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)

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

Indicative Progress Template: Korean 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 **Korean 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 toward Levels 7–8 Achievement Standard** | **Korean Levels 7–8 Achievement Standard** |
| In **Korean**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use Korean to interact with each other and teachers in classroom routines and activities, exchanging greetings, wishes, experiences, interests and information.
* They approximate different sounds and intonation patterns of Korean during spoken interaction, and construct and combine Hangeul syllable blocks appropriately to write words and sentences.
* They greet each other using formulaic language (for example, 안녕하세요?; 만나서 반가워요; 안녕히 가세요/계세요) and exchange basic personal information. They ask and respond to simple questions using an –이에요/예요 or –어/아요 verb ending appropriately (for example, 13살이에요; 이것/저것이 뭐예요?; 뭐 (무엇을) 해요?; 수영해요).
* They maintain interaction by using formulaic expressions or set phrases to give simple feedback (for example, 알아요/ 몰라요, 네/아니요, 맞아요/틀려요) and to offer their own opinions (for example, 제 생각에는/으로는 ...이/가 맞아요).
* Students give and follow simple instructions such as 일어나세요, 앉으세요, ..., make simple arrangements (for example, 같이 가요, 언제 만나요?) and engage in transactions such as making and responding to polite requests (for example, 아이스크림 주세요).
* They negotiate wishes and express possibility or capability using set phrases (such as ...–고 싶어요, ...–(으)ㄹ 수 있어요). Students use familiar vocabulary to describe familiar objects, people, pets, routines and contexts (such as 책, 사과, 빨간색, 아버지, 어머니, 고양이, 월요일, 화요일, ..., 주말, 학교, 집) and appropriate grammatical elements such as basic case markers and particles, for example, –은/는, –이/가, –을/를, –에, –에서, –하고 and –(으)로 (as an instrumental case particle) in simple sentences. They describe present and past events (for example, 영화가 재미있어요; 영화가 재미있었어요) and express aspects of action or appearance in set phrases (such as ...–고 있어요, ... 같아요).
* They ask questions using a range of question words, and make negations by using 안/못 for common verbs and by replacing copula ...이에요/예요 with a set phrase ...이/가 아니예요.
* They describe quality or state (for example, 좋아요, 예뻐요, 재미있어요/재미없어요, 커요/작아요, 맛있어요/맛없어요) and action (for example, 가요, 먹어요, 좋아해요, 공부해요), and use a suffix –었/았– for past events (for example, 갔어요).
* Students refer to themselves using different forms of first person pronouns (for example, 저, 제, 나, 내, 우리) appropriately and refer to objects using pronouns 이것, 저것 or 그것 according to the context.
* They use some honorific words and suffixes as part of formulaic expressions (for example, 드세요, 선생님).
* They express numbers using pure Korean and Sino-Korean number systems, basic counters and Arabic numerals with appropriate pronunciation, in appropriate word order (for example, 사과 한 개, 학생 세 명, 12살, 8 학년).
* They create texts using modelled sentence structures, formulaic expressions and set phrases.
* They build text cohesion by using basic qualifying adverbs (such as 아주, 잘, 빨리, 같이), time adverbs (such as 어제, 오늘) and basic conjunctives (such as 그리고, 그러나) and by maintaining consistency in the use of polite verb endings and honorific elements.
* Students translate texts, predicting meanings by relying on knowledge of their first language, of textual features and of key words, including loan words from English.
* They create simple bilingual texts in different modes and formats, identifying culture-embedded language such as 우리 used in the context where it means ‘my’ in English (for example, 우리 집, 우리 선생님).
* They compare their experiences of learning and using Korean, identifying how the experience of learning Korean has broadened their intercultural perspectives and understanding of other cultures.
* Students describe how Korean is used not only in Korea and in the Korean community in Australia but also in the global context.
* They explain how languages and cultures change through contact by giving examples of Korean words known and used in other languages, loan words in contemporary Korean borrowed from English, and words with similar meanings or pronunciation across languages such as Korean, Chinese, Japanese and some European languages.
* They demonstrate their understanding of the alphabetic nature of Hangeul by identifying consonant and vowel letters and explaining how to combine them to construct a syllable block and explain how Hangeul was created to correspond to the Korean sound system.
* Students explain basic features of Korean and English using metalanguage and applying their understanding of rules for writing Hangeul, for pronunciation, for grammar and for text organisation in Korean.
* They identify how politeness is expressed explicitly and systematically through grammar and vocabulary in Korean and describe how the level of politeness in speech style is determined by the age and social relationships of participants in interactions in Korean.
* They describe how the spoken and written forms of a language change over time for example, by differentiating between older and modern versions of Hangeul script. They demonstrate their understanding of the close relationship between language and culture by describing how Korean language reflects ways of thinking and behaving associated with Korean people and their lifestyles.
* They adjust their language use to suit situations and contexts and use non-verbal elements in culturally appropriate ways when using Korean
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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 **Korean 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]** |
| **Korean Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Korean Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students use Korean to interact with each other and teachers in classroom routines and activities, exchanging greetings, wishes, experiences, interests and information.
* They approximate different sounds and intonation patterns of Korean during spoken interaction, and construct and combine Hangeul syllable blocks appropriately to write words and sentences.
* They greet each other using formulaic language (for example, 안녕하세요?; 만나서 반가워요; 안녕히 가세요/계세요) and exchange basic personal information. They ask and respond to simple questions using an –이에요/예요 or –어/아요 verb ending appropriately (for example, 13살이에요; 이것/저것이 뭐예요?; 뭐 (무엇을) 해요?; 수영해요).
* They maintain interaction by using formulaic expressions or set phrases to give simple feedback (for example, 알아요/ 몰라요, 네/아니요, 맞아요/틀려요) and to offer their own opinions (for example, 제 생각에는/으로는 ...이/가 맞아요).
* Students give and follow simple instructions such as 일어나세요, 앉으세요, ..., make simple arrangements (for example, 같이 가요, 언제 만나요?) and engage in transactions such as making and responding to polite requests (for example, 아이스크림 주세요).
* They negotiate wishes and express possibility or capability using set phrases (such as ...–고 싶어요, ...–(으)ㄹ 수 있어요). Students use familiar vocabulary to describe familiar objects, people, pets, routines and contexts (such as 책, 사과, 빨간색, 아버지, 어머니, 고양이, 월요일, 화요일, ..., 주말, 학교, 집) and appropriate grammatical elements such as basic case markers and particles, for example, –은/는, –이/가, –을/를, –에, –에서, –하고 and –(으)로 (as an instrumental case particle) in simple sentences. They describe present and past events (for example, 영화가 재미있어요; 영화가 재미있었어요) and express aspects of action or appearance in set phrases (such as ...–고 있어요, ... 같아요).
* They ask questions using a range of question words, and make negations by using 안/못 for common verbs and by replacing copula ...이에요/예요 with a set phrase ...이/가 아니예요.
* They describe quality or state (for example, 좋아요, 예뻐요, 재미있어요/재미없어요, 커요/작아요, 맛있어요/맛없어요) and action (for example, 가요, 먹어요, 좋아해요, 공부해요), and use a suffix –었/았– for past events (for example, 갔어요).
* Students refer to themselves using different forms of first person pronouns (for example, 저, 제, 나, 내, 우리) appropriately and refer to objects using pronouns 이것, 저것 or 그것 according to the context.
* They use some honorific words and suffixes as part of formulaic expressions (for example, 드세요, 선생님).
* They express numbers using pure Korean and Sino-Korean number systems, basic counters and Arabic numerals with appropriate pronunciation, in appropriate word order (for example, 사과 한 개, 학생 세 명, 12살, 8 학년).
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* Students translate texts, predicting meanings by relying on knowledge of their first language, of textual features and of key words, including loan words from English.
* They create simple bilingual texts in different modes and formats, identifying culture-embedded language such as 우리 used in the context where it means ‘my’ in English (for example, 우리 집, 우리 선생님).
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* They explain how languages and cultures change through contact by giving examples of Korean words known and used in other languages, loan words in contemporary Korean borrowed from English, and words with similar meanings or pronunciation across languages such as Korean, Chinese, Japanese and some European languages.
* They demonstrate their understanding of the alphabetic nature of Hangeul by identifying consonant and vowel letters and explaining how to combine them to construct a syllable block and explain how Hangeul was created to correspond to the Korean sound system.
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* They adjust their language use to suit situations and contexts and use non-verbal elements in culturally appropriate ways when using Korean
 | In **Korean**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students use written and spoken Korean to interact with peers, teachers and other Korean speakers in face-to-face, local and virtual communications.
* They exchange information and opinions about personal and immediate interests and experiences and about broader topics of interest to young people such as environmental issues, globalisation or technology.
* They approximate pronunciation of polysyllabic words, making mostly appropriate changes in sounds on syllable boundaries (for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as 항구거, 가치, 감사함니다, 먹꼬 and 어떠케).
* They write Hangeul following writing conventions. Students initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and sustain interactions by asking and responding to each other and building on each other’s responses (for example, 주말에 시간 있어요? 네, 토요일 오후에 시간 있어요. 토요일 아침에 뭐 해요? 아홉 시부터 열 두 시까지 운동해요, …).
* They use appropriate facial expressions and gestures.
* They express understanding (for example, 알겠어요; 모르겠어요), request clarification (for example, 무슨 뜻이에요? 다시 설명해 주세요), ask for opinions (for example, 어떻게 생각해요?) and provide their own opinions using reflective language as set phrases (for example, 글쎄요, 아마 ..., 제 생각에는 …, …–(으)ㄴ/는 것 같아요).
* They ask for and make suggestions (for example, 무엇을 할까요? 해 보세요).
* Students analyse and extract information from different print, digital and multimodal sources, drawing on the context to help comprehension and using their knowledge of vocabulary, grammatical forms and structures relating to time, location, cases, honorifics, basic sentence types and text formats.
* They create and present informative and imaginative texts in different formats and in different modes, expressing experiences and views for different purposes and audiences.
* They use a range of particles for various functions and modify a noun using an adjectival form of a descriptive verb suffixed by –(으)ㄴ (for example, 예쁜 꽃).
* They use some irregular verbs (such as 들어요, 추워요) and verb phrases in complex structures as set phrases to express provision (for example,읽어 주세요), prohibition (for example, 쓰지 마세요), trial (for example, 입어 보세요) and ideas or events relating to the future (for example, 갈 거예요, 할까요?).
* They express two ideas or events in different relationships using conjuinctors such as –어/아서, –고, –(으)면 or –지만 as appropriate to connect clauses.
* Students make comparisons using –보다 더 … (for example, 오늘이 어제보다 더 추워요) and express time duration using … 때/동안 (for example, 방학 때, 일 년 동안).
* They express the relative frequency of events using adverbs such as 가끔, 보통, 자주, 언제나 and the relative locations of objects/people using location words (such as 앞, 뒤, 위, 아래, 옆) in a formula: a noun + a location word + 에 (for example, 식탁 위에).
* They refer to self using either 나 or 저 appropriately according to the context.
* They use some basic conjunctive adverbs such as 그래서, 그런데, 그렇지만 and 하지만 to establish cohesion in texts.
* Students translate and create simple bilingual texts across Korean and English, comparing different versions, identifying reasons for different interpretations and ways to retain and convey original meanings in translated texts.
* They recount their reactions to intercultural experiences and exemplify how their personal experiences and assumptions influence their language use and perspectives.
* Students explain how language use is adjusted to different purposes and audiences in different contexts and situations by providing examples from differing spoken and written forms of Korean.
* They compare situations where it is or is not appropriate to use 반말 and other features of language such as text messaging or colloquial forms of expression in Korean, English or other known languages.
* They describe how languages change over time and through contact with other languages and cultures by identifying possible examples of such change in Korean and other languages.
* They relate grammatical elements in Korean such as case markers, particles, suffixes, and verb endings to their grammatical functions by explaining them using metalanguage (case, politeness, honorification, 반말, 높임말, native Korean/Sino-Korean).
* Students explain how cultural values and ideas are embedded in language use, including their own, and identify how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages.
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