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: Chinese Second Language 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 **Chinese Second Language 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** | **Chinese Second Language Levels 7–8 Achievement Standard** |
| In **Chinese Second Language**, indicative progression towards the Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions.
* They use known phrases to exchange personal information (for example, 我叫…; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起，我听不懂，你说什么？), and transact and make arrangements, for example, 你要来我家吗？
* They use the question particle 吗 and familiar question words (什么，谁，哪儿，几).
* Students approximate tone, intonation and rhythm but meaning remains clear.
* They use gesture and some formulaic expressions to support oral interaction.
* They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance.
* They connect ideas using basic cohesive devices (for example, 和，可是，所以), express opinions using 喜欢 and 觉得, and give reasons using 因为.
* In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一，第二… They apply 不 and 没有 in familiar phrases.
* They respond to and create simple informative and imaginative texts for known audiences and purposes.
* They use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球，打乒乓球，听音乐.
* They access and organise information from a range of spoken, audiovisual and printed texts.
* Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很，非常，最.
* They reflect on their interactions when using and learning languages.
* Students are aware of the key features of the Chinese writing system and its differences to the English writing system.
* They recognise the function of tone-syllables and Pinyin.
* They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents.
* They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family.
* They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.
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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 **Chinese Second Language 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]** |
| **Chinese Second Language Levels 7 – 8 Achievement Standard**  | **Example of indicative progress toward** **Levels 9–10 Achievement Standard** | **Chinese Second Language Second Language Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions.
* They use known phrases to exchange personal information (for example, 我叫…; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起，我听不懂，你说什么？), and transact and make arrangements, for example, 你要来我家吗？
* They use the question particle 吗 and familiar question words (什么，谁，哪儿，几).
* Students approximate tone, intonation and rhythm but meaning remains clear.
* They use gesture and some formulaic expressions to support oral interaction.
* They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance.
* They connect ideas using basic cohesive devices (for example, 和，可是，所以), express opinions using 喜欢 and 觉得, and give reasons using 因为.
* In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一，第二… They apply 不 and 没有 in familiar phrases.
* They respond to and create simple informative and imaginative texts for known audiences and purposes.
* They use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球，打乒乓球，听音乐.
* They access and organise information from a range of spoken, audiovisual and printed texts.
* Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很，非常，最.
* They reflect on their interactions when using and learning languages.
* Students are aware of the key features of the Chinese writing system and its differences to the English writing system.
* They recognise the function of tone-syllables and Pinyin.
* They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents.
* They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family.
* They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.
 | In **Chinese Second Language**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts.
* They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么，怎么，怎么样 to elicit more information.
* They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts.
* Students observe how texts are created for different purposes and audiences.
* They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences.
* They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically.
* Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences.
* They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给，跟，对.
* They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery.
* They use a range of cohesive devices (for example, 不但…而且；除了…以外; 如果…就) with the support of models and cues.
* In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候，以前 and connectives, for example, 先…然后. They also indicate changes in tense with tense markers such as 了，过, and use verbs to express modality (for example, 可以，要，会，应该) or intention, for example, 希望，想，打算.
* Students discern differences in patterns of sound (for example, ‘qing’, ‘qin’) and tone in extended speech for different contexts and audiences.
* They apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered.
* They analyse grammatical rules, use language appropriate to the form of communication, and compare textual features.
* Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是，有 and attributive 的), and apply them in new contexts.
* They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa.
* They are aware that language use varies according to context, purpose and mode.
* Students explain how culture and language shape their own and others’ communication practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers.
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