





## Aims of Module 2

- Consider assessment in relation to planning
- Consider language specific issues and learner background in relation to assessment
- Review assessment implications of AC:L
- Review state/territory variations of AC:L and assessment implications
- Introduce and explore a sample portfolio of assessment



**Module 2**  
**Part A**

Incorporating  
Assessment into  
Planning: Issues  
and Challenges

(30 minutes)



## Planning and Assessment

- Planning and assessment go hand-in-hand, linking
  - Intentions/goals of learning and learning outcomes/achievement
  - assessment to (ongoing) learning
  - evaluation and revision of assessment to (re-)planning
- They can be approached 'forwards' or 'backwards'
  - from content to achievement or outcomes - developing assessment from content of programs
  - from intended achievement/outcomes to content - developing assessment from desired/planned achievement, and building back to content to achieve assessment goals

The focus is always on the learners and their learning in context

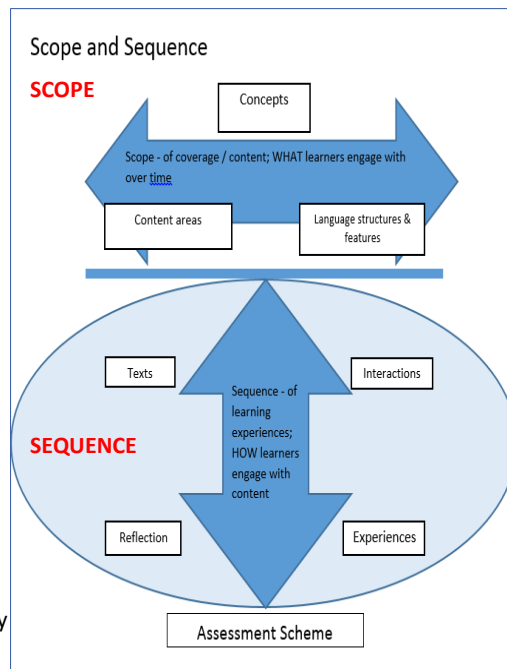


## Connecting Planning and Assessment:

### Planning features

### ASSESSMENT

Assessment informs and is informed by the scope and sequence of planning



## Layers of Planning

### MACRO LEVEL PLANNING

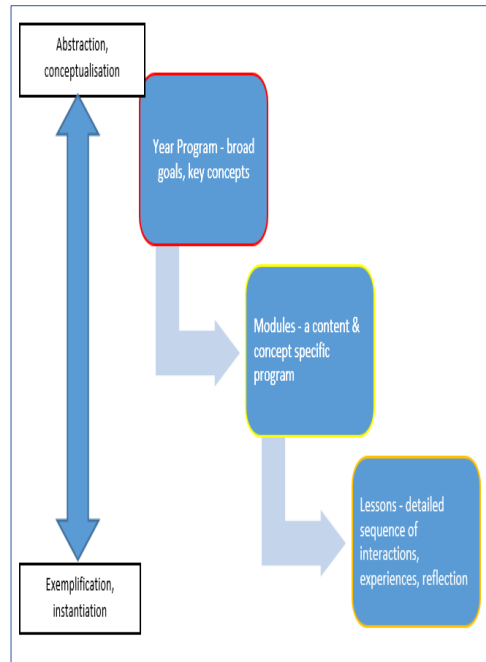
Long term program, a full learning sequence for specific groups of learners in one school context over a band or year, **overall assessment scheme**

### MESO LEVEL PLANNING

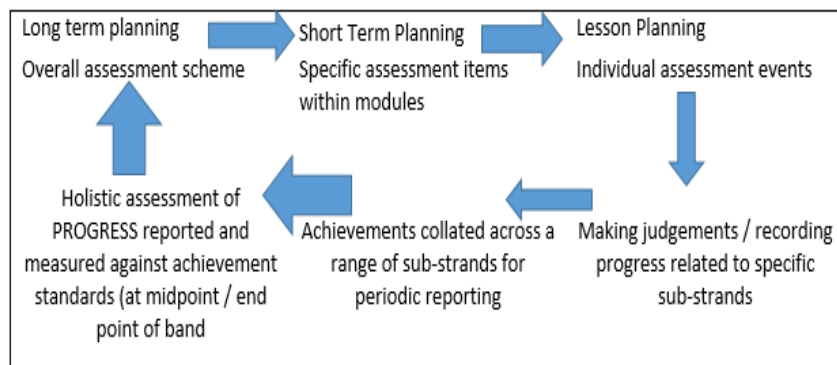
Modules (term or unit) representing a focussed sequence of related learning experiences for a specific class, **major assessment items or processes**

### MICRO LEVEL PLANNING

Lesson plans, highly context specific, focussed on dialogue and enquiry based learning experiences for groups of learners in or a whole class, **detailed assessment, including feedback**



## Relating Planning to Assessing Over Time



## Long-Term Programming

**MACRO LEVEL: LONG-TERM PLAN:** The scope and sequence of intended learning over the long term

Planning at this level includes the overarching intentions and major content (language and concepts) and learning goals of the program

PROGRAM DURATION	e.g. Year	YEAR LEVEL	e.g. Year 8	LANGUAGE	e.g. Italian
CLASS CONTEXT					
Who is it for? What is the language background & learning experience of students? What diversity issues are there (e.g. background speakers and beginner second language learners in the same class)?					
LEARNING CONTEXT					
Where does this year's program sit in the longer term, and in the school's program of study (e.g. 2 <sup>nd</sup> year of middle years program, Year 7-9)?					
What is the nature of the program (e.g. language as subject, CLIL, bilingual immersion)? Is the program part of a 'system' (e.g. IB MYP) with its own specificity?					
SCOPE					
Concepts: What are the major concepts to be explored this year? Are there key/guiding questions? What intercultural foci are there?					
Content: What are the broad content inclusions? Within what organisational contexts (topics/units/modules) will the concepts be explored?					
Language structures and features: What main language knowledge, skills and understanding do learners need to develop and use?					
KEY TEACHING CONTENT (Australian Curriculum: Languages Content Descriptions)					
Communicating					
Major communicating CDs from sub-strands					
Understanding					
Major understanding CDs from sub-strands					
KEY LEARNING GOALS (Australian Curriculum: Languages Achievement Standards)					
Communicating					
Intended learning achievements from Band level AS; other learning goals					
Understanding					
Intended learning achievements from Band level AS; other learning goals					
[If also working with a state-based system curriculum/syllabus: Include local organisational elements, e.g. NSW objectives. Are these additional, or aligned with AC?], strands, sub-strands, CDs?					
SEQUENCE					
How will inclusions in the scope be implemented over the year?					
Term 1	Term 2	Term 3	Term 4		
Module(s)/Units: Content area/topic					
Key learning interactions/experiences					
INDICATIVE ASSESSMENT					
What main assessment items- formative and summative- will be included?					

Detail indicative assessment; overall assessment 'scheme'

## Module Programming

**MESO LEVEL: MODULE/UNIT PLAN:** A specific organisational block of the macro-level program

Planning at this level involves a specific focus for a concept or topic-organised sequence of learning, in the medium term (e.g. term), and includes content

MODULE/UNIT TIMING/DURATION	e.g. Term 1	YEAR LEVEL	e.g. Year 8	LANGUAGE	e.g. Italian					
MODULE CONCEPT/TOPIC										
Described as a communication task/experience, a question, the concept to be explored, etc.										
SCOPE										
Intercultural/cultural concepts										
What intercultural concepts and understanding, arising from the conceptual/topic focus, and the language structures are explored? Is there related cultural information that requires explanation/exploration?										
Language structures and features										
What specific language knowledge, skills and understanding do learners need to develop and use?										
Australian Curriculum: Languages Content Descriptions and Elaborations										
Communicating			Understanding							
Socialising: Specific CDs and Ex			Systems of language:							
Informing:			Language variation and change:							
Creating:			Role of language and culture:							
Translating:										
Reflecting:										
TEACHING AND LEARNING SEQUENCE										
Include texts, key learning interactions/activities/experiences, main tasks, reflection opportunities										
Week	Key sources (texts) of language use as stimulus for learning			Teaching issues/considerations/feedback opportunities						
	Key learning interactions focussing on a language/culture concept/process									
	Key communication experiences/reflections on communication in context									
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
ASSESSMENT										
Specific assessment items/events aligned to identified substrands (CDs), contributing data toward longer term reporting against Achievement Standards										
Assessment item	Related CDs, Ex			Contribution to ASs						

What assessment processes, tasks, experiences and activities will be used in the module, and how do these link to content and achievement aims?

## Lesson Planning

**MICRO-LEVEL: LESSON PLANNING:** *Planning for a single lesson, as part of a module/unit plan and a longer-term program*

Planning at this level involves detail for each lesson taught, including specific content, pedagogies and scaffolds, key questions, interactions/experiences and assessment, with links to AC:L identified.

Year level	e.g. Year 5	CLASS	e.g. 5A	LANGUAGE	e.g. Japanese				
Topic	e.g. 3	LESSON TIME/DAY	e.g. Friday Lesson 2 15:11	DURATION	e.g. 50 mins				
ACCOMPLISHMENT TITLE	LESSON NUMBER e.g. 3/10 3 <sup>rd</sup> lesson in sequence of 10 lessons in this module								
What do you play?									
RELEVANT PRIOR LEARNING EXPERIENCES									
e.g. Build on language of names of games. I play, I like to... considering playing of games at school in Japan and Australia									
Lesson Scope									
Key concepts	What <i>is</i> the main idea/concept/being explored in this lesson?								
Key content	What <i>is</i> the content focus?								
Key language	What <i>COULD</i> be addressed in the lesson? What <i>specific</i> language structures, features and vocabulary are addressed?								
Learning goals	What <i>do you want</i> learners to be able to do, know and understand from this lesson? - explore sources of language use (text/s) in relation for learning - interact with a focus on a language/culture/content or process - engage in communication experiences/reflections in context								
Resources	What <i>text/s</i> , <i>image/s</i> , <i>TV</i> and <i>other resources</i> , <i>classroom equipment</i> , <i>etc.</i> do you need in the lesson?								
Lesson Sequence									
<i>Types of questions/interactions/experiences/processes and resources to be used, in order of presentation/use</i>									
Introduction & orientation Connecting with past and talking about/introducing new ideas									
Core activities Engaging with and applying new ideas	1.								
	2.								
	3.								
	4.								
Reflection On new learning, as well as learner, on others as users of this language in variable contexts									
ASSESSMENT									
Assessment	If applicable What <i>ongoing</i> feedback is provided to students? <i>How/when</i> is this provided? Consider <i>formative</i> and <i>summative</i> assessment, linked to partial fulfilment of one or several AS								
EVALUATION	Evaluate lesson content, pedagogy, student responses, next steps, <i>etc.</i>								

Include detail of assessment that will occur in each lesson, including formative feedback, and linked back to module and long-term plan

## Assessment Scheme and Assessment Item Planning

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AFMLTA Student Work Sample Cover Sheet	
Language: <input type="text"/>	Pathway: <input type="text"/>
Year/Level: <input type="text"/>	
Other Relevant Information:	
<input type="checkbox"/> Teaching context (e.g. hours/week, program begins at (year/level)) <input type="checkbox"/> Student information (e.g. prior learning, language/s/experience)	
<input type="checkbox"/> <input type="checkbox"/>	
Title of Assessment Task:	
Task Description:	
<input type="checkbox"/> Include a copy of the task (include wording of task and any relevant resources, assessment criteria, rubrics etc.) <input type="checkbox"/> <input type="checkbox"/>	
Curriculum Links:	
This task has been developed with reference to: <input type="checkbox"/> Australian Curriculum DR <input type="text"/> State Curriculum Document: <input type="text"/> (please specify)	
Content Description:	
<input type="checkbox"/> Insert the content description/s (including strand/s and sub-strand/s) relevant to this task. <input type="checkbox"/> <input type="checkbox"/>	
Achievement Standard:	
<input type="checkbox"/> Insert the achievement standard and highlight elements represented in this work sample. <input type="checkbox"/>	

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## Language Specific Issues in Planning Assessment

### Language systems differences and complexity

- Phonological (sounds)
- Orthographical (writing)
- Grammatical
- Text types/construction

### Also consider

- Auslan and oral tradition languages
- Literacy and oracy rate of learning differences

### Semantic and cultural connections

- Cognate language influences

- Un/related lexicon
- Connected histories and cultural and technical language

How do the variables impact on the types of tasks/texts/expectations in assessment?

How does the AC:L, with different pathways and sequences, assist with these decisions?

How much 'differentiation' has been built in to the curriculum?

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## Learner Background Issues in Assessment

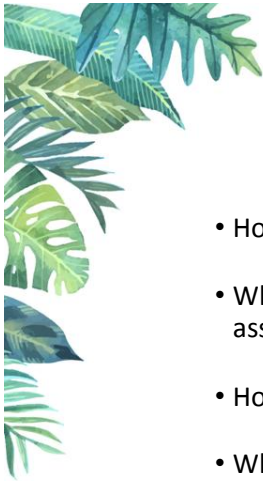
### Diverse learners

- First, background, additional language diversity
- Prior knowledge and learning variations
- Oracy/literacy variations – in target/other languages
- Time on task variations/variability in prior learning
- Learners with special needs
- School context issues (composite classes, etc)

Should all learners be assessed against the same criteria, or expected to attain the same achievement?

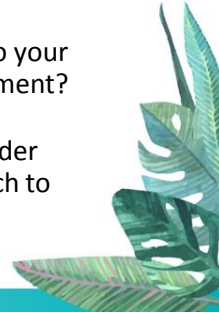
How is differentiation for learner background incorporated in planning and teaching content, and assessing achievement or outcomes?





## Module 2 Part A - Reflection

- How do you currently plan assessment?
- What connections between planning and assessment do you make, and in what ways?
- How do you currently cater for learner diversity?
- What are the main issues for you related to your own language and its specificity for assessment?
- Keep these responses in mind as you consider the assessment examples, and the approach to assessment in the AC:L

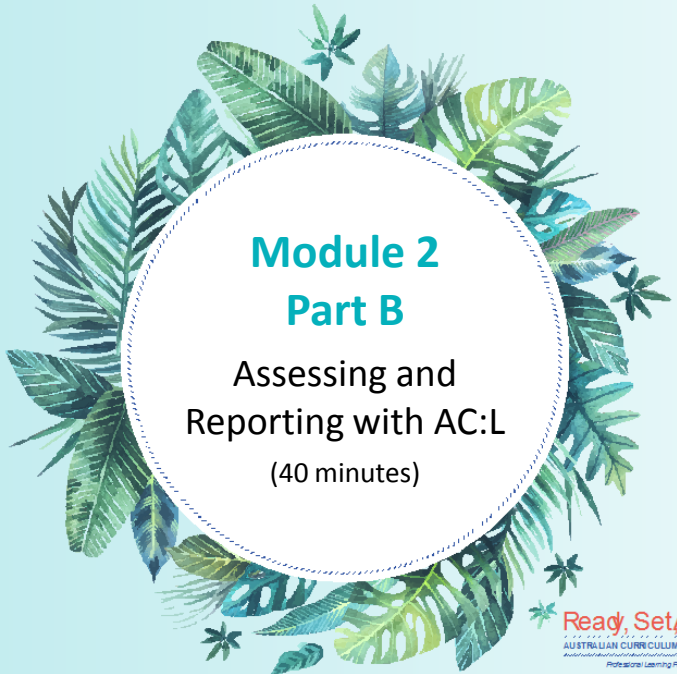


**Morning Tea**

(30 minutes)







**Module 2**  
**Part B**

**Assessing and  
Reporting with AC:L**  
(40 minutes)

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## Assessment Implications of the AC:L

**Design of AC:L**

- Bands
  - 2 year bands of learning (except Years F-2 which is a 3 year band)
  - Band descriptions- of learner and language

• Strands

- Communicating
  - Socialising, Informing, Creating, Translating, Reflecting
- Understanding
  - Systems of language, Language variation and change, Role of language and culture



### Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
<b>Communicating:</b> Using language for communicative purposes in interpreting, creating and exchanging meaning.	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
<b>Understanding:</b> Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.



## Assessment Implications of the AC:L

### Design of AC:L

- Content
  - Content descriptions (CDs) (required)
  - Elaborations (CEs) (suggestions)
  - Threads (organisational element- macroskills, finer grain concepts)
- Achievement
  - Achievement standards (ASs)
  - Holistic statements
    - Paragraph each strand
  - 2 year bands of learning
    - 1 year in WA syllabuses
    - Stages in NSW syllabuses- ES1, Stages 1, 2, 3, 4, 5 (2 years each)



## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating  
 [Key concepts: relationship, experience, milestone, community; Key processes: experiencing, responding, connecting]  
 (ACLSPC163 - Scootle [\[?\]](#))



Elaborations +

Engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting  
 [Key concepts: event, experience; Key processes: negotiating, transacting, inviting]  
 (ACLSPC164 - Scootle [\[?\]](#))



Elaborations +

Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view  
 [Key concepts: values, negotiation, classroom culture; Key processes: inviting, eliciting, explaining]  
 (ACLSPC165 - Scootle [\[?\]](#))



Elaborations +

#### Informing

Analyse and summarise key ideas and information from a variety of texts on a range of topics  
 [Key concepts: data, event; Key processes: researching, analysing, summarising]  
 (ACLSPC166 - Scootle [\[?\]](#))



Elaborations +

Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences  
 [Key concepts: perspective, youth issues; Key processes: reporting, managing information]  
 (ACLSPC167 - Scootle [\[?\]](#))



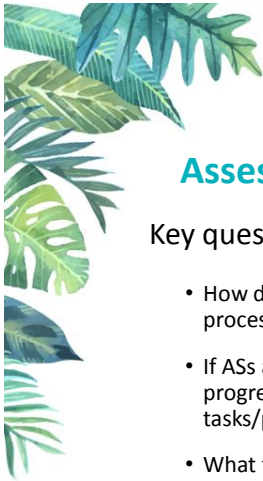
Elaborations +

## Years 7 and 8 Achievement Standards

### Achievement Standard

By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions in discussions, such as expressing or rejecting points of view (for example, *¿Estás de acuerdo?*, *verdadero/falso*, *¿qué te parece?*, *¿cuándo?*, *¿cómo?*, *¿por qué?*). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, *¿Nos vamos?*, *¡Nos vamos!*, *Pasó por aquí* (Pasto por aquí), and use interrogative and imperative moods (for example, *¿Has comido?* (Abre la puerta)). They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions such as *a mí me parece...* using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, *en mi opinión*, *personalmente yo prefiero*, *estoy de acuerdo*), stating preferences (for example, *después de pensarlo*, *yo... prefiero más bien... es buena/mala idea*), and comparing ways in which people, places and experiences are represented (for example, *mejor que... peor que... más... menos*). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, *caminar*, *beber*, *vivir*) and irregular verbs (for example, *estar*, *tener*, *ir*) in a range of tenses including present (vivo), present perfect (he vivido), preterite (viví), imperfect (vivía) and future (viviré). They use descriptive vocabulary, such as numbers, adjectives (for example, *generoso*, *simpático*, *listo*, *amistoso*, *azul*, *rosa*, *café*) and adverbs (for example, *generalmente*, *raramente*, *nunca*), to extend and elaborate their texts. They use cohesive devices such as *y*, *o*, *porque*, *cuando*, *por eso*, *pero*, *puesto que*, *debido a*, *y pues*, *para* and prepositions such as *antes del atardecer*, *dentro de la casa* in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.

Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as *pila* (pile or battery), and that a word often takes on a different meaning when an accent is added, for example, *papá* (father) and *papa* (potato), and the definite article *el* and pronoun *él* (he or him). They use metalinguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.



## Assessment Implications of the AC:L

### Key questions

- How do I integrate the Achievement Standards into my planning processes including assessment planning?
- If ASs are to be read 'as a whole', how do I monitor and record progress towards achieving these standards in assessment tasks/processes?
- What format might best allow me to check or monitor progress of achievement – over time?



## Assessment Implications of the AC:L

### Suggested approaches

- Attend to Achievement and Sub-strand content over time: recursive, dynamic engagement
- Include a range of activities, tasks and processes related to recent learning experiences
- Acknowledge the bilingual nature of language learning – appreciate the role of both languages and cultures when eliciting understandings and abilities
- Assess progress against short term and longer term goals – regularly, and in diverse modes or contexts- the range of assessment should show progress over time
- **Achievement standards** are based on a desired notion of time on task and learner background –work sampling across tasks, contexts, and time on task will improve our understanding of standards for each language
- We begin the process of collecting work samples in this project



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## Sample Assessment Scheme Reconciling Assessment to Sub-strands

Program periods (Modules)	Assessment item/activity/process	Communicating sub-strands	Understanding sub-strands
Term 1 (Who am I? Who are you?)	Oral interaction	Socialising	Systems of language
	Analysis of language task	Reflecting	Systems of language
	Written reflection		Language variation and change
Term 2 (How do we play?)	Writing task	Informing Creating	Systems of language
	Translation activity	Translating	Systems of language
	Oral reflection translation	Reflecting	Language variation and change Role of language and culture
Term 3 (Where are we going? Are we there yet?)	Oral presentation	Informing	Systems of language Role of language and culture
	Reflection task on personal space and travel	Reflecting	Role of language and culture Language variation and change
Term 4 (Why do we celebrate?)	Extended oral task	Socialising	Systems of language
	Reflection on task	Reflecting	Role of language and culture
	Translation activity and Creating a celebration card	Translating Reflecting Creating	Systems of language Role of language and culture Language variation and change

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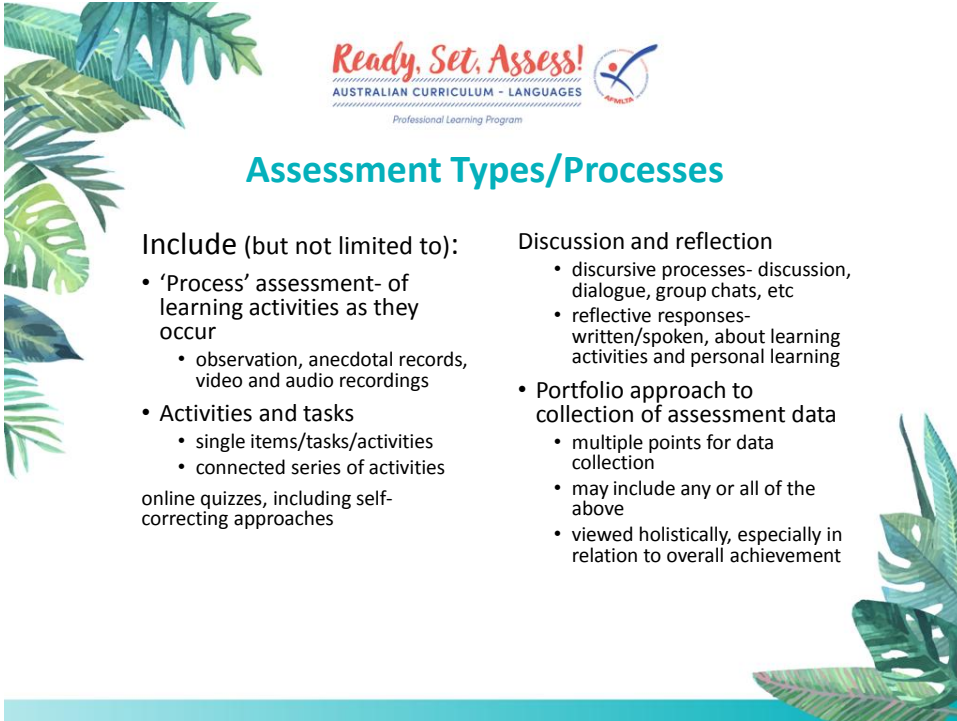
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## Sample Assessment Scheme Reconciling Sub-strands Across Modules

Strands	Term 1 2016	Term 2	Term 3	Term 4	Term 1 2017	Term 2	Term 3	Term 4	Band total
<b>Communicating</b>									
Socialising	✓			✓	✓	✓		✓	✓✓✓✓✓
Informing		✓	✓			✓		✓	✓✓✓✓
Creating		✓		✓	✓			✓	✓✓✓✓
Translating		✓		✓		✓			✓✓✓✓
Reflecting	✓	✓	✓	✓✓	✓		✓	✓	✓✓✓✓✓✓✓✓
<b>Understanding</b>									
Systems of language	✓✓	✓✓	✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓
Language variation and change	✓	✓	✓	✓	✓		✓✓	✓	✓✓✓✓✓✓✓✓
Role of language and culture		✓	✓✓	✓✓	✓	✓✓		✓	✓✓✓✓✓✓✓✓ ✓

This is an assessment reconciliation chart, NOT A PLAN FOR TEACHING



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## Assessment Types/Processes

**Include (but not limited to):**

- 'Process' assessment- of learning activities as they occur
  - observation, anecdotal records, video and audio recordings
- Activities and tasks
  - single items/tasks/activities
  - connected series of activities

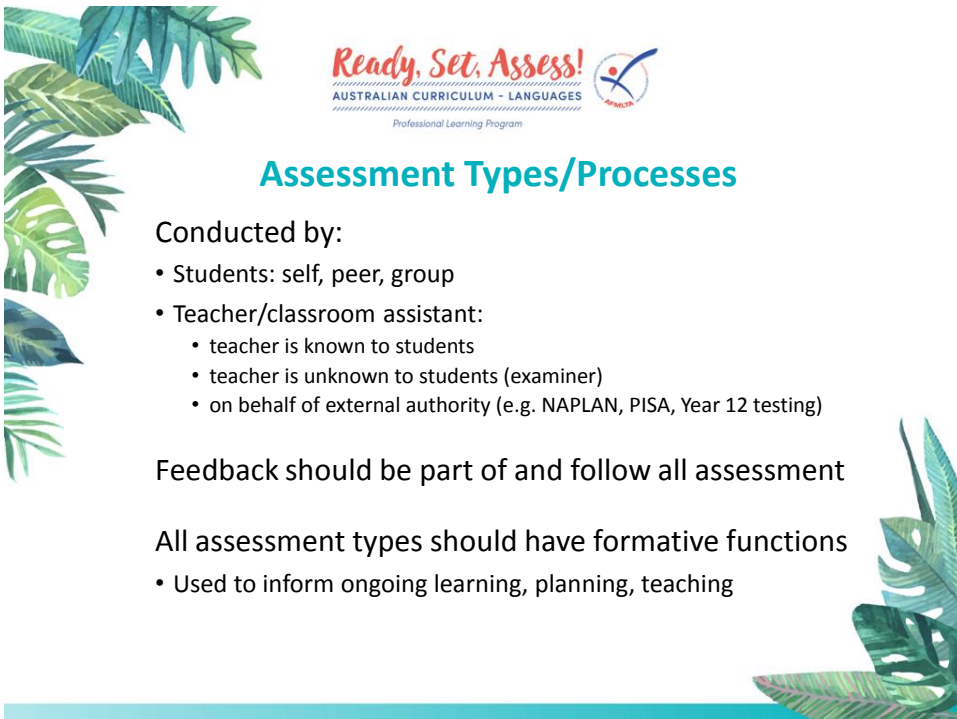
online quizzes, including self-correcting approaches

**Discussion and reflection**

- discursive processes- discussion, dialogue, group chats, etc
- reflective responses- written/spoken, about learning activities and personal learning

• **Portfolio approach to collection of assessment data**

- multiple points for data collection
- may include any or all of the above
- viewed holistically, especially in relation to overall achievement



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## Assessment Types/Processes

**Conducted by:**

- Students: self, peer, group
- Teacher/classroom assistant:
  - teacher is known to students
  - teacher is unknown to students (examiner)
  - on behalf of external authority (e.g. NAPLAN, PISA, Year 12 testing)

**Feedback should be part of and follow all assessment**

**All assessment types should have formative functions**

- Used to inform ongoing learning, planning, teaching





## Assessment Types/Processes

### Norm referenced assessment

- Compared to average population

### Criterion referenced assessment

- Measured against specific criteria for the process/task, and group of learners, including qualitative measures

### Using rubrics

- Multiple level rubrics
- Single criterion statement rubrics

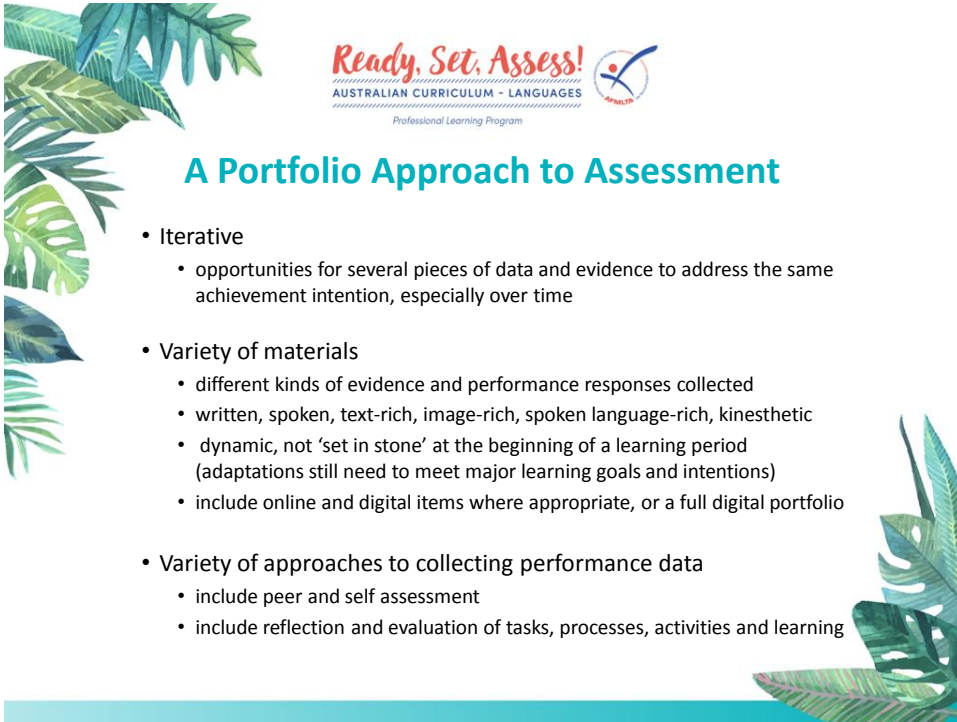
What is best for your learners, in your context, to indicate achievement (or outcomes)?



## A Portfolio Approach to Assessment

- Systematic, intentional
  - not a random collection of student responses
- Designed to relate to major goals, intended achievement, over time
  - each item mapped against major goals
  - part of long term planning process
- Design takes into account achievement requirements
  - to meet Achievement Standard- part or all in one portfolio
  - to meet Outcomes in systems using this adaptation
- Design takes into account learner differences
- Can be forward or backward mapped

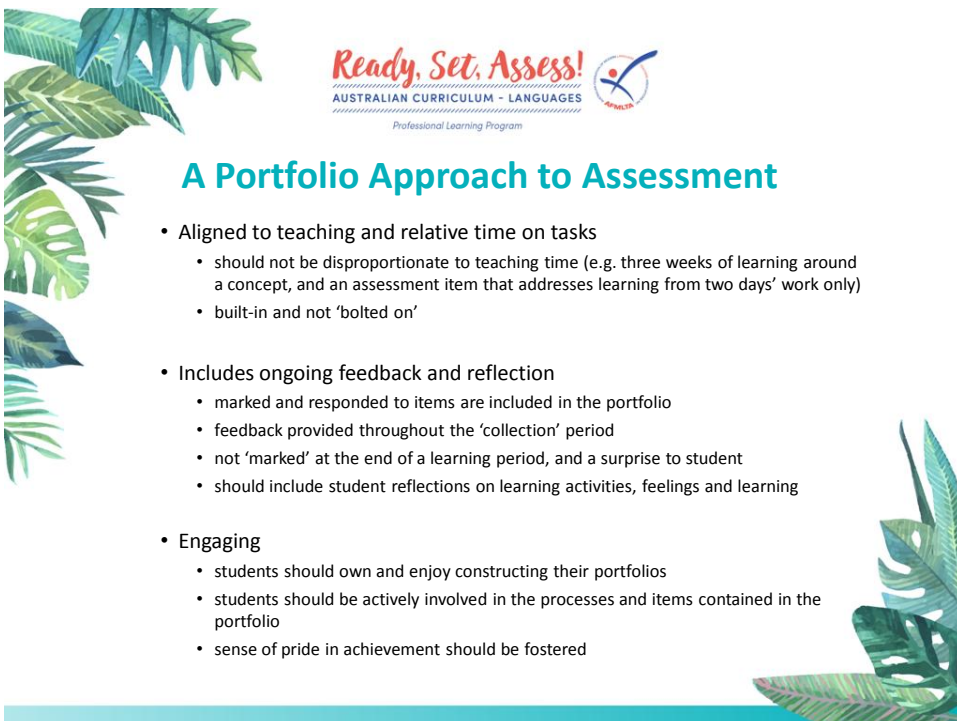




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## A Portfolio Approach to Assessment

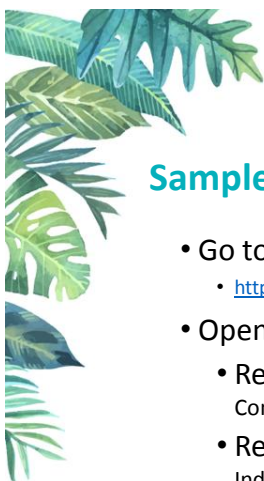
- Iterative
  - opportunities for several pieces of data and evidence to address the same achievement intention, especially over time
- Variety of materials
  - different kinds of evidence and performance responses collected
  - written, spoken, text-rich, image-rich, spoken language-rich, kinesthetic
  - dynamic, not 'set in stone' at the beginning of a learning period (adaptations still need to meet major learning goals and intentions)
  - include online and digital items where appropriate, or a full digital portfolio
- Variety of approaches to collecting performance data
  - include peer and self assessment
  - include reflection and evaluation of tasks, processes, activities and learning



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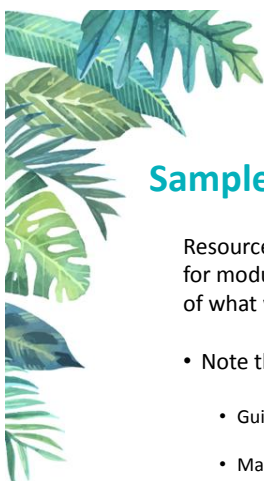
## A Portfolio Approach to Assessment

- Aligned to teaching and relative time on tasks
  - should not be disproportionate to teaching time (e.g. three weeks of learning around a concept, and an assessment item that addresses learning from two days' work only)
  - built-in and not 'bolted on'
- Includes ongoing feedback and reflection
  - marked and responded to items are included in the portfolio
  - feedback provided throughout the 'collection' period
  - not 'marked' at the end of a learning period, and a surprise to student
  - should include student reflections on learning activities, feelings and learning
- Engaging
  - students should own and enjoy constructing their portfolios
  - students should be actively involved in the processes and items contained in the portfolio
  - sense of pride in achievement should be fostered



## Sample Plan and Portfolio for Languages

- Go to the RSA resources link:
  - <https://www.afmlta.asn.au/content/resources/professional-learning>
- Open:
  - Resource Number 1:  
Concept plan Indonesian Years F-8 Semester
  - Resource Number 2:  
Indonesian Task and Student Samples Years 3-4 Invitation



## Sample Plan and Portfolio for Languages

Resource Number 1 is a meso level Semester Plan across Years F-8, for modules of work at Band levels, developed around the concept of what we wear and why

- Note the following:
  - Guiding inquiry questions for Band levels
  - Main language to be learned is identified
  - Resources needed are identified
  - What students are intended to learn is identified, in local context format
  - Assessment tasks and processes- there are 5 tasks for Years 3-4, which constitute a portfolio of tasks for this semester module





## Sample Plan and Portfolio for Languages

Resource Number 2 is one task from Resource Number 1, from Years 3-4, and a selection of student work samples of this task

- Note the following:
  - The task description and instructions for students
  - The template to use for the first part of the task
  - Elements of the task in the target language and English
  - The six different student work samples



## Sample Plan and Portfolio for Languages

The sample plan and task provide:

- an example of how planning and assessment are linked
- how a portfolio approach to assessment provides the opportunity to collect a range of assessment examples
- these are intentional and planned, and use various formats
- where a task fits in a longer-term program and within conceptual mapping of programs





## Sample Plan and Portfolio for Languages

The concept semester plan is part of a longer term (macro level) program for two years, encompassing the full band levels

Separate documentation is prepared by teachers for moderating the portfolio of work, with student work samples, which also indicate how the AC:L ASs are addressed, as per the ACARA approach

We will explore this and other work samples more in Module 3



## Reporting languages achievement

Determined at state/territory, system and school level

Reporting on:

- Achievement
  - Part or all of Achievement Standards
  - A-E range, except for F-2 in some states

Reporting to:

- Parents/carers to provide regular and meaningful information about learners' progress and learning needs
- Local communities via annual reports
- System requirements

Reporting how:

- Sharing of portfolios or student work
- Presentations
- Written reports, with descriptive comments
- Grades, scores
- Discussions, conferencing with students and parents



**Ready, Set, Assess!**

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## Reporting languages achievement

### Discussion

- What are the reporting requirements in your school, sector?
- What are the challenges of reporting languages achievement, for diverse learners and learning contexts?
- What are the challenges of reporting using the Achievement Standards of the AC:L?
- How do you reconcile these challenges?
- Share your responses with your table, or group

**Ready, Set, Assess!**

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## Module 2 Part B - Reflection

### Use the reflection sheet to note:

- Impressions about how ACARA addresses exemplification of achievement, through below, at and above standard
- Your thoughts about a portfolio approach to assessment, and what might be included in a portfolio across a semester, and how this will relate to year and band level planning
- The range of activities, processes, and tasks that would need to be included in a portfolio to be indicative of the range of performance, and to provide individual learners the opportunity to demonstrate their performance effectively
- Keep these notes for consideration during Module 3



## End of Module 2