

Assessment in the Victorian Curriculum: Languages



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Assessment of Language Learning

- Assessment is sometimes designed to improve students' learning and at other times to rank them or certify their competence
- Assessment activities help learning if they offer feedback to pupils to assess themselves and other students
- Assessment can also be used to modify the Language teaching and learning activities
- Effective assessment helps raise levels of student achievement in the target language



Assessment

When the cook tastes the soup,
that's formative; when the guests
taste the soup, that's
summative.

- Robert Stake, University
of Illinois

Online Language Tests (LPA)

- The VCAA will release of a set of Language tests for teachers implementing the Victorian Curriculum
- A suite of quality online languages assessments.
- Called Languages Proficiency Assessments (LPA)
- To test students' language reading and listening skills, and offer teachers diagnostic information for students' areas of need
- Tests will be for beginner, intermediate and advanced levels in eight languages
- Provided for Chinese (Second Language and Background Language Learners), French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish
- All schools, will be able to access the LPA free of charge.



<http://www.vcaa.vic.edu.au/Pages/correspondence/bulletins/2017/bulletin2017.aspx#mar>

Learning Areas   Capabilities

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures,
- Asia and Australia's engagement with Asia and
- Sustainability

These are embedded in the learning areas and capabilities, not represented as separate components of the curriculum



Capabilities in the Victorian Curriculum

Critical and creative thinking

- Questions and Possibilities
- Reasoning
- Meta-Cognition

Ethical capability

- Understanding Concepts
- Decision Making and Actions

Intercultural capability

- Cultural Practices
- Cultural Diversity

Personal and social capability

- Self-Awareness and Management
- Social Awareness and Management



The Victorian Curriculum: Languages

The Languages curriculum focuses on both language and culture, and students

- reflect on language use and language learning
- learn to communicate across linguistic and cultural systems
- extend their literacy repertoires
- strengthen their understanding of the nature of language
- develop intercultural skills and understandings
- develop openness to different experiences and perspectives

Sequences of learning in the Languages Curriculum

Different entry points into language learning across F–10

Two possible learning sequences:

- F–10 sequence for students who begin to learn the language in primary school and continue to Year 10
- 7–10 sequence for students who begin to learn the language in Year 7



Language - specific curricula

Language category	Language specific curricula	
Roman Alphabet Languages	French Indonesian Spanish Vietnamese (Generic)	German Italian Turkish Roman Alphabet Languages
Non-Roman Alphabet Languages	Arabic Hindi Non-Roman Alphabet Languages (Generic)	Modern Greek Korean
Character Languages	Chinese	Japanese
Classical Languages	Latin Classical Languages Framework	Classical Greek
Sign Language	Australian Sign Language (Auslan)	
Victorian Aboriginal Languages		

Not mandated until 2018

Strands and sub-strands

2 strands and 8 sub-strands

Strand	Communicating	Understanding
Sub-strands	Socialising	Systems of language
	Informing	Language variation and change
	Creating	The role of language and culture
	Translating	
	Reflecting	

Content descriptions and elaborations

Content descriptions:

- explain what is to be taught
- are found within each sub-strand

Achievement standards

- describe what students are able to understand and do and are the basis for reporting student achievement.

Elaborations are:

- are non-mandated, advisory examples of how the curriculum may be transformed into a classroom activity or learning opportunity

Planning a program

The aim is for the teaching and learning program to integrate the content descriptions into 'topics'/units of work.

An integrated approach across a range of learning areas can provide valuable contexts for student learning.



Curriculum

- provides a continuum defining increasingly complex knowledge, skills and concepts
- each school develops the teaching and learning program - **how** the curriculum is delivered



Achievement standards

- Achievement standards as a continuum of language learning, not an age-determined set of expectations
- F–10 Sequence: the first achievement standard for Languages is provided at Foundation–Level 2 and then at Levels 4, 6, 8 and 10.
- 7–10 Sequence: the first achievement standard is provided at Level 8 and then at Level 10
- Reporting to be against the achievement standards
- Using assessment to adjust teaching



Demonstrating achievement of standards

- The achievement standards outline what the student is *able to do*
- Students *demonstrate* what they are able to do through the products they present for assessment



Assessment

Rubrics:

- provide descriptions of observable characteristics of performance in an assessment task
- make explicit what is being looked for and valued as evidence of successful learning



Demonstrating achievement of the standards

- Rubrics or assessment criteria can be developed from the achievement standards
- Units of work will probably address a number of aspects of the standard at any given level

Assessment of language

- Assessment to be part of program design
- Give students clear criteria (rubrics)
- Students discuss assessment criteria
- Collect evidence over time from a range of activities and sources
- Important to monitor every student's progress along the Language continuum



Whole School Planning

Four levels

- **School:** summary of the whole curriculum reflecting the school's policy, goals and vision
- **Curriculum area:** sequencing key knowledge and skills across the years of schooling
- **Year level:** program from a student perspective enabling connections across the curriculum
- **Unit/lessons:** specify content and achievement standards, assessments and activities to ensure all students progress

Importance of curriculum planning

By Unit / Lessons

Does the unit plan/sequence of lessons:

- specify the content descriptions addressed in each unit/sequence of lessons?
- specify the achievement standards addressed in each unit/sequence of lessons?
- include the resources and activities used to develop knowledge and skills?
- provide for a range of student abilities?
- specify the assessments used to monitor and progress student learning?

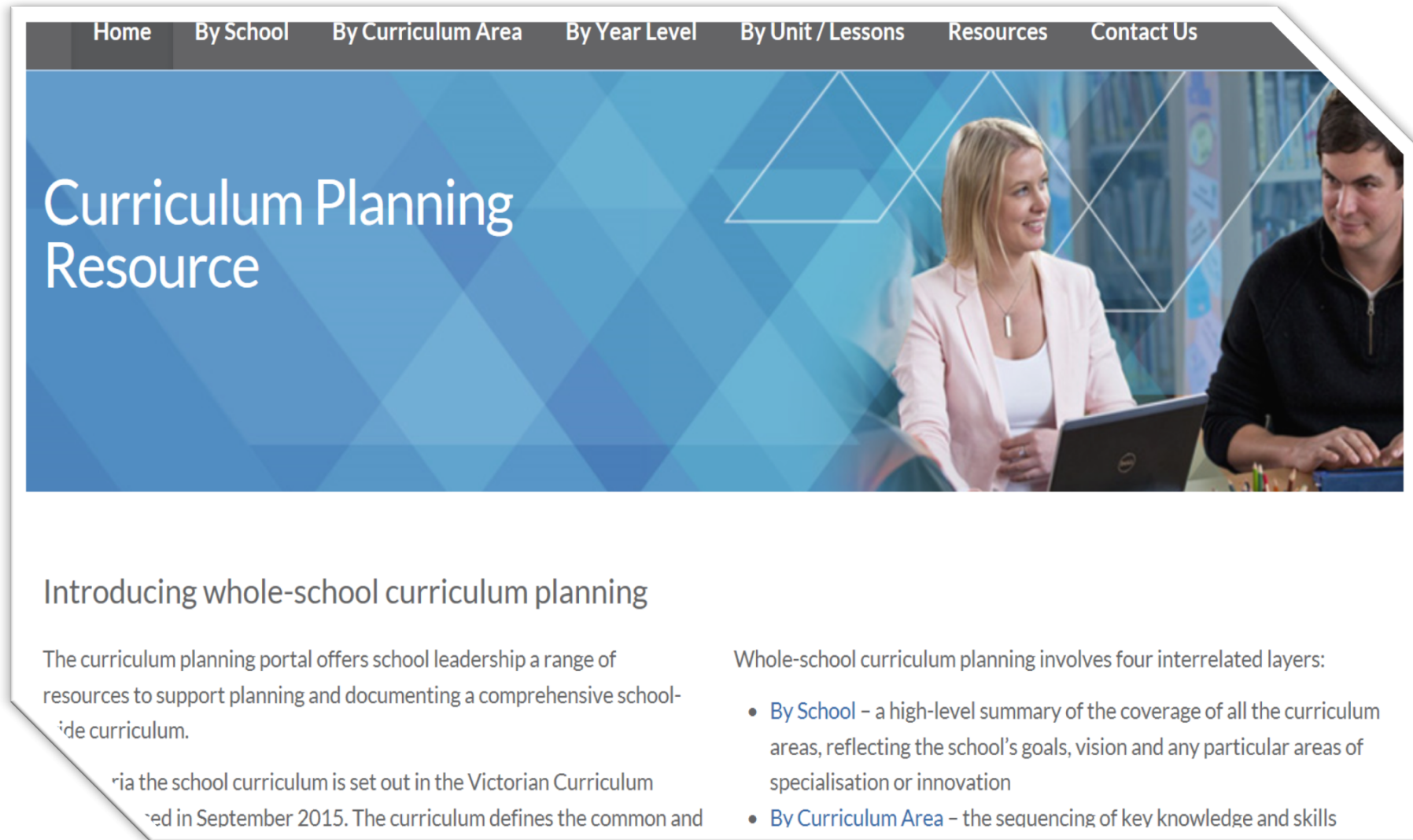
provide guidance about the approximate time required for the unit/sequence of lessons?

<http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool>

VCAA Curriculum Planning website

- The Curriculum Planning website offers a range of resources to support planning and documenting the curriculum.
- It includes a self-assessment tool and a suite of curriculum planning examples for both primary and secondary schools.

Curriculum planning website



The screenshot shows the homepage of the Curriculum Planning Resource website. At the top is a dark navigation bar with links: Home, By School, By Curriculum Area, By Year Level, By Unit / Lessons, Resources, and Contact Us. Below the navigation bar is a large hero section with a blue geometric pattern on the left and a photo of two teachers working on a laptop on the right. The text 'Curriculum Planning Resource' is overlaid on the pattern. Below the hero section is a heading 'Introducing whole-school curriculum planning' followed by a paragraph about the portal's purpose. To the right, under the heading 'Whole-school curriculum planning involves four interrelated layers:', there is a bulleted list of two items: 'By School' and 'By Curriculum Area'.

Home By School By Curriculum Area By Year Level By Unit / Lessons Resources Contact Us

Curriculum Planning Resource

Introducing whole-school curriculum planning

The curriculum planning portal offers school leadership a range of resources to support planning and documenting a comprehensive school-wide curriculum.

via the school curriculum is set out in the Victorian Curriculum
ed in September 2015. The curriculum defines the common and

Whole-school curriculum planning involves four interrelated layers:

- [By School](#) – a high-level summary of the coverage of all the curriculum areas, reflecting the school's goals, vision and any particular areas of specialisation or innovation
- [By Curriculum Area](#) – the sequencing of key knowledge and skills

Curriculum mapping

- Could begin by mapping the current school languages program against the new Victorian Curriculum

<http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>

- Mapping templates support teachers to identify where content descriptions and achievement standards are being explicitly addressed within the school's teaching and learning program.

Curriculum Mapping Template

Instruction: List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once done, click on the 'Save' button.

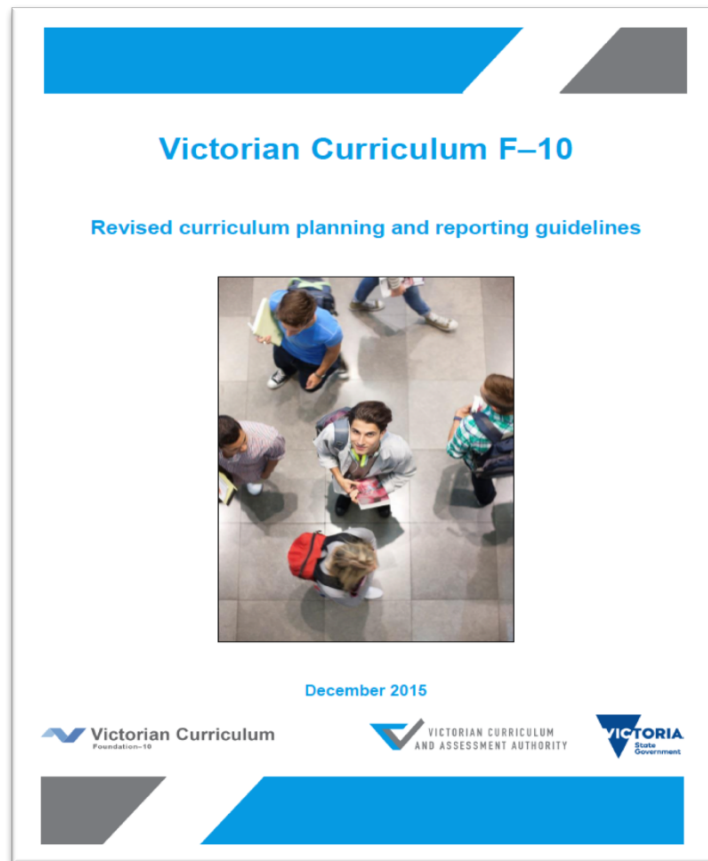
Foundation									
Strand		Explore and Express Ideas		Music Practices		Present and Perform		Respond and Interact	
Content Description		Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)		Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMU018)		Rehearse and perform songs and short instrumental pieces which they have learnt and composed (VCAMUP019)		Respond to music, express what they enjoy and why (VCAMUR020)	
Unit of Work / Unit	Semester/Year	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #
		☐		☐		☐		☐	
		☐		☐		☐		☐	
		☐		☐		☐		☐	
		☐		☐		☐		☐	
		☐		☐		☐		☐	

3 and 4									
Strand		Explore and Express Ideas		Music Practices		Present and Perform		Respond and Interact	
Content Description		Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)		Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms (VCAMU026)		Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience (VCAMUP027)		Identify features of the music they listen to, compose and perform and discuss the purposes of music created for using music terminology (VCAMUR028)	
Unit of Work / Unit	Semester/Year	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #
		☐		☐		☐		☐	
		☐		☐		☐		☐	
		☐		☐		☐		☐	
		☐		☐		☐		☐	
		☐		☐		☐		☐	

Foundation Level Achievement Standard		Levels 1 and 2 Achievement Standard		Levels 3 and 4 Achievement Standard	
By the end of Foundation students sing and play instruments to communicate their experiences and ideas. (1) They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns. (2) Students describe the music to which they listen, identifying what they enjoy and why. (3)		By the end of Level 2 • Students use imagination, their voices and instruments to improvise, compose, arrange and perform music. (4) • They explore and make decisions about ways of organising sounds to communicate ideas. (5) • They achieve intended effects and demonstrate accuracy when performing and composing. (6) • They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts. (7)		By the end of Level 4 • Students perform and compose music. (8) • They understand and respond to the beat and simple rhythm patterns. (9) • They achieve intended effects and demonstrate accuracy when performing and composing. (10) • They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts. (11)	

Units	Assessment	Achievement Standard/s	Unit (Title)	Assessment

F-10 curriculum planning and reporting guidelines



- provides guidelines on reporting of student achievement against a whole-school teaching and learning plan.
- Schools have the flexibility to determine, in partnership with students, and parents, the timing and format of their reports

<http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>

Communicating Content description	Content elaborations
Socialising Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song	Socialising • contributing to collective activities such as creating a class vegetable garden or photo display of a recent excursion or visit, by labelling and illustrating • contributing to guided, shared decisions, such as about a classroom display or a class party, for example, <i>mi piace il rosso; io porto i biscotti</i> • playing games, for example, counting games, sorting and order games, number games, tombola • making simple choices, based on given options, for example, <i>Vuoi leggere questo? Giochi dentro o fuori?</i>



Achievement Standard:

Extract from Level F – 2 Italian

Communicating strand

By the end of Level 2, students use Italian to communicate with their teacher and peers through action-related talk and play. ....They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation.....



Victorian Curriculum - Chinese Levels 3-4

Communicating	
Content description	Elaborations
Socialising Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones (VCZHC017) 	Socialising • giving personal information, facts and opinions in response to questions about people and aspects of daily life such as pets (我的狗很可爱), interests, routines and activities • expressing opinions and commenting on personal experience using familiar expressions (for example, 很棒。太好了。我不喜欢...), and turn-taking (该你了) in class games • contributing to class activities by asking for (我可以...吗?) and giving permission (可以), apologising and excusing (对不起), raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities • initiating conversations in familiar social contexts by greeting participants and introducing themselves (for example, 你好, 我叫James, 我八岁, 我住在悉尼), displaying appropriate social manners to enhance communication

Extract from Levels 3/4 Chinese Achievement Standard: F- 10 sequence

Communicating strand

By the end of Level 4, students

use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字？你上几年级？你有狗吗？你喜欢什么运动？ They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. They use modelled questions to develop responses, for example, 你的哥哥几岁？，他是谁？， 你住在哪里？， 这是什么？



Extract From Victorian Curriculum – Spanish Levels 3-4

Communicating Content description	Elaborations Spanish Levels 3 – 4
Creating Create short imaginative texts such as dialogues and stories using modelled language (VCESC133) 	• creating simple imaginative texts to share with younger learners of Spanish, such as digital or print storybooks, anagrams or shape poems, using modelled language and digital programs such as Vokis • using gestures, movements and facial expressions to enhance characterisation or effect in the performance of action songs, raps or plays • contributing to shared writing activities such as a class story in response to an event or experience, for example, a visit to the zoo or a virtual visit to a famous place • creating and performing alternative versions of or endings to known stories such as Caperucita verde or action songs, using voice, rhythm and gestures to animate characters • experimenting with sounds, pronunciation and vocabulary to create alternative versions of familiar songs or rhymes learnt in class, for example, 'La vaca loca', 'La serpiente de tierra caliente'

Extract from Levels 3 and 4

Achievement Standard for Spanish

By the end of Level 4,
Students use modelled sentence structures to compose short original texts using conjunctions such as *y*, *o*, *porque* and *pero*, and prepositions such as *a*, *con*, *de* and *en*. Students use vocabulary related to school, home and lifestyles (for example, *divertido*, *alto*, *gordo*, *grande*). They use possessive adjectives (for example, *mi libro*, *nuestro coche*), adjectives (for example, *extraño*, *fantástico*), singular and plural forms (for example, *el árbol*, *la cafetería*, *las pelotas*, *los mensajes*) and regular verbs (for example, *cantar*, *correr*, *vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They use possessive adjectives (for example, *mi libro*, *nuestro coche*), adjectives (for example, *extraño*, *fantástico*), singular and plural forms (for example, *el árbol*, *la cafetería*, *las pelotas*, *los mensajes*).....



Extract From Victorian Curriculum – Japanese Level 5-6

Understanding Content description	Content elaborations
Language variation and change Recognise that the Japanese language is both influenced by in turn influences other languages and cultures 	Language variation and change • exploring how the Japanese language is influenced by other languages and cultures, for example, in relation to food パン、スパゲッティ、クレープ、ハンバーガー, music and sport ミュージカル、ロック、ダンス、サッカー、バスケットボール, and technology パソコン、メール、インターネット • investigating the influence of Japanese language and culture on their own language and experience, for example, by creating a glossary of Japanese words and expressions used in fields such as martial arts ('judo', 'karate', 'sensei', 'sumo'), food ('sushi', 'tofu', 'wasabi') or communication/culture ('haiku', 'anime', 'manga', 'sudoku') • understanding that there are Japanese-speaking communities outside Japan, for example, in Hawaii and South America,.....

Achievement Standard for Japanese: Levels 5-6

By the end of Level 6.... students give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず です ね。いいえ。.



Victorian Curriculum - French Levels 7 and 8

Communicating Content description

Content elaborations 7-10 sequence

Socialising

Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests and express feelings, likes and dislikes.

Socialising

- exchanging greetings, wishes and thanks, adjusting language to suit the situation, for example, *Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman.....*
- using present tense high-frequency verbs such as *être*, *avoir* and *aimer* with adjectives, adverbs and simple formulaic expressions to talk about self and others, for example, *je te présente mon copain, Henri, il est drôle! elle est si douée! Nous voici - la famille Mercier!*



Achievement Standard: Extract from Level 7 and 8 standard for French (7 -10 Sequence)

By the end of Level 8,.....students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (*c'est vrai ...; ah oui, en effet ...; pas possible!*). They respond to familiar questions and directions (*Qu'est-ce que c'est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu répéter?*). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r*, *-u* and *-ille*.....



Victorian Curriculum - Italian Levels 7 and 8

Understanding Content description	Content elaborations
Language variation and change Analyse and understand the dynamic nature of the Italian language, and of languages in general 	Language variation and change • exploring the influence of technological change on the Italian language, such as: • the borrowing and adapting of technical terms, for example, cliccare, il mouse, la password, chattare • observing the changes to language when used in abbreviated forms in multimedia communications, for example, 6 = sei, x = per, + = più, - = meno, TVTB = ti voglio tanto bene, ke = che • understanding the influence of other cultures on Italian, for example, the use of borrowed words such as il make-up, il bébé, un tailleur, il wurstel, il krapfen • recognising that Italian is used in diverse communities and that it changes in response to local cultural contexts

Achievement Standard: Extract from Levels 7/ 8 Italian 7-10 sequence

Understanding strand

By the end of Level 8,

students analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).



Understanding

Content description

Content elaborations

Language variation and change

Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts



Language variation and change

- recognising that language changes over time, for example, by viewing classical and contemporary Arabic films and comparing how certain ideas and concepts are differently represented through the language used
- examining how English is influencing and modifying Arabic language use in particular settings, for example, in the entertainment industry, such as in films and television programs; in online contexts; and in language used to express global concepts such as الديمقراطية؛ الليبرالية
- considering how moving between Modern Standard Arabic and regional dialects reflects personal, social and political histories and changing contexts

Achievement Standard: Extract from Levels 9/10 Arabic

7-10 sequence

Understanding strand

By the end of Level 10.....students explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. Students analyse the ways in which languages change in response to changing environments. They explain how language use reflects thoughts and world views and is shaped by cultural experiences.



Capabilities in the Victorian Curriculum

Intercultural capability Levels 5-6

Cultural practices

- Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced
- Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures

Cultural diversity

- Identify barriers to and means of reaching understandings within and between culturally diverse groups
- Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups

Capabilities in the Victorian Curriculum

Intercultural capability Levels 5 and 6

Achievement standard

By the end of Level 6, students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours.

Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited.

Locating information

The screenshot displays the Victorian Curriculum and Assessment Authority (VCAA) website. At the top, the VCAA logo and name are on the left, and the Victorian State Government logo is on the right. A navigation bar contains links for Home, About Us, Educators, Parents, Students, Notices and Bulletins, and Excellence and Awards. The main content area is titled 'Foundation – 10 Curriculum' and includes a breadcrumb trail 'HOME > F-10 Curriculum'. A sidebar on the left lists various resources: Curriculum planning and assessment, Curriculum area advice, Professional learning, Frequently Asked Questions, and a link to subscribe to curriculum updates. The main text describes the Victorian Curriculum F-10 as the curriculum for Victorian schools, incorporating the Australian Curriculum and reflecting Victorian standards. It mentions that the curriculum is accessed from the Victorian Curriculum F-10 website, which provides resources and supporting information. A range of resources are listed to support the implementation of the Victorian Curriculum, including information on curriculum planning and assessment, curriculum area-specific advice, and

<http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>

VCAA websites

Victorian Curriculum F-10 Resources and Support

<http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx>

Victorian Curriculum F-10

<http://victorianscurriculum.vcaa.vic.edu.au>

Curriculum Planning Resources:

<http://curriculumplanning.vcaa.vic.edu.au/home>



The screenshot shows a document titled "F-10 Curriculum Update" from the Victorian Curriculum and Assessment Authority (VCAA). The document is a "Subscription form" for teachers. It includes a "Privacy collection notice" section with detailed text about data collection and usage. Below the notice are input fields for "First Name*", "Surname", "Email*", and "School, provider or organisation name (if applicable)". At the bottom, there is a dropdown menu for "Year levels provided (if applicable)" with a "Select..." option and a dropdown arrow.

Contact Details

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