**Kellie Heintz:** Good afternoon and welcome to the eighth webinar in our suite of professional learning sessions that will focus on the implementation of the Victorian curriculum F-10 English as an Additional Language. My name is Kellie Heintz and I am the EAL curriculum manager at the VCAA and I’ll be hosting our webinar this morning...this afternoon.

Before we begin our session today, I would like to acknowledge country. In recognition of Aboriginal and Torres Strait Islander peoples’ spiritual and cultural connection to country, we acknowledge the traditional custodians of the Kulin Nations and all the lands on which we meet today. We acknowledge the continued care of the lands and waterways over generations and celebrate the continuation of a living culture that has a unique role in this region. We pay our respects to elders past, present and emerging, for they hold the memories, traditions, cultures and hopes of all Aboriginal and Torres Strait Islander peoples across the nation and hope they will walk with us on our journey.

Thank you all for your attendance this afternoon at what continues to be a very challenging time for all of us. I would like to advise you that this presentation is being recorded and that the slides and recording will be made available once they have been transcribed and edited. They will be ready as soon as possible and will be available along with the recordings of the other sessions that are updated and uploaded on the VCAA website. I’m also excited to announce that we have two additional webinars that are now open for registration. I will provide more details about these at the conclusion of this presentation.

Today in this webinar, we have more than 1,200 participants who come from Department of Education and Training schools, Catholic and independent schools, as well as various other EAL stakeholders. We will be managing questions through the question and answer function of the software. We ask that you do not use the chat function so that we can keep all the questions together. Please be mindful that such a large audience generates many questions, so we will attempt to answer as many as possible at the end of the presentation, where we will be joined by our colleagues from VET schools and Catholic education to help with sector specific information.

I would now like to introduce you to Anna-Lise Wallis from the department and Mollie Daphne from Catholic Education. Today they’re going to focus this presentation on assessment and reporting requirements for each sector.

I would also like to acknowledge my colleagues from the VCAA, Alicia and Craig, who are going to support us with this presentation in the background.

I’d now like to hand over to Anna-Lise, who’s going to commence the session.

**Anna-Lise Wallis:** Thank you, Kellie. Just bear with me for a moment, please.

**Kellie Heintz:** Are you OK, Anna-Lise? Do you want me to move it?

**Anna-Lise Wallis:** Yes. Yes, please. Are you able to move it?

**Alicia Farrell:** Are we wanting to move the slides, are you?

**Anna-Lise Wallis:** Yep.

**Kellie Heintz:** Yeah. There you go.

**Alicia Farrell:** OK, I’ll take the presenter...

**Anna-Lise Wallis:** Yeah, the top button isn’t working for me.

**Alicia Farrell:** OK. OK. Yep.

**Anna-Lise Wallis:** Back to... Yep, that seems to be working. One minute. And...just getting my notes up.

**Alicia Farrell:** OK. So, Anna-Lise, just remember, on the left hand side of the screen, you’ll be able to control...

**Anna-Lise Wallis:** OK. Yep, it’s all working.

**Alicia Farrell:** Yep? Excellent.

**Anna-Lise Wallis:** It’s all working now. Thank you. So, yes. Thank you, Kellie, for that introduction. As Kellie mentioned, my name is Anna-Lise Wallis, and I am from the EAL unit in the Department of Education and Training. And I would also like to acknowledge the traditional owners of all the lands on which we are meeting and pay my respects to their elders past, present and emerging, as well as extending that respect to other First Nations people who are present here today.

So, firstly, thank you for taking the time out of your busy schedules to attend today’s webinar. We know that this week has probably been particularly busy, with the return to onsite learning for many students, so we appreciate your attendance. And it has been extremely pleasing to see the high number of attendees at all of the EAL webinars. And I think that’s...it is a real demonstration of how seriously the EAL teaching community takes this, and is really interested and engaged in the new curriculum. So thank you for that.

Part of my role within the department is to... (AUDIO DROPS OUT) ...released by the VCAA by developing resources to support EAL assessment and reporting – today’s key topic. In today’s webinar, we will be looking at ways to assess and report on literature, and after my presentation, as Kellie mentioned, Mollie from the Catholic education sector will be discussing differentiation. At the end, there’ll be the 15 minute session for Q&As related to assessment and reporting. And I know that we often do get all sorts of interesting questions, but please hold over any non-assessment and related reporting questions to the Q&A webinar that is coming up.

Now, I’m not assuming that every attendee is an EAL specialist, and I know that there are many teachers who attend these sessions who are new to EAL teaching, or they may be coming back after a period of time. So we will be trying to, I guess, meet the needs of all...of all teachers during this session. And just a note to any attendees from independent schools – as you are not mandated to implement the new EAL curriculum, please contact your school leadership if you have any particular questions.

So, just a friendly reminder that there is a range of resources already available on FUSE – short for Find Use Share Educational resources platform – that will support schools in implementing the new EAL curriculum. The resources have been addressed and explored in previous webinars, so if you haven’t been able to attend them, please access the recordings on the VCAA website. They’re all extremely useful and they do address a range of audiences. So, whether you’re new to EAL or an EAL specialist, you’ll find something useful.

So, as mentioned in previous webinars, from the beginning of 2021, all Victorian government and Catholic schools will be expected to use the Victorian Curriculum F-10 EAL. School will be expected to assess the progress of their English language learners against the achievement standards of the new EAL curriculum. Independent schools, as I mentioned, will continue to have a choice.

So, this diagram basically explains the roles and responsibilities of the VCAA and the Department of Education and Training, and I know that there is often some confusion – especially for teachers new to teaching or to EAL – about the demarcation between the roles and responsibilities. So, the VCAA is responsible for curriculum development and implementation, and the development provides schools with reporting guidelines, advice and additional resources. Schools are expected to provide the department with their student achievement data twice a year – as you know, semester one and semester two – hence the department provides policy advice around reporting. So, hopefully, that makes it clear about why there is the demarcation.

Many teachers have asked about the progression points from the developmental continuum and why they are not included in the new EAL curriculum. This is, basically, to ensure that the EAL curriculum is now in alignment with all of the other curricula and the...and the separate learning areas in the Victorian curriculum F-10. And I will now go over that structure so that it’s very clear about what exactly is in the curriculum and what will be part of additional resources.

So, as I said, the EAL curriculum now has the same structure as all of the other learning areas, with strands, sub-stands, content descriptions and elaborations. Just a reminder that, although some of the terminology has changed, the achievement standards of the new EAL curriculum are almost identical to the achievement standards outlined in the EAL developmental continuum and the EAL AusVELS companion, which is currently the official EAL curriculum for Victoria. So basically, I would like to take this opportunity to reassure teachers that the implementation of the new curriculum will not involve large-scale changes. So, for those of you who are familiar with the developmental continuum, you will see that the indicators of progress have now been transformed into the content descriptions of the new EAL curriculum. So there are a lot of parallels and similarities between the two frameworks.

So I guess that’s also to reassure you that there...as I said, there shouldn’t be a huge amount of work. We don’t want people to be stressing about having to do a huge amount of work on top of your additional duties and responsibilities. So it seems fitting that it’s going to be introduced next year with a fresh start for teachers and schools.

What is new, as you will know, is the addition of the strand Cultural and Plurilingual Awareness. This topic was actually covered on Tuesday, and that was very interesting. So, it included some practical strategies and touched on the research behind plurilingual awareness. And that is the part that will be unfamiliar, perhaps you could say, to teachers who are already familiar with the developmental continuum.

So, our main message at this stage is still, “Don’t panic.” We understand that these concepts may be unfamiliar to teachers, but there will be a range of resources and professional learning opportunities provided, as well as the ones that have already been offered this year. And for those of you who have been teaching for a long time – or even a short time – I think it’s really exciting to see that people are really on board with the new strand in the curriculum, and that it’s something that strikes a chord with us as EAL teachers and know that it’s important to....for students to use and access their existing knowledge of additional languages.

So, I’m going to start by very briefly going over some key definitions. Now, we all know these as teachers, but I would just like to start with the fundamentals before we move on to more complex topics. I’ve highlighted the verbs in this quick definition of assessment, in order to emphasise that assessment is very much an active, ongoing process. From informal conversations to the more high-stakes assessment activities, teachers can collect a range of information about their students’ language proficiency, and this is what they use for planning purposes, to differentiate in order to meet the needs of different students, and then to report on students’ progress at reporting time to parents and carers, and in order to be able to discuss students’ progress with other teachers as well.

So I guess it’s very much about an ongoing...an ongoing process. It’s not just something that’s done, you know, when the report is due. It’s... It is something that is done from the very beginning.

So, in the past, there has been a focus on describing assessment that is for, as, and of learning. But these distinctions can be more confusing than helpful, so, more recently, there has been a move to discussions about formative and summative assessment. So, as we know, formative assessment is any assessment that is used to improve teaching and learning, and that’s the ongoing type of assessment that takes place during the term and the year. So it should be also worth noting that, although summative assessment usually takes place at the end of unit of work, or at report writing time, or at the end of the year, summative assessment can still be used in reportive purpose.

So, for example, a text response essay at the end of a unit of work might be used by a class teacher to address certain issues that they can identify in a student’s writing, such as they need work with topic sentences. So that will either be addressed in the next unit of work and/or the teacher might use that information in order to modify or extend learning activities the next time they teach this topic. And we all know that, I guess, the best teaching practice is one that involves that...that constant cycle of reflection and improvement. So both types of assessment are important.

Regardless of which curriculum is in place, the core work of the teacher doesn’t change. So that’s also why we’re saying, “Please, don’t panic.” You’ll start with diagnostic assessment activities in order to get to know your students and assess their skills and knowledge in different modes. So, this is when you start collecting the evidence and using the information to inform your teaching and learning programs.

So, as well as more formal assessments, it can also be a good idea to make brief informal notes on your laptop or in a notebook about students. Teachers are so busy and it is hard to hold all of that information in your head at once, as you would know. You could choose to focus on making brief notes about one or two students per class during the first few weeks, and as a continual activity during the term, because, as we know, when we get to report writing time, the beginning of the year can feel like it was 100 years ago and often you do forget what...exactly what a student was like, so just having those informal notes is part of that formative assessment cycle. And that will obviously add to the evidence that you are collecting during more formal assessments.

And during the term, for example, you could tell your students that, “Today I’m going to be looking at how well you work with others,” and making notes, so they understand that you are assessing their interpersonal skills, and how they learn and work with other students. So you’re making your teaching and your learning objectives very clear and explicit to the students.

So, what I would like to do now, if you haven’t already, is to familiarise yourself with the Tools to Enhance Assessment Literacy for Teachers of EAL – or TEAL – online assessment resource centre. So, I’ll be using some of the assessment activities as exemplars during this presentation. The TEAL resource, for those of you who don’t know, include a range of professional learning...professional learning modules that you can do at your own pace and that are actually pertinent for all teachers – not just teachers of EAL students – and a range of detailed assessment advice and activities.

There is also a Reading and Vocabulary Assessment for EAL students – RVEAL – and a three-day face-to-face professional learning program, Putting TEAL into Practice, a whole-school approach to improving the assessment of EAL students. That now seems like a distant memory, in the days when we could meet each other face-to-face. However, it was going to have something of a hiatus this year, anyway, while we’re preparing for the new curriculum. We do hope that it can resume at some point in the future.

Dylan Wiliam is an educational expert, whose quote I’ve included here, as you can see, and he’s featured in quite a few of the professional learning modules. He’s a really strong advocate of the pedagogical framework that is the basis of all of the TEAL assessment activities. And that’s an assessment for learning framework, which very much centres formative assessment as the most important type of assessment for EAL learners. So that’s obviously...that’s about involving the learners in assessment at all times. And what I particularly like about the quote – in the last sentence, which is why I’ve highlighted a few words – is the fact that it reminds us about the importance of improving, and involving the learner in...in making improvements. So, sometimes we can get caught up in, you know, high-level discussions about assessment, and we forget about what role the learner plays, so I think that’s just a timely...timely reminder.

So, what I’d like start off with today is to just quickly look at a sample primary assessment from the TEAL website, and look at how you could use this to start accessing and using the content descriptions and the framework of the new EAL curriculum. I’m using this activity because it can be used as a stand-alone assessment activity, and it doesn’t involve a huge amount of pre-teaching, because, obviously, we understand that schools working in different contexts are going to have their own teaching and learning programs, and so on.

So, what I’d like to do is just focus on one activity that can be used in a variety of contexts. So, just to note that it is important that, in the early stages of language learning, students are provided with concrete activities...that...that support them in developing their language proficiency. So, concrete activities, a small number of steps, and simple, highly controlled linguistic features. And, of course, using elements of play and having fun is really important with students of all ages. So, this is something that the students do really enjoy. And, of course, it’s not only younger students who enjoy having fun when they’re learning. So that’s also something to keep in mind.

So, as you can see, there is quite a bit of teacher modelling that is involved in this activity. So, even though students may not have the language proficiency to understand everything the teacher is saying, they will still be able to complete the activity and feel a sense of achievement. And I did note that...that this activity isn’t suitable for foundation students – so it’s Year 1 and above.

What you could do, just as a suggestion, is to check if any older students in the school could have origami skills, and ask if they could come in and do a demonstration with your students. I used to have an art class in...when I was teaching in a language centre, and I was amazed when we did an origami unit of work, or some origami activities, and the Vietnamese students in particular were able to make their own amazing creations. So that’s really great if you can tap into some of the skills that other students may have.

So, once you’ve...once you’ve conducted the activity, as I mentioned, you’ve only involved a small number of steps and simple, highly controlled linguistic features. An ability to write a simple set of instructions is going to, obviously, involve an understanding of text structure and organisation. So you would review what is expected of students at this level, in this strand of the curriculum. So you would go to ‘text structure and organisation’ and have a look at what the expectations are for A1 and A2 students, assuming that you’ve probably got a mix of students and abilities in your class.

Just wanted to remind you to keep in mind that the elaborations that you can click on with the reference number are designed to provide you with additional information and suggestions, and they shouldn’t be viewed as any kind of checklist that has to be checked off. But they are very helpful, just in terms of being able to see, for example, the content description. We use a variety of simple text structures. What does that look like? The elaboration will help you determine that. And you can then focus, as I said, on one or two linguistic structures with students.

So, for this activity, you might focus on teaching and assessing two components of the writing process – so you’ve got text structure and organisation and word knowledge, because, obviously, there’s some new and unfamiliar vocabulary that you’ll be asking the students to learn and use. So, you do not have to and you are not expected to teach and assess everything at once. So you are just being, I guess, extremely specific in which...in the target language that you are going to be using for this specific activity.

So, once you’ve collected the students’ work, you’ll be able to start making formal assessments about their language proficiency. The sample on the left indicates that attempts at spelling show some initial understanding of sound-letter relationships in English. The text appears to be a recount, rather than a procedure. As you can see, the sentences start with “we”. The diagrams do relate to the text, which is good. It is likely that, at their stage of development, the student would not be able to independently write much more text than this for an activity, but she...he or she has obviously moved beyond simply labelling or relying completely on drawing pictures, which is a common strategy for students right at the very beginning of English and learning to write in English. And aren’t they beautiful pictures.

The example on the left also shows that the student is not yet able to complete this task, although he or she understands the need to write something in each blank space. The student may not have fully understood the task, or may not have been able to read the prompt sentences without assistance. The example on the right, by comparison, is much more carefully set out on the page, as you can see, than the first sample, showing a clear understanding of the needs of the reader and the basic requirements of the text part. It is written in clear sections that are appropriately spaced. The sentences mostly follow very simple patterns – “Making it...make a nose,” “Do the dog tongue” – but still provide clear and logical instructions with most of the key steps included. So, the student has placed the illustrations below each of the instructions, and the illustrations relate strongly to the text.

Also, just as a note, obviously – in the second sample, even though you may not be able to see it very clearly on your screen, the handwriting is clear and placed on an imaginary line. Lower-case letters are used throughout and the student does not yet seem to understand the need for an upper-case letter to start a sentence, although full stops are placed at the end of sentences. So they are demonstrating a developing understanding of the need for punctuation, which is obviously a very good sign.

Now, what would be a good idea is to then turn this activity into a speaking and listening assessment, as you’ve done all of the hard work in already setting it up. We know it can be difficult to assess speaking skills, as speaking is such a transitory phenomenon. It can be difficult to capture or remember everything that the student said. So I would strongly suggest recording students as they provide their instruction. So they’re basically imitating or modelling what the teacher did and explaining to the teacher about how to make an origami dog. So, students can watch the recording and, depending on their language proficiency, you can provide positive feedback about one or two points and perhaps focus on one aspect of pronunciation, and show how certain sounds are made, for example, with the tongue or mouth if a student needs help with this.

And just as an aside, teachers who have participated in the Putting TEAL into Practice PL program have been asked to do a recording of their students completing an oral activity as a between-session task. And they all come back, even if they haven’t done it before, and say how valuable they found it. And...many teachers have also mentioned that the students often perform in a way that was unexpected. Some of them actually really enjoy the process of being recorded. And then you could watch some recordings together as a group and, depending on the language proficiency of the children, you could elicit what students are doing well and use it as a...something that’s enjoyable. And again, you are collecting the evidence of the students’ speaking skills in order to help you with your planning purposes and at reporting time.

So, again, going back to the idea of assessment for learning framework and making sure that the information fed back is used by the learner in making improvements. You should constantly be thinking about, “OK, so what can I do next to... How can I use this information to improve the students’ learning?” So, as you can see on the slide, there’s some suggestions there. And I’m sure that, you know, you’ve got lots of other ideas yourselves about how you could use this activity for further learning.

Something else that’s fun to do might be to make a simple recipe the following week – preferably something that doesn’t involve hot flames. And you can just also then focus on students writing the procedure. So, using simple conjunctions again in the next activity, so you’re constantly giving them opportunities to recycle the language and to build on what they know, and help them to just, obviously, remember what has been introduced in class.

Now, moving on to secondary assessment – this is also taken from the TEAL website. Again, I’m using it as a simple task, because it can be used as a stand-alone assessment activity, and it would also work really well as a diagnostic activity, as there is the added bonus of teachers learning more about their students, which will really help with building those positive relationships that are so essential for effective learning outcomes.

You could start by providing a description about the most exciting day of your own life, as a work example – if it is appropriate for student ears. If not, perhaps take some poetic licence in creating your own recount as a work example. Obviously, students need to see how something is done in order to be able to achieve success themselves.

So, again, you’ll be focusing on a few elements from the curriculum to use as assessment. You’re not expected to use every content description, or an aspect of every strand, with every assessment activity.

So, as I mentioned earlier, you again focus on text structure and organisation, because it’s a writing activity, so, obviously, students need to know what the format is going to be. You could provide your students with the framework, as you can see on the right-hand side, to scaffold the activity and help with their planning. And, of course, it always helps when they’re not presented with a blank sheet of paper. So just having a table there is going to help them get started.

So... (SPEAKS INDISTINCTLY) By identifying and targeting the skills and knowledge you’re assessing, you can provide students with the support they need to complete the task successfully, because you know what you’re assessing, so you can therefore provide that targeted support. You might have a brief discussion about tense before they start writing, and elicit that past tense is going to be used for a recount because you’re discussing completed events. More work on this would, obviously, be needed if you’re teaching a beginner class, but it never hurts to remind students about...or to just, you know, discuss the features of the writing with any new writing activity. And, of course, there’s always going to be some students who may have forgotten, so that discussion at the beginning is just going to spark their memory of that.

A vocabulary list will support students in building word knowledge, and, as we know, vocabulary is key. And this will be a living document that they can keep in their workbooks. Class vocabulary lists that can be displayed on the wall are a good idea too, so students can take it in turns to add to it during each unit of work, for example. And having those visual reminders around the wall is really helpful, as well as maintaining personal vocabulary lists in their workbooks, with home language translations and images to support those memories of the words being embedded in their mind. And, of course, each student will have knowledge of a different set of vocab, so it’s important that their lists are personalised.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2020