyse and discuss features of language choice and use and cultural practice. * They analyse texts, noticing features such as tone, sequences and relationships of events in time. * They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. * They recognise that Italian language use varies according to context, purpose and mode. * They consider social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. * They are aware of particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and recognise that certain concepts cannot be translated readily from Italian to English and from English into Italian. * They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. * They recognise the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity. |