**Anna-Lise Wallis:** So, actively involving learners in assessment is very important, as I mentioned. Students need to know what the criteria are in order to achieve success. So, you will have chosen a work example already of the most exciting day of your life. And then you can also provide them with a student-friendly rubric to support them as well. The format for this rubric was taken from the TEAL website, but I’ve updated it with content descriptions from the new EAL curriculum. I would like to say that I whipped this up in a very short amount of time, but, as we know, these things do take a while. I guess, anything worth doing takes a while, at the risk of using a cliché. But, of course, the good thing is that once you have developed a rubric, you can assess how it works with your students, you can re-use it, obviously. You can modify it for a different assessment activity. And it’s not something that’s just going to be used in a one-off situation.

So, you would obviously be discussing this rubric with your students during the drafting process, and you can involve them in the...in the assessment process by getting them to do a peer assessment activity in a very controlled way. So you’re not just saying, “Oh, here - read this student’s piece of work and give them some feedback,” because they don’t have any parameters for success. So they would be working with a peer. They would be using the rubric and then providing some sort of feedback to their peer. They could do it in the form of two stars and a wish. So, two things that they think their peer is doing well and one thing that they could work on. And what you could also do is then ask the students to submit a final piece of work with the comments from their peer. So that’s all part of the assessment process. And, as we know, it can be very difficult to encourage students to re-draft their work.

OK, so, just moving quickly now. Some schools administer a TEAL task with all of their EAL students at the beginning of the year, and they’ve reported that they’ve done this very successfully. So, they use it as a moderation activity. So, moderating work together, as you would note if you’ve had the opportunity, can be a very powerful form of professional learning, and the information can be used to determine teaching priorities, to identify gaps in student capabilities and any other strengths and weaknesses that are characteristic of a particular cohort. And as we know, cohorts do change each year.

School leaders could consider providing moderation time for EAL teachers as a way of supporting them in implementing the new curriculum, and as a form of professional learning. Now, obviously, you can’t see all of the details of this rubric. It does look very dense, and it might look a bit daunting, but it’s just something that you would use as a moderation activity with your colleagues at the beginning of the year, to work on your teaching and planning and...targets for the year. So it’s not something that you would be expected or, of course, able to do with every assessment activity. But this is just an example of how...how you could use the task to...to basically prepare for the new EAL curriculum.

Again, teachers of secondary students will be doing many of the activities that improve students’ learning and that work at a primary level, but with a continued focus on providing feedback that is comprehensible and meaningful. But they will, obviously, be able to be a bit more explicit about that, about how the students are learning and...and teaching...learning how to learn skills. And given that the students, as they get older, are capable of more abstract ideas and a level of metacognition that younger students do not yet have.

So, turning now to the issue of making formal assessments of students on language proficiency, and using the new achievement standards. I’d just like to quickly refer back to the achievement standards mentioned at the start of the presentation. I’ve bolded the first sentence of each mode of the A1 achievement standard, as each sentence encapsulates, basically, what the student is expected to do at that level. However, as we know from those samples of student work that we looked at earlier, not all beginning students will be able to demonstrate the skills and knowledge that are described in the achievement standards. It is also important to note again - friendly reminder – that the achievement standard shouldn’t be considered as any sort of checklist. It basically provides an overview of what the student can achieve and is expected to achieve at that level. But teachers should be making an on-balance judgement about their students and not expecting that they can demonstrate every skill described on every occasion.

So, the department’s 2020 reporting tool allows teachers who are trialling the new EAL curriculum to report on the progress of students before they reach their achievement standards, as the EAL development continuum has done for many years. So, imagine a student starting in Foundation who has not attended kinder or any other type of early education program, and whose parents speak another language at home. The student would take time to develop the skills and knowledge outlined in the achievement standards, given that the teacher is reporting on their progress in the first semester. So they’ve, you know, essentially, only been attending school for a number of months. So, the reporting tool provides more granular levels to indicate that, although the student may not have reached the achievement standard, they are still making satisfactory progress in learning English as an additional language. So it’s important to...to show and to demonstrate to parents and carers that their child is making satisfactory progress.

And, similar to the achievement standards, it is important to note that the dot points should not be considered as any sort of checklist either. A teacher, again, should be making that on-balance judgement about each student and using evidence from a variety of assessment activities... (AUDIO DROPS OUT)

So, we’ll look quickly at the example from the previous slide. So, as you can see, although the student is in the A1 range, they have not yet reached the achievement standards. So, with this assessment activity, it looks as though they are consolidating their skills in A1. But, again, you would be using a range of other assessment activities to make that final judgement. An example of student work, again taken from the TEAL website, shows that this student is actually demonstrating some of the skills and knowledge described in the achievement standards. But, again, you wouldn’t be basing that granular judgement on the one assessment activity.

Finally, I would like to quickly cover the department’s reporting requirements, and then Mollie will then outline her school’s, or her sector’s, reporting requirements today. Teachers from independent schools, as I said, should ask their school leadership for advice. All reporting advice for government schools is now contained in the policy and an advisory library – PAL – on the Education Department website. As I mentioned...or, actually, I didn’t mention, but I should’ve said that all links to these resources will be provided on the slide at the end of this presentation. So, from semester one in 2021, schools must report directly against the Victorian curriculum F-10 EAL, and the EAL developmental continuum and companion will be archived. Just a note that the expectations on the left are not...are not formally required semester 2 this year, as there’s obviously slightly different expectations with the approach to remote learning. So, if you’re not sure, please check those links at the end of this presentation.

Just a couple...to address a couple of questions that always arise, the department does not mandate a reporting template, and this is because every school uses a different software provider for reporting purposes. So, basically, they’re all going to look somewhat different. This is just one example of the Accelerus reporting format, and what it looks like. But Compass will look different. Each provider will look slightly different. The important thing to remember is that it needs to be presented in a way that teach...that parents and carers can understand that you are showing students’ growth – which should actually be an automatic feature of the software, that the previous reporting cycle achievement is indicated, and then you would make an indication of where they are in this current reporting cycle.

There’s...those words and numbers can, obviously, be confusing for parents or carers of EAL students. So that’s why parent-teacher interviews can be extremely important, with the help of an interpreter if necessary. And we do hear that, often, parents or carers think it is better to move their child off the EAL curriculum as quickly as possible. So it’s important to reassure them that the student is making satisfactory progress in learning English as an additional language, and that this will provide them with an excellent foundation for future academic success.

So, I will hand over now to Mollie from the Catholic education sector. Thank you for your time, and please feel free, as mentioned, to put any questions about assessment and reporting into the Q&A function.

**Mollie Daphne:** Thank you, Anna-Lise. That was very informative and comprehensive. We’re just going to change over presenter mode, so just give me one moment.

OK. So I’m going to speak now about differentiation. I’m going to move fairly quickly through this session. We do have an upcoming session on Thursday 22 October, which will cover differentiation and scaffolding in more depth. So please attend that as well.

OK, so, differentiation can be described as a high-impact strategy used by teachers to craft lessons that provide the right amount of support and challenge for every student relevant to their starting point. This can be done by adjusting content, process and product. Differentiation meets the needs of their zone of proximal development, allowing for both challenge and growth, and opportunities for success.

For EAL learners, the principle of differentiation creates opportunity for students to demonstrate their learning. It allows assessment and class activities to meet the needs of learners, and gives them a chance to both develop language skills while demonstrating their knowledge and understanding of key skills and achievement. It is important, when we’re thinking about differentiation, to also consider that we need to keep the integrity of the curriculum and the achievement standards, and – those familiar with the work of Gibbons – that we’re also, you know, aiming for high...high challenge as well as high support.

So, to begin the process, teachers need to have an understanding of the student’s starting point. This includes understanding and making use of students’ prior knowledge, and what we often refer to in the Catholic sector as their learning narrative. Additional resources such as the VCAA language learning interview or use of sociolinguistic interviews can support teachers to understand the learning histories and trajectories of their students.

Assessment should be relevant and timely, focused on rigour, and also focused on growth. As Anna-Lise talked about, that continuous cycle of feedback is incredibly important, as is the partnership between the learner and the teacher. This ensures that learners understand their progress and understand what they need to do and where they need to go in classes.

Students bring with them a rich prior knowledge and experience that can be incorporated into assessment design. The resources and strengths that they bring with them into the classroom can be drawn on to engage and extend learning. It’s also important to be aware of any assumed cultural knowledge when designing assessment.

I’m a little bit out of order with my slides, but I’ll continue on. Differentiation can be done through a number of assessment avenues. This includes differentiation of content, process and product. If applying this principle to your assessment design for EAL learners, this may include changes to the task, conditions, expectations or text.

Differentiation can be done through a number... Oh. Examples of differentiation of tasks and ways an instruction are given, or scaffolding, include chunking of tasks into smaller, more manageable sections, assessment of assumed knowledge needs to be completed to complete the task, and a matching of the knowledge to students’ experiences or prior knowledges. Potentially, it could also include a changing of modality that allows students to best demonstrate the assessed knowledge or understanding. An example of assessment by conditions might be to change the way that the assessment’s length or time is given for that assessment piece. it might change the presentation format again to multi-modal, or provide some additional scaffolding if required.

By expectation, differentiation could occur in the length of time, the criteria of assessment, as demonstrated by Anna-Lise earlier, showing how to assess against the EAL curriculum strands, or it could lead to a change in the amount of materials or information being assessed.

By text. Supporting students to assess assessment through differentiation can also be achieved through text. This could be selecting or annotating texts, giving consideration to the lexical density of text, speed of spoken text, as well as supporting understanding and meaning, making this visual support of semiotic resources.

Assessing the language progression of EAL students requires teachers to make on-balance judgements. These judgements should be supported with evidence of learning from a range of sources. Triangulation of evidence can support making professional judgements.

Evidence of language should be collected from a range of sources, from all the language modes. This could include work samples such as writing samples or records of work or assessment data from across learning areas, observations of classroom interactions, recording of oral presentations and samples of classroom work. Conversations in conference, including reading conferences, progression of discussions and conversations with classroom teachers.

We strongly encourage you to make decisions and moderate within school teams, to collect evidence from a range of data sources across modes and from a range of learning areas as well.

So, just to comment on some of the reporting requirements, we are consistent with DET in the way that they conduct their reporting as well. So, again, you can refer or speak with school leadership if you need more information on reporting. And we also have the CECV guidelines to refer to. We are expecting that schools are beginning to report against the new EAL curriculum achievement standards from 2021. CECV schools have access to the DET reporting tool to assist with moderation and on-balance judgements about students’ language progression. We also have access to all other resources that Anna-Lise has shown us today – so, that includes TEAL, and the FUSE website as well. Our reporting requirements, are, as I said, very similar to DET, so please refer to our CECV reporting guidelines for further advice. We will release more information regarding EAL reporting from 2021, and we’re in the process of updating CECV software providers and changes to EAL reporting from 2021. Please speak with your IT...your school IT administrator or your school leadership for more information about software, or your regional or diocese learning consultant.

Anna-Lise, I’ll hand the ball back to you now.

**Anna-Lise Wallis:** OK. Thank you, Mollie. Alicia, are you able to take us back to one of the earlier slides, where I showed the difference in responsibilities between the VCAA and the department, please?

**Alicia Farrell:** Are you seeing that changing on your screen, Anna-Lise?

**Anna-Lise Wallis:** Oh, yep...

**Alicia Farrell:** Yep.

**Anna-Lise Wallis:** I will... I will do it. Yep.

What I...what I should have clarified and emphasised is that schools will be able to continue to use those...the beginning and consolidating levels that describe student achievement before students reach the achievement standards. So, those levels will still be available from 2021. They will look different to the 2020 reporting tool, because they are still under development. And we’re also in the process of developing an additional range of resources to support teachers around pathways and transitions. So, those beginning, consolidating and achievement level standards will be available to all schools. So I just wanted to clarify that.

**Kellie Heintz:** Thank you, Anna-Lise. We’ve had a flurry of questions towards the end there, and what I’ll aim to do is to just get a couple of responses to the questions that seem to be the most pressing at the moment. We will endeavour to respond to questions afterwards, either via email or whatever means we can.

So, Anna-Lise, there is more than one question here asking about the report. And one of them is from Arrica – “Are there no stages anymore?” And tied to that, from Madeline, a question – “Will the report still have point 1, point 2 and point 3, or will it look like mainstream with point 5?” So those small granular things. What will the report look like, Anna-Lise?

**Anna-Lise Wallis:** Well, that will depend on the software providers. There may just be the words used, ‘beginning’, ‘consolidating’ and ‘achieved’. So it depends on the software developers have used in their...in their programming. So the numbers may be there, but, either way, the...the language will still have to be explained to parents and carers. So, yes.

**Kellie Heintz:** OK, thank you. So this is for...you know, for Yan Yao, Chris or Jocelyn... Sorry. From Jocelyn. Yan Yao or Anna-Lise, should I say. “So, does this mean that if we have EAL students in mainstream classes that the English teachers need to assess on the new EAL curriculum?”

**Anna-Lise Wallis:** Well, I guess it doesn’t change the department’s policy of EAL students should be assessed as EAL if...if they require it. So that’s something that...that schools...decisions schools have to make at a school level in terms of meeting the needs of the EAL students. So, obviously, if a student is performing well below their peers and are newly arrived and they require a lot of support, they could be assessed as EAL. So whether that’s in the form of another teacher providing that EAL support and writing an EAL report, or building the capacity of the English teachers in EAL, it’s about meeting the needs of the student.

**Kellie Heintz:** Thank you, Anna-Lise.

**Anna-Lise Wallis:** Yep.

**Kellie Heintz:** Now, there are a couple of questions specific to the Catholic sector, and if that’s OK with you, Sheila, out there, I will pass those towards Mollie to answer for you, so that you can get the answer you require.

There’s a lot of questions here about, when do we know when to take students off the EAL curriculum? And I’ll quickly answer that one for you. Much of what we do really relies on professional judgement. As teachers, we hope that you’re able to assess your students in similar ways to the way that Anna-Lise mentioned, and that you’re able to conclude when a student is ready to move either up in the pathway or off the curriculum completely and into mainstream English. So that is up to your professional judgement, and that is a really important part of your practice. Now, I’ve got another question here that’s asking...

**Anna-Lise Wallis:** Oh, sorry. Kellie, just to...

**Kellie Heintz:** Sorry, Anna-Lise.

**Anna-Lise Wallis:** Yeah, just a reminder that the pathways and transitions resources will accompany the new curriculum next year. So that will help build teachers’ knowledge of when to exit EAL students.

**Kellie Heintz:** Yep. Thank you. And please, may I reassure you all out there that resources are being developed as we speak. But, as you will be aware, this year’s been quite challenging for all of us, so some of our time lines are a bit behind. I’ve got lots of people asking about sample rubrics, sample report templates, etc. And so these are the kinds of things that are currently in development. And it’s important that we all just understand that we are fully aware of the pressures that you have been under this year, and we are trying to make this as smooth as we can, and things will come out as quickly as we can...as we can develop them.

So, we’ll have to finish there. My apologies to those of you whose questions I have not yet answered. But may I remind you that this presentation, including the slides, will be uploaded very soon. I’m unable to send it out as a PDF, etc. I’ve got lots of questions about that. But you can use this as a professional learning tool in your schools.

So, I will finish there. I wish you all a very safe and happy evening and we will be in touch with you all in terms of communications as things are produced. I would like to thank our colleagues from the department. I’d like to thank my colleagues from VCAA for supporting us, and to Anna-Lise and to Mollie for such thorough and comprehensive information for you all. So thank you all, and have a good evening.

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