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: Italian 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 **Italian 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** | **Italian Levels F–2 Achievement Standard** |
| In **Italian,** indicative progression towards the Levels F–2 Achievement Standard may be when students: | By the end of Level 2:* Students use Italian to communicate with their teacher and peers through action-related talk and play.
* They demonstrate comprehension by responding both verbally and non-verbally.
* They imitate without always comprehending.
* They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?*
* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea.
* They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and ‘c’ and ‘ch’ pronunciation with some accuracy.
* They differentiate between statements and questions according to intonation.
* They rely on extensive paralinguistic and contextual support such as pictures, gestures and props.
* They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*
* Students recognise that Italian is the national language of Italy.
* They understand that the Italian alphabet has 21 letters.
* They are aware that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine.
* They understand that there are different ways of addressing friends, family and teachers/other adults.
* They begin to notice patterns in Italian words and phrases and make comparisons between Italian and English.
* They are aware of word borrowings and recognise that Italian words and expressions are often used in various English-speaking contexts.
* They make observations about similarities and differences in the cultural practices of Italians and Australians.
* They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.
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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 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]** |
| **Italian Level F–2 Achievement Standard**  | **Examples of Indicative Progress toward** **Levels 3–4 Achievement Standard** | **Italian Levels 3–4 Achievement Standard** |
| By the end of Level 2:* Students use Italian to communicate with their teacher and peers through action-related talk and play.
* They demonstrate comprehension by responding both verbally and non-verbally.
* They imitate without always comprehending.
* They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?*
* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea.
* They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and ‘c’ and ‘ch’ pronunciation with some accuracy.
* They differentiate between statements and questions according to intonation.
* They rely on extensive paralinguistic and contextual support such as pictures, gestures and props.
* They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*
* Students recognise that Italian is the national language of Italy.
* They understand that the Italian alphabet has 21 letters.
* They are aware that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine.
* They understand that there are different ways of addressing friends, family and teachers/other adults.
* They begin to notice patterns in Italian words and phrases and make comparisons between Italian and English.
* They are aware of word borrowings and recognise that Italian words and expressions are often used in various English-speaking contexts.
* They make observations about similarities and differences in the cultural practices of Italians and Australians.
* They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.
 | In **Italian,** indicative progression towards the Levels 3–4 Achievement Standard may be when students: | By the end of Level 4:* Students understand a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities.
* They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions.
* They ask and respond to simple questions, often by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea.
* They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com’è la tua casa?* *La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.*
* They use short sentences, often reorganising known language to fit personal responses, for example, *Giochi domani?Sì/no/Forse*.
* Students understand short written texts and are beginning to read independently, using visual cues, prediction and questioning to decipher meaning.
* They recall key ideas and events, recognise meanings, and respond meaningfully.
* Students create written texts of a few sentences using familiar language and structures.
* Students recognise that language is used differently in different situations and contexts.
* They understand the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures.
* They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences.
* They build understanding of Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree.
* They notice similarities and differences in the patterns of Italian language compared to English and other familiar languages.
* They create texts that show understanding of how ideas are connected and how images support the meaning of texts.
* They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts.
* They notice that there are cultural differences in ways of communicating and can describe similarities and differences between their own and other 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 **Italian 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]** |
| **Italian Levels 3–4 Achievement Standard**  | **Example of Indicative Progress toward Levels 5–6 Achievement Standard** | **Italian Levels 5–6 Achievement Standard** |
| By the end of Level 4:* Students understand a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities.
* They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions.
* They ask and respond to simple questions, often by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea.
* They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com’è la tua casa?* *La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.*
* They use short sentences, often reorganising known language to fit personal responses, for example, *Giochi domani?Sì/no/Forse*.
* Students understand short written texts and are beginning to read independently, using visual cues, prediction and questioning to decipher meaning.
* They recall key ideas and events, recognise meanings, and respond meaningfully.
* Students create written texts of a few sentences using familiar language and structures.
* Students recognise that language is used differently in different situations and contexts.
* They understand the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures.
* They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences.
* They build understanding of Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree.
* They notice similarities and differences in the patterns of Italian language compared to English and other familiar languages.
* They create texts that show understanding of how ideas are connected and how images support the meaning of texts.
* They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts.

They notice that there are cultural differences in ways of communicating and can describe similarities and differences between their own and other cultures | In **Italian**, indicative progression towards the Level 5–6 Achievement Standard may be when students: | By the end of Level 6:* Students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices.
* They talk about aspects of their environment, express opinions, for example, *È buonissimo ...è molto bravo, mi piace di più* ...,*penso di sì/no, secondo me...*, accept or reject ideas, agree and disagree, for example, *No,* *non sono d’accordo! Hai ragione/torto*.
* They ask simple questions, for example, *Ti piace? Cosa prendi?* *Chi viene alla festa?* *Vieni anche tu?* They understand the main points in spoken interactions consisting of familiar language in simple sentences.
* They display some consistency in the use of pronunciation and intonation.
* They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary.
* In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language.
* They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions.
* Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più ...*
* They write descriptions, letters, messages, summaries, invitations and narratives.
* They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.
* Students have developed some metalanguage to talk about both linguistic and cultural features.
* They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture.
* They demonstrate some understanding of variation in language use, adapting language forms according to audience and context.
* They recognise and are comfortable with linguistic and cultural differences, understand the multilingual and multicultural character of Australian society, and have some awareness that dialects are spoken both in Italy and in Italian-speaking communities around the world.
* Through questioning and discussion they build intercultural understanding, participating in reflective and comparative work in Italian and English.
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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 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]***
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| **Italian Levels 5–6 Achievement Standard**  | **Example of Indicative Progress toward Levels 7–8 Achievement Standard** | **Italian Levels 7–8 Achievement Standard** |
| By the end of Level 6:* Students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices.
* They talk about aspects of their environment, express opinions, for example, *È buonissimo ...è molto bravo, mi piace di più* ...,*penso di sì/no, secondo me...*, accept or reject ideas, agree and disagree, for example, *No,* *non sono d’accordo! Hai ragione/torto*.
* They ask simple questions, for example, *Ti piace? Cosa prendi?* *Chi viene alla festa?* *Vieni anche tu?* They understand the main points in spoken interactions consisting of familiar language in simple sentences.
* They display some consistency in the use of pronunciation and intonation.
* They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary.
* In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language.
* They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions.
* Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più ...*
* They write descriptions, letters, messages, summaries, invitations and narratives.
* They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.
* Students have developed some metalanguage to talk about both linguistic and cultural features.
* They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture.
* They demonstrate some understanding of variation in language use, adapting language forms according to audience and context.
* They recognise and are comfortable with linguistic and cultural differences, understand the multilingual and multicultural character of Australian society, and have some awareness that dialects are spoken both in Italy and in Italian-speaking communities around the world.
* Through questioning and discussion they build intercultural understanding, participating in reflective and comparative work in Italian and English.
 | In **Italian**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use spoken and written Italian to interact in a range of personal and social contexts.
* They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, *Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni*.
* They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language.
* They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed.
* They respond to and create simple informational and imaginative texts, for example, *Io comincio la scuola alle otto e mezzo. Le materie che studio sono l’inglese, la matematica, le scienze e la storia.*
* They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente*.
* They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language.
* They give some justification for their interpretations of texts.
* They ask questions and seek clarification.
* Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, *Non posso venire alla partita perché devo studiare*.
* They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.*
* Students understand and use metalanguage to explain aspects of language and culture.
* They identify features of text types such as letters, emails, descriptions and narratives.
* They are aware that language is chosen to reflect 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 recognise that languages do not always translate directly.
* They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and consider how their responses 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 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]** |
| **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 use spoken and written Italian to interact in a range of personal and social contexts.
* They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, *Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni*.
* They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language.
* They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed.
* They respond to and create simple informational and imaginative texts, for example, *Io comincio la scuola alle otto e mezzo. Le materie che studio sono l’inglese, la matematica, le scienze e la storia.*
* They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente*.
* They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language.
* They give some justification for their interpretations of texts.
* They ask questions and seek clarification.
* Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, *Non posso venire alla partita perché devo studiare*.
* They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.*
* Students understand and use metalanguage to explain aspects of language and culture.
* They identify features of text types such as letters, emails, descriptions and narratives.
* They are aware that language is chosen to reflect 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 recognise that languages do not always translate directly.
* They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and consider how their responses 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 written and spoken Italian to interact with others in a range of contexts and for a range of purposes.
* They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas.
* They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example*, Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato.*
* They demonstrate grammatical control when using complex sentences.
* They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests.
* They participate in classroom discussions, present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, *Non c’ è dubbio che* *…* *Credo che questi articoli offrano solo un punto di vista.*
* They identify key ideas in different text types dealing with both concrete and abstract topics.
* They follow the development and relationship of ideas, for example, identifying sequencing, cause and effect, and consequences.
* They compare and evaluate ideas across languages and cultures, for example, *Secondo me …* *dal mio punto di vista …* *per quanto mi riguarda. I giovani italiani sono più interessati nella politica*.
* They discuss future plans and aspirations.
* Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument.
* They present real or imaginary events and experiences in narratives, descriptions and recounts.
* They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.
* Students reflect on their experience of learning Italian language and culture.
* They exchange opinions and responses, noting how these may have changed over time.
* They consider how writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views.
* They reflect on their own and others’ use of language, the language choices made, and the cultural assumptions or understandings which shape them.
* They consider how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.
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