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.

|  |
| --- |
| 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).
 |

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

Indicative Progress Template: Latin 7–10 Sequence

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Latin 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** | **Latin Levels 7–8 Achievement Standard** |
| In **Latin**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Latin texts, such as narratives, about the daily life and attitudes of the Romans.
* They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, *laetissimus*, or use of imagery, for example, *dies est* *calidus; frigidus* *est* *rivus*; infer meaning from textual cues such as headings, images or maps; and describe social and cultural practices embedded in Latin text, such as *puer* *patrem* *timet*.
* They convey information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate, for example, a news report in English about a historical event such as the assassination of Julius Caesar, or a digital poster about family life in Rome with annotations in Latin, such as a mother instructing her daughter about how to organise the slaves and manage the household.
* They share their responses to Latin texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes.
* They read aloud or recite Latin texts, such as stories, dialogues or songs, or perform Latin texts, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection.
* Students translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accidence and syntax, including number, gender and case of nouns, for example, in first, second and third declensions, agreement of nouns and adjectives, for example, *mater nostra*, conjugation and tense, such as regular and irregular verbs in the present tense, for example, *audit; potest*, and indicative active voice and imperative active mood, for example, *paratis, parate!,* and conventions of sentence structure.
* They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation.
* Students identify Latin sound–script relationships and use restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, in *aestate, puella, observare*.
* They identify the structure and features of different texts in Latin, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text.
* They describe how the Latin language spread with the expansion of the Roman empire, and developed over time into its modern descendants, the Romance languages.
* They explain how Latin has influenced and continues to influence English vocabulary, by identifying derivatives such as ‘itinerary’ from Latin *iter*, and Latin words and expressions that are used in modern English, such as *et cetera*.
* Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Romans in the Classical period, and identify connections between ancient and modern customs, religion, literature and architecture.
* They share their reactions to and assumptions about the language and culture of Roman society, identifying similarities or differences to their own language and culture.
* They describe how learning Latin impacts on their approaches to learning and on their understanding of their own heritage, values and culture.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Latin 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]** |
| **Latin Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Latin Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Latin texts, such as narratives, about the daily life and attitudes of the Romans.
* They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, *laetissimus*, or use of imagery, for example, *dies est* *calidus; frigidus* *est* *rivus*; infer meaning from textual cues such as headings, images or maps; and describe social and cultural practices embedded in Latin text, such as *puer* *patrem* *timet*.
* They convey information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate, for example, a news report in English about a historical event such as the assassination of Julius Caesar, or a digital poster about family life in Rome with annotations in Latin, such as a mother instructing her daughter about how to organise the slaves and manage the household.
* They share their responses to Latin texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes.
* They read aloud or recite Latin texts, such as stories, dialogues or songs, or perform Latin texts, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection.
* Students translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accidence and syntax, including number, gender and case of nouns, for example, in first, second and third declensions, agreement of nouns and adjectives, for example, *mater nostra*, conjugation and tense, such as regular and irregular verbs in the present tense, for example, *audit; potest*, and indicative active voice and imperative active mood, for example, *paratis, parate!,* and conventions of sentence structure.
* They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation.
* Students identify Latin sound–script relationships and use restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, in *aestate, puella, observare*.
* They identify the structure and features of different texts in Latin, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text.
* They describe how the Latin language spread with the expansion of the Roman empire, and developed over time into its modern descendants, the Romance languages.
* They explain how Latin has influenced and continues to influence English vocabulary, by identifying derivatives such as ‘itinerary’ from Latin *iter*, and Latin words and expressions that are used in modern English, such as *et cetera*.
* Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Romans in the Classical period, and identify connections between ancient and modern customs, religion, literature and architecture.
* They share their reactions to and assumptions about the language and culture of Roman society, identifying similarities or differences to their own language and culture.
* They describe how learning Latin impacts on their approaches to learning and on their understanding of their own heritage, values and culture.
 | In **Latin**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students analyse a range of Latin texts to obtain information and ideas about Roman society and culture. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Latin texts, such as poetry, letters or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech; and explaining the impact of word order on emphasis and tone, for example, *dum* *homines* *cibum* *devorant, subito* *intravit miles!* and implicit values, concepts and assumptions embedded in language use, for example, *arbiter bibendi.*
* They convey their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, such as an investigation into Roman reactions to different religions, or a digital presentation on an archaeological site, for example, the *forum Romanum.*
* They share their responses to Latin texts, such as narratives, dialogues, plays, poems or letters, by describing themes, values and literary features, such as plot development and characterisation, and expressing and justifying their opinions with support from the text.
* They read aloud, recite or perform Latin texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing, voice inflection or metrical effects, such as elision.
* Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into Standard English that represents the style and purpose of the texts, applying their knowledge of roots and derivatives to infer the meaning of unfamiliar vocabulary, and using dictionaries to select the appropriate meaning of words.
* They analyse how the language is used in grammatically complex sentences, that include subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, for example, by identifying case usage of nouns and pronouns, and all verb conjugations and tenses, including indicative, for example, *quamquam* *dominus* *abest, necesse* *est* *nobis* *strenue* *laborare*, and imperative moods, for example, *noli* *dominum* *excitare!*, and passive voice, for example, *ab agricolis nihil agitur.*
* They evaluate the effectiveness of different translations of the same Latin text, and identify strategies for successful translations.
* Students apply the principles of pronunciation for the reading of Latin texts, for example, by stressing the correct syllables.
* They identify the structure and organisation of different text types in Latin, such as prose and verse, and explain how they relate to context, purpose and audience.
* They explain the role of Latin in facilitating the spread of Roman civilisation and culture during the expansion of the Roman empire, and the contribution of Latin to the enrichment of English through the transfer of specialist vocabulary, for example, *sine qua non*, abstract concepts, for example, an accused person’s right to a defence, and the coining of vocabulary for new technology and new discoveries, for example, digicam from *digitus + camera*. Students describe Roman values, attitudes and beliefs that are embedded in particular language use, such as *pietas, virtus, hospitium, fides*.
* They explain how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure.
* They share reactions to and assumptions about the language, culture and values of Roman society, explaining how these relate to their own language and culture.
* They compare ways of communicating and living in the ancient world with those of the modern world, and explain how learning Latin influences their own style of communicating, ways of thinking and viewing the world.
 |