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Introduction

As part of the commitment of the New South Wales Department of Education and Training to supporting the implementation of the new syllabuses for Years 7-10, the Curriculum K-12 Directorate has developed a program of over 200 workshops to be presented in the first semester of 2005. The workshops are open only to departmental teachers.

The workshops have been developed to support subject-specific needs. The languages workshops follow on from the first round of workshops conducted in 2004. In 2004, teachers of languages developed their understanding of the new syllabuses, reviewed sample units and collaborated with colleagues in developing ideas for programming their own units. Sample units of work are available on the Curriculum K-12 Directorate website at <http://www.curriculumsupport.nsw.edu.au/languages/index.cfm>

The languages workshops in 2005 will focus on assessment issues and ICT requirements in languages Years 7-10. The workshops will cover assessment criteria, marking guidelines and assessment of syllabus outcomes. Teachers will have the opportunity to work collaboratively with colleagues to design an assessment task.

The ICT session will consider the place of ICT in the language syllabuses and teachers will view samples of students' work. These activities are applicable across languages and focus on ICT skills and processes.

Program 7–10 Languages workshops - afternoon

2.00 pm	Session 1	Welcome and introductions Assessment issues Explaining the annotated sample Using marking guidelines with a task Assessment task proforma
4.00 pm	Afternoon tea	
4.30 pm	Session 2	Designing an assessment task
5.45 pm	Session 3	Linking ICT outcomes and languages syllabuses Types of ICT activities and software Demonstration of ICT activities Designing an ICT activity
6.45 pm	Group feedback and evaluation	
7.00 pm	Close	

Criteria for assessing learning

Skill	Outcomes	Criteria for assessing learning
Listening and Responding	4.UL.1 4.UL.4 4.MLC.1 4.MLC.2 5.UL.1 5.UL.4 5.MLC.1 5.MLC.2	<p>Stage 4 Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> understand the spoken text by identifying: <ul style="list-style-type: none"> the main ideas specific information create accurate and clear texts by: <ul style="list-style-type: none"> using correct word order using particles accurately choosing appropriate vocabulary respond to the conversation they have heard by: <ul style="list-style-type: none"> providing accurate information in note form selecting and incorporating modelled linguistic structures write a series of linked sentences apply knowledge of the writing system of [language] <p>Stage 5 Students will be assessed on their ability to</p> <ul style="list-style-type: none"> understand the spoken text by: <ul style="list-style-type: none"> selecting the key ideas summarising the information analysing the information. create accurate and clear texts by: <ul style="list-style-type: none"> incorporating particular structures to achieve a purpose reconstructing the information using own words respond to text they have heard by: <ul style="list-style-type: none"> providing accurate information in an appropriate form write a series of linked sentences that reflect accurate use of linguistic elements and appropriate structures. apply knowledge of the writing system of [language]
Reading and Responding	4.UL.2 4.UL.4 4.MLC.1 4.MLC.2 5.UL.2 5.UL.4 5.MLC.1 5.MLC.2	<p>Stage 4 Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> skim and scan the text to predict meaning identify specific information convey information and express own ideas by: <ul style="list-style-type: none"> applying linguistic structures to express own ideas supplying additional detail in a series of linked sentences demonstrate effective communication in clear cohesive text by: <ul style="list-style-type: none"> using culturally appropriate expressions in their writing demonstrate key features of the [language] culture <p>Stage 5 Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> select, summarise and analyse information in a written text by: <ul style="list-style-type: none"> distinguishing between main points, specific and supporting detail convey information and express own ideas by: <ul style="list-style-type: none"> selecting and incorporating particular linguistic structures for a specific purpose demonstrate effective communication in a clear and cohesive text by: <ul style="list-style-type: none"> applying grammatical rules and conventions consistently making linguistic choices to enhance intended meaning.

Guidelines for marking

STAGE 4

Listening and responding

High	<ul style="list-style-type: none"> demonstrates understanding of the main ideas and supporting detail in spoken texts selects relevant information from a spoken text and responds appropriately creates coherent and original text using a range of appropriate structures and vocabulary demonstrates sound knowledge of [language] script
Satisfactory	<ul style="list-style-type: none"> demonstrates understanding of the main ideas and some supporting detail in spoken texts selects some information from a spoken text and responds creates original text using relevant structures and vocabulary demonstrates satisfactory knowledge of [language] script
Progressing	<ul style="list-style-type: none"> demonstrates understanding of some of the main ideas and/or isolated details in spoken texts selects some information from a spoken text and responds, relying on teacher support creates text, using a limited range of vocabulary and structures demonstrates limited knowledge of [language] script

Reading and Responding

High	<ul style="list-style-type: none"> demonstrates understanding of the main ideas and supporting detail in written texts creates an appropriate response using a wide range of linguistic features to convey meaning applies known grammatical rules and conventions accurately to develop a cohesive text demonstrates sound knowledge of [language] script
Satisfactory	<ul style="list-style-type: none"> demonstrates understanding of the main ideas and some supporting detail in written texts creates an appropriate response using a range of linguistic features to convey meaning applies some known grammatical rules and conventions appropriately to develop a cohesive text demonstrates satisfactory knowledge of [language] script
Progressing	<ul style="list-style-type: none"> demonstrates some understanding of the main ideas and some supporting detail in written texts creates a basic response using a limited range of linguistic features to convey meaning applies grammatical rules and conventions with limited ability to develop a text demonstrates limited knowledge of [language] script

Speaking

High	<ul style="list-style-type: none"> communicates confidently, fluently and competently in predictable and familiar contexts applies a range of communicative techniques to convey meaning creates coherent and original texts through the use of relevant structures, correct word order and appropriate vocabulary
Satisfactory	<ul style="list-style-type: none"> communicates competently in predictable and familiar contexts applies some communicative techniques to convey meaning creates original texts through the use of some relevant structures, correct word order and appropriate vocabulary
Progressing	<ul style="list-style-type: none"> communicates by exchanging information in simple sentences and/or phrases applies a limited range of communicative techniques to convey meaning creates text demonstrating basic understanding of the relevant structures, correct word order and appropriate vocabulary

Writing

High	<ul style="list-style-type: none"> demonstrates a good understanding of relevant structures by using a range of vocabulary and correctly applying grammatical structures demonstrates logical development of ideas through appropriate sequencing and structuring of language incorporates relevant aspects of the culture of [language]-speaking communities in the development of text demonstrates sound knowledge of [language] script
Satisfactory	<ul style="list-style-type: none"> demonstrates satisfactory understanding of relevant structures by using some appropriate vocabulary and correctly applying some grammatical rules demonstrates the development of ideas through some sequencing and structuring of language incorporates aspects of the culture of [language]-speaking communities in the development of text demonstrates satisfactory knowledge of [language] script
Progressing	<ul style="list-style-type: none"> demonstrates an elementary understanding of relevant structures by using some appropriate vocabulary demonstrates some evidence of organisation of information and ideas, with teacher support incorporates few aspects of the culture of [language]-speaking communities in the development of text demonstrates limited knowledge of [language] script

STAGE 5

Listening and Responding

High	<ul style="list-style-type: none"> understands the main ideas and supporting details in spoken texts selects relevant information from spoken texts and responds appropriately creates an appropriate text using a wide range of linguistic patterns and structures to convey information for a specific purpose demonstrates sound knowledge of [language] script
Satisfactory	<ul style="list-style-type: none"> understands the main ideas and some supporting details in spoken texts selects some information from spoken texts and responds appropriately creates text using an appropriate range of linguistic patterns and structures to convey information for a specific purpose demonstrates satisfactory knowledge of [language] script
Progressing	<ul style="list-style-type: none"> understands some of the main ideas and some supporting details in spoken texts selects a limited range of information from spoken texts to and attempts to respond creates text using a limited range of linguistic patterns and structures to convey information for a specific purpose demonstrates limited knowledge of [language] script

Reading and Responding

High	<ul style="list-style-type: none"> demonstrates understanding of the main ideas and supporting detail in written texts creates an appropriate response for a specific purpose, using a wide range of linguistic patterns and structures to convey information and express own ideas applies grammatical rules and conventions to the development of accurate and cohesive text demonstrates sound knowledge of [language] script
Satisfactory	<ul style="list-style-type: none"> demonstrates understanding of the main ideas and some supporting detail in written texts creates a response for a specific purpose, using a range of linguistic patterns and structures to convey information and express own ideas applies grammatical rules and conventions to the development of a cohesive text demonstrates satisfactory knowledge of [language] script
Progressing	<ul style="list-style-type: none"> demonstrates some understanding of the main ideas and some supporting detail in written texts creates a response, using a limited range of linguistic patterns and structures to convey information and express own ideas applies grammatical rules and conventions to the development of text, relying on teacher support demonstrates limited knowledge of [language] script

Speaking

High	<ul style="list-style-type: none"> communicates confidently, fluently and competently in familiar contexts experiments with a wide range of linguistic patterns and structures to convey information and express own ideas applies grammatical rules and conventions to the development of clear and cohesive text identifies and incorporates relevant aspects of the culture of [language] speaking communities in the development of text
Satisfactory	<ul style="list-style-type: none"> communicates competently in familiar contexts experiments with linguistic patterns and structures to convey information and express own ideas applies grammatical rules and conventions to the development of cohesive text identifies and incorporates aspects of the culture of [language] speaking communities in the development of text
Progressing	<ul style="list-style-type: none"> communicates in simple sentences and/or phrases in familiar contexts uses modelled linguistic patterns and structures to convey information applies grammatical rules and conventions to the development of text, relying on teacher support incorporates some aspects of the culture of [language] speaking communities in the development of text

Writing

High	<ul style="list-style-type: none"> creates an appropriate text using a wide range of linguistic patterns and structures to convey information and express own ideas for a specific purpose applies grammatical rules and conventions to the development of accurate and cohesive text incorporates relevant aspects of the culture of [language] speaking communities in the development of text demonstrates sound knowledge of [language] script
Satisfactory	<ul style="list-style-type: none"> creates a text using some linguistic patterns and structures to convey information and express own ideas for a specific purpose applies grammatical rules and conventions to the development of cohesive text incorporates aspects of the culture of [language] speaking communities in the development of text demonstrates satisfactory knowledge of [language] script
Progressing	<ul style="list-style-type: none"> creates a text using a limited range of linguistic patterns and structures to convey information and express own ideas applies grammatical rules and conventions to the development of text, relying on teacher support incorporates few aspects of the culture of [language] speaking communities in the development of text demonstrates limited knowledge of [language] script

Assessment task planning proforma

Language:	Target group:
Mark/weighting: <i>Include mark or weighting of task if applicable</i>	Date due:
Context <i>Sets the framework for the task, linking it to the teaching and learning program.</i>	
Task <i>Outlines the task and specific instructions on how to complete it e.g. required length, due date</i> <i>Points to consider:</i> <ul style="list-style-type: none"> • <i>Are the instructions readily understood?</i> • <i>Is it necessary to break the task into components?</i> • <i>Is the task to be marked as a whole or in parts?</i> 	
Key question <i>What should students show that they know and/or can do?</i>	
Outcomes to be assessed <i>Outlines the syllabus outcomes the task will assess and which were covered in the teaching and learning program. This means that the assessment activity was planned when the program was written. Decisions will need to be made regarding the wording of the outcomes. Consider a student-friendly version.</i> <i>Points to consider:</i> <ul style="list-style-type: none"> • <i>Are too many outcomes being assessed?</i> • <i>Is this fair on the students?</i> 	
Marking criteria <i>Shows the criteria to be used when awarding marks. The criteria relate to the marking guidelines/marketing scheme. Criteria should be developed at the time the activity/task is designed.</i> <i>Points to consider:</i> <ul style="list-style-type: none"> • <i>Are they related to syllabus outcomes?</i> • <i>Are they analytical or holistic? Why would one be used instead of the other?</i> • <i>Do the criteria clearly indicate how marks will be awarded?</i> • <i>Is there enough scope in the criteria to differentiate between students?</i> 	
Feedback <i>Outlines how feedback will be provided to students.</i> <i>Points to consider:</i> <ul style="list-style-type: none"> • <i>What comment is being made? Is it a general comment or specific statements about the nature of the work and how improvement can be made?</i> • <i>Is there an opportunity for students to discuss the task and their performance?</i> 	

Assessment task student proforma

Language	Class
Mark/weighting	Date due
Task	
Marking criteria	

Designing assessment tasks

A valid and reliable assessment task:

- relates to teaching and learning
- is linked to syllabus outcomes
- uses an appropriate format
- is conducted in an appropriate context
- has clear and explicit instructions
- has clear and explicit criteria for making judgements
- encourages students, parents and teachers as active participants in the assessment process where possible
- provides the opportunity for feedback.

Five key steps in writing effective assessment tasks

- 1 Start with your teaching program and the syllabus. Identify some topic/area of study and related outcomes, the type of task and the weightings to apply.
Hint: think of what a sample response might be.

Key question: What do I want my students to show me they know and/or can do?

- 2 Write the task outline and instructions and identify some draft criteria.

Key questions: Do the instructions tell the students what I want?
Can another teacher follow my instructions to produce what I want?

- 3 Select the system of marking you will use: analytical or holistic or a combination?

Key question: Is the type of marking suited to the type of task and the criteria I have in mind?

- 4 Write the marking guidelines which will include the criteria and marks available.

Key questions: Are the marking guidelines appropriate to the task instructions?
Will the marking guidelines indicate to my students how they can achieve the marks?

- 5 Write a sample response and use it to review the whole task: the instructions, the marking guidelines and the outcomes to be assessed.

Key question: Are the criteria for students too specific and therefore providing too much guidance?

The elements of the NSW model of pedagogy

<p>Intellectual quality</p> <p>Deep knowledge Knowledge is deep when it concerns the central issues or concepts of a topic, subject or KLA and when the knowledge is judged to be crucial to the topic, subject or KLA.</p> <p>Deep understanding Deep understanding is evident when students demonstrate their grasp of central ideas and concepts.</p> <p>Problematic knowledge Knowledge is treated as problematic when it involves an understanding of knowledge not as a fixed body of information, but rather as being socially constructed, and hence being subject to political, social and cultural influences and implications.</p> <p>Higher-order thinking Higher-order thinking requires students to manipulate information and ideas in ways that transform their meaning and implications. This transformation occurs when students combine facts and ideas in order to synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation.</p> <p>Metalanguage Lessons high in metalanguage have high levels of talk about language and about how texts work.</p> <p>Substantive communication In classes with high levels of substantive communication there is sustained interaction about the substance of the lesson.</p>	<p>Quality learning environment</p> <p>Explicit quality criteria High explicit quality criteria is identified by frequent, detailed and specific statements about the quality of the work required of students.</p> <p>Engagement High engagement is measured by on-task behaviours that signal a serious investment in class work.</p> <p>High expectations Expectations are high when teachers (or students) communicate the expectation that all members of the class can learn important knowledge and skills that are challenging for them.</p> <p>Social support Classrooms high in social support for student learning encourage all students to try hard and risk initial failure in a climate of mutual respect.</p> <p>Students' self-regulation High self-regulation is evident when the lesson proceeds without interruption and when students demonstrate autonomy and initiative in relation to their own behaviour in ways that allow the class to “get on” with learning.</p> <p>Student direction Classrooms with high student direction see students exercising control over one or more of the following aspects of a lesson: choice of activities; time spent on activities; pace of the lesson; criteria by which they will be assessed.</p>	<p>Significance</p> <p>Background knowledge High background knowledge is evident when lessons provide students with opportunities (or they take opportunities) to make connections between their knowledge and experience and the substance of the lesson.</p> <p>Cultural knowledge Cultural knowledge is high when there is an understanding, valuing and acceptance of the traditions and beliefs, skills, knowledge, language, practices and protocols of diverse social groups.</p> <p>Knowledge integration High knowledge integration is identifiable when meaningful connections are made between different topics and/or between different subjects.</p> <p>Inclusivity High inclusivity is evident when all students in the classroom, from all cultural and social backgrounds, participate in the public work of the class and when their contributions are taken seriously and valued.</p> <p>Connectedness High connectedness is evident when learning has value and meaning beyond the classroom and school.</p> <p>Narrative Use of narrative is high when the stories written, told, read, viewed or listened to help illustrate or bring to life the knowledge that students are addressing in the classroom.</p>
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Where is ICT in the syllabus?

1 Cross-curriculum content (approx pages 20–21 in syllabus)

Information and Communication Technologies (ICT)

The learning of languages is enriched through access to a variety of multimedia resources. When students can access diverse authentic contexts with ease and speed, the boundaries of the classroom are extended.

In K–6, ICT skills to be learnt and developed are:

- *using text, sound and images to design presentations in order to enhance the development of speaking and writing skills in [language]*
- *using word-processing skills to produce texts*
- *using software packages to cater for individual learning needs.*

In the 100-hours mandatory study of a language, specific ICT skills to be learnt and developed in electronic communication/research are:

- *collecting and interpreting electronic information*
- *demonstrating knowledge of ethics in regard to the use of technology to communicate information.*

In the elective course, ICT skills to be learnt and developed are:

- *communicating via the internet with other [language] learners and speakers to develop reading and writing skills in [language]*
- *accessing up-to-date information about [language]-speaking countries and communities to enhance classroom learning*
- *using samples of language performance by native speakers, gathered from a range of computer-based sources, such as the internet, as models for learning and authentic communication situations in [language]*
- *making associations between text, sound and images to support understanding of [language].*

2 Key competencies (approx page 24 in syllabus)

Using technology *through collecting and interpreting electronic information.*

3 *Learn to* and *Learn about* statements

Stage 4 Languages

(Syllabus section 7.5)

4.UL.3 A student establishes and maintains communication in familiar situations

- Students **learn about** the use of information and communication technologies for communicative purposes
- Students **learn to** produce original text using information and communication technologies

E.g. (not from syllabus) Students make a slideshow in PowerPoint using digital photographs of three class mates. Students interview each class mate in the language to collect information, then record an audio 'commentary' on the slides introducing each class mate.

4.UL.4 A student applies a range of linguistic structures to express own ideas in writing

- Students **learn about** the use of information and communication technologies for communicative purposes
- Students **learn to** produce original text using information and communication technologies

E.g. (not from syllabus) Students use Word to create a one page brochure advertising items of clothing using clipart images or photos of items of clothing. Students label each item with its name, a brief description and its price.

4.MBC.2 A student demonstrates knowledge of key features of the culture of [language]-speaking communities

- Students **learn about** collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture
- Students learn to research and present information on [language]-speaking communities using a range of information and communication technologies, including CD-ROMs and the internet.

E.g. (not from syllabus) Students use the internet in English or the target language to collect information about the way a significant festival is celebrated in the [language]-speaking community. They present the information in Word or PowerPoint.

Software and student products

Teachers of languages have always set tasks that require students to demonstrate language by creating written and spoken texts.

ICTs enable students to create texts that:

- can be easily manipulated or altered
- incorporate digital media such images, diagrams, sound and video
- are in audio or video format
- look professional so connect to ‘real world’ uses.

For most teachers

Software type	Uses	Possible products
Word processing e.g. Microsoft Word Desktop publishing e.g. Microsoft Publisher	Writing texts, mainly for printing Formatting and laying out texts Organising information using tables Associating written text with images and diagrams	Letter Brochure Menu Recipe Newsletter/magazine Advertisement CD/DVD cover Profile Card: invitation, festival etc. Poster Ticket Flow chart Diagram Business card
Web browser e.g. Microsoft Explorer	Accessing information and images Searching for information Viewing web pages created by students	WebQuest Treasure hunt Research project
Email e.g. Microsoft Outlook	Writing and exchanging electronic texts Exchanging documents Exchanging images and video clips Participating in mailing lists	Short message Message with image or video attachment Record of the back-and-forth of an email exchange e-card Information collection from respondents (for collation in e.g. word processed table)

For most teachers plus

<p>Presentation e.g. Microsoft PowerPoint</p>	<p>Creating texts to communicate information to groups</p> <p>Writing texts organised in a sequence of slides</p> <p>Presenting information in dot points</p> <p>Creating texts with moving parts (animation)</p> <p>Creating texts with voiceovers</p> <p>Creating web pages (Save as)</p> <p>Creating video clips (Make a movie...)</p>	<p>Presentation of information to a group on a topic</p> <p>Slide show</p> <p>Photo album with voiceover</p> <p>Promotional presentation for a commercial product</p>
<p>Paint and draw</p>	<p>Creating images and designs</p>	<p>Posters</p> <p>Card: invitation, festival etc.</p> <p>Collages</p> <p>Pictures with text bubbles</p> <p>Cultural projects</p>

Intermediate

<p>Database e.g. Filemaker Pro, Microsoft Access</p>	<p>Recording sets of information about things or people (a field for each type of information e.g. name, age, birth date etc.)</p> <p>Some information may be in image or audio format.</p> <p>Searching for recorded information with particular characteristics.</p>	<p>Set of class profiles</p> <p>Set of information on cities or regions or famous athletes etc.</p> <p>Dictionary (with example sentences, audio recording, image)</p>
<p>Spreadsheet e.g. Microsoft Excel</p>	<p>Manipulating and sorting numbers, currency, dates, words</p>	<p>Graphs with labels</p> <p>Exchange rate calculator</p> <p>Mail merge to letter</p>

Advanced

<p>Web authoring e.g. Microsoft FrontPage</p>	<p>Similar to word processing but for electronic publishing on a network such as the Internet for mass consumption</p> <p>Creating interlinked documents</p> <p>Creating documents that can link to documents created by others</p>	<p>Web page</p> <p>Web site</p> <p>Class project (each student/group creates part of the whole)</p> <p>Catalogue</p>
<p>Video editing e.g. iMovie</p>	<p>Creating a video by cutting and sequencing video clips</p> <p>Adding voiceover to video images</p> <p>Adding titles and subtitles to video images</p>	<p>DVD/Video tape</p> <p>Video clips for use in other documents</p>

ICT task planning proforma

Language:		Year:		Indicative time:	
Task: <i>Give a one line description of the task.</i>					
Context: <i>Describe prior learning and background.</i>					
Outcomes: <i>these would be selected from the range of syllabus outcomes identified for the unit of work of which this task is part</i>		Learn about: • <i>from syllabus</i>		Learn to: • <i>from syllabus</i>	
ICT skills to be learnt and developed are: <i>Select these from the cross-curriculum content section in the syllabus (pp 20-21).</i>					
Description: <i>Describe the steps students will undertake to complete the task.</i>					
Quality Teaching: <i>Indicate how QT is reflected in this task.</i>					
Resources:			Application to other topics: <i>Indicate how versions of this activity may be used in other topics.</i>		



ICT task student proforma

Task:

Criteria: *should reflect the syllabus outcomes identified for the task*

In this task you should:

Instructions: *step by step instructions to the students*

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