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: Spanish 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 **Spanish 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** | **Spanish Levels 7–8 Achievement Standard** |
| In **Spanish**, 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, leisure activities, likes and dislikes, for example, *Hola amigo,* *¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne*.
* They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (for example, *¿Me puede ayudar…?, ¿Cómo se dice… en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (for example, *Creo que… ¡Qué sorpresa!*).
* When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español*), questions (for example, *¿Cómo se dice …?*), exclamations (for example, *Juan, ¡estudia español!*) and requests (for example, *¿me das un chocolate?*).
* They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning.
* They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions.
* When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos*, *un amigo español, unas estudiantes extranjeras*).
* Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*), and use the two verbs for ‘to be’ (*ser* and *estar*) in modelled examples (for example, *Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*).
* They apply Spanish writing conventions such as inverted question and exclamation marks (for example *¡No me digas!).*
* They work in Spanish and English to translate texts, and create simple bilingual texts.
* They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.
* Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’, noun’ and ‘agreement’ that are used in English learning, and incorporating concepts such as grammatical gender.
* They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!*).
* Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities.
* They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as ‘patio’, ‘chocolate’ and words used in Spanish that are borrowed from other languages such as *shopping, tiquet*.
* They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, *Lo siento mucho Don Pedro*).
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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 **Spanish 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]** |
| **Spanish Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Spanish Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, *Hola amigo,* *¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne*.
* They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (for example, *¿Me puede ayudar…?, ¿Cómo se dice… en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (for example, *Creo que… ¡Qué sorpresa!*).
* When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español*), questions (for example, *¿Cómo se dice …?*), exclamations (for example, *Juan, ¡estudia español!*) and requests (for example, *¿me das un chocolate?*).
* They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning.
* They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions.
* When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos*, *un amigo español, unas estudiantes extranjeras*).
* Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*), and use the two verbs for ‘to be’ (*ser* and *estar*) in modelled examples (for example, *Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*).
* They apply Spanish writing conventions such as inverted question and exclamation marks (for example *¡No me digas!).*
* They work in Spanish and English to translate texts, and create simple bilingual texts.
* They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.
* Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’, noun’ and ‘agreement’ that are used in English learning, and incorporating concepts such as grammatical gender.
* They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!*).
* Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities.
* They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as ‘patio’, ‘chocolate’ and words used in Spanish that are borrowed from other languages such as *shopping, tiquet*.
* They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, *Lo siento mucho Don Pedro*).
 | In **Spanish**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries.
* Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues.
* When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, *Perdona, pero no estoy de acuerdo contigo porque …, me parece mejor … ¿qué os parece si…?*) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, *Me parece que…*, *¿qué les parece?, Que* *buena idea*, *me opongo*).
* They apply rules of pronunciation, stress and intonation to a range of sentence types.
* They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation.
* They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions.
* They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, *Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*).
* They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest.
* They use relative pronouns (for example, *El programa que miraba era cómico*), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (for example, *a la derecha*, *con frecuencia*) to extend and elaborate their written texts.
* They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as *tapas,* *adobe, vaquero, Vive en el quinto pino, … más largo que un día sin pan*.
* They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.
* Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use of *ceceo* and *seseo* in different regions and countries.
* They use metalanguage to explain features of language (formal and informal language) and grammar (for example, *las formas negativas*, *el futuro próximo con el verbo ir, masculino, femenino, singular, plural*), and for reflecting on the experience of Spanish language and culture learning.
* They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, *desagradable, la camioneta, la reconciliación*), and how word patterns connect words in semantic families (for example, *mercado, mercancía, feliz, felicidad, felicitaciones*).
* They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning.
* They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences.
* Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture.
* They know that Spanish is co-official with many other languages in a range of countries, such as Guaraní in Paraguay; Quechua in Bolivia, Ecuador and Peru; and Basque/Euskera, Catalan and Galician in Spain.
* They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others.
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