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: Vietnamese 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 **Vietnamese 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** | **Vietnamese Levels 7–8 Achievement Standard** |
| In **Vietnamese**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example*, Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example*, Em vui/hạnh phúc*) and express preferences (for example*, Em thích chơi thể thao*. *Em thích ăn phở hơn hủ tíu*)*.*
* When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), to follow instructions (for example, *Các em hãy chú ý/ chép bài này vào tập!*), to request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này*. *Thưa thầy/cô, cho em đi vệ sinh*), and to make arrangements (for example, *Thứ Bảy này mình đi coi phim nha*)*.*
* When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, *Em ăn cơm*), negative (for example*, Em không ăn cơm*), interrogative (for example*, Em ăn cơm không?*) and imperative (for example, *Ăn cơm đi!*) sentences.
* Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures.
* They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions.
* They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến* and *sau cùng* to organise and link ideas.
* They use personal pronouns (for example*, tôi, bạn, em, con, anh, chị, cô, ông, bà*), nouns (for example, *bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam*), adjectives (for example, *già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ*), verbs (for example*, ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ*), adverbs (for example, *hay, giỏi, nhanh, chậm*) and conjunctions (for example, *và, hay, vì, nhưng*).
* They apply rules of the Vietnamese writing system to spell familiar words, including tone markers.
* They translate and interpret short texts, identifying words that are not easily translated, such as *cúng, bánh chưng/bánh tét*, and create bilingual texts to support their own learning and for the school community.
* They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating.
* Students identify the tones of spoken and written Vietnamese.
* They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, *ch, nh, th, tr, ph*), diphthongs (for example, *ai, ao, au*), triphthongs (for example, *oai,* *ươi*), and vowel–consonant combinations such as *an, am, ac, at.*
* They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose.
* They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, *cà rốt, cà phê, căn-tin*.
* They identify cultural practices that are embedded in language use and communication styles, such as use of the terms *dạ/thưa* to express politeness and respect.
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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 **Vietnamese 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]** |
| **Vietnamese Levels 7–8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Vietnamese Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example*, Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example*, Em vui/hạnh phúc*) and express preferences (for example*, Em thích chơi thể thao*. *Em thích ăn phở hơn hủ tíu*)*.*
* When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), to follow instructions (for example, *Các em hãy chú ý/ chép bài này vào tập!*), to request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này*. *Thưa thầy/cô, cho em đi vệ sinh*), and to make arrangements (for example, *Thứ Bảy này mình đi coi phim nha*)*.*
* When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, *Em ăn cơm*), negative (for example*, Em không ăn cơm*), interrogative (for example*, Em ăn cơm không?*) and imperative (for example, *Ăn cơm đi!*) sentences.
* Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures.
* They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions.
* They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến* and *sau cùng* to organise and link ideas.
* They use personal pronouns (for example*, tôi, bạn, em, con, anh, chị, cô, ông, bà*), nouns (for example, *bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam*), adjectives (for example, *già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ*), verbs (for example*, ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ*), adverbs (for example, *hay, giỏi, nhanh, chậm*) and conjunctions (for example, *và, hay, vì, nhưng*).
* They apply rules of the Vietnamese writing system to spell familiar words, including tone markers.
* They translate and interpret short texts, identifying words that are not easily translated, such as *cúng, bánh chưng/bánh tét*, and create bilingual texts to support their own learning and for the school community.
* They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating.
* Students identify the tones of spoken and written Vietnamese.
* They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, *ch, nh, th, tr, ph*), diphthongs (for example, *ai, ao, au*), triphthongs (for example, *oai,* *ươi*), and vowel–consonant combinations such as *an, am, ac, at.*
* They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose.
* They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, *cà rốt, cà phê, căn-tin*.
* They identify cultural practices that are embedded in language use and communication styles, such as use of the terms *dạ/thưa* to express politeness and respect.
 | In **Vietnamese**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, *Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ. Bạn thích ca sĩ và bài hát nào nhất? Tại sao? Tôi thích ca sĩ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bài hát tôi thích nhất là My Best Moments vì nó giúp tôi thấy vui vẻ và yêu đời.*
* They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, *Học tiếng Việt có nhiều lợi ích lắm. Tôi thích đi du lịch ở ngoại quốc hơn là ở trong nước. Đồ ăn ở Việt Nam tươi và ngon nhưng không sạch sẽ bằng ở Úc*), and express agreement or disagreement (for example*, Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn*)*.*
* They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, and explaining and justifying opinions, for example, *Bạn muốn tổ chức sinh nhật ở nhà hay ở trường? Chúng mình nên tham gia gây quỹ để cứu trợ nạn nhân bão lụt*.
* They apply appropriate pronunciation in spoken Vietnamese, including intonation patterns, tones and pauses.
* Students analyse information and ideas obtained from diverse sources, comparing and evaluating different perspectives related to common areas of interest and study.
* They present information and opinions using different text types and modes of presentation appropriate to a variety of audiences and to achieve different purposes.
* They share their responses to different imaginative texts by expressing preferences and describing key elements such as themes, values, plot, and representations of characters and events.
* They create imaginative texts for the purpose of self-expression and engagement, using cohesive devices such as conjunctions to communicate, link and extend ideas, and common Vietnamese idioms, proverbs or folk songs for illustration of cultural concepts or aspects.
* When writing, they use verbs to express modality (for example, *nên, cần, phải*), direct speech (for example, *Ba mẹ nói với tôi: ‘Con nên chăm học’*) and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*), and apply Vietnamese spelling rules and tone markers to a range of words.
* They translate and interpret texts using strategies to overcome challenges in translation, such as considering cultural expressions or representations, and explain differences in interpretation. Students create a range of multimodal bilingual resources for the school and local community.
* They explain the relationship between language, culture and identity, and modify language and behaviours in intercultural interactions to enhance mutual understanding.
* Students infer the meaning of unfamiliar words encountered in a range of familiar contexts by applying knowledge of grammatical elements and vocabulary.
* They analyse the relationship between cultural representations, language choices, and the audience and purpose of different text types.
* They identify and analyse linguistic features of Vietnamese in a range of situations, explaining variations due to audience and purpose.
* They explain the impact of social, cultural and intercultural influences on language, identifying and using Vietnamese words that have emerged from globalisation, migration, popular culture and technology, such as *toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng*.
* They explain ways in which language and culture are interrelated and influence each other.
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