



An Australian Government Initiative

A report on assessing and reporting student outcomes in Asian languages (Japanese and Indonesian)

Prepared by the Research Centre for Languages and Cultures Education at the University of South Australia and the Language Testing Research Centre at the University of Melbourne

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Executive summary

This report addresses assessing and reporting student outcomes in Asian languages (Japanese and Indonesian). It has sought to describe Key Performance Measures (KPMs) which would pertain, if and when a decision were to be made, to gather data nationally on student performance.

The KPMs are intended to describe dimensions of student participation and achievement. They can be understood as a blueprint for collecting evidence about what students have achieved.

Building on a literature review undertaken to investigate systems for assessing and reporting on school language learning performance, a survey canvassing issues in assessment, an analysis of curriculum frameworks and syllabuses from each state/territory and commonly used textbooks, as well as extensive consultations with all state/territory jurisdictions, including teachers, draft KPMs were developed. The conceptual basis for both the analyses and the development were based on Mislevy's (1995) model of assessment. This model is described in terms of claims systems make about what learners can do, the evidence used to report these claims, and how learner achievement is reported. Feedback was sought on the drafts, and amendments made.

The KPMs are described for student performance at Years 6/7 and Year 10 for Indonesian and Japanese. They are described through the four macro skills (reading and viewing, listening and viewing, writing, speaking) and two knowledge areas (linguistic knowledge and sociocultural knowledge). Information about contexts of use, text-types, task-types and level of support have been included to further elaborate the KPMs.

The KPMs are designed to report on *actual learning outcomes*. At the same time, differences in opportunities to learn are also taken into account, for example amount of input received by students, continuity of learning, program-type and motivation.

The KPMs for Indonesian and Japanese have been endorsed in principle by all jurisdictions.

Chapter 1: Introduction

1.1 Background

As part of the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy, a collaborative initiative of Commonwealth, State and Territory Governments to support Asian languages and studies in all school systems, a report was commissioned on: *Stage 1 of a Proposed Survey of Student Outcomes in Asian Languages (Japanese and Indonesian)*. The project was intended to address the fourth of the focus areas in the NALSAS Strategic Plan Phase 2 (1999 - 2002), namely, 'outcomes and accountability'. The objectives of this focus area were to develop an agreed framework for collecting and reporting the outcomes of the NALSAS Strategy and to examine approaches for measuring levels of improvement of students' skills and understanding of NALSAS languages.

In May 2000 the NALSAS Taskforce commissioned a paper on options for reporting on student outcomes in NALSAS languages. The paper: *Further options for an outcomes framework for reporting purposes for the national Asian languages and studies in Australian schools*, canvassed several means of assessing and reporting student outcomes. Subsequently, the NALSAS Taskforce recommended that a sample survey of student outcomes in Japanese and Indonesian at late primary and late compulsory levels of schooling be pursued.

1.2 The project brief

The brief of the project was to undertake preliminary work for a proposed survey of outcomes in Asian languages (Japanese and Indonesian) for students in Years 6/7 and Year 10. The project was to include:

- extensive consultation with stakeholders, including representatives from all education jurisdictions, Boards of Studies, languages teachers' professional associations, and practising language teachers, conducted through a combination of written surveys and interviews, to be held throughout all stages of the project,
- a review of Australian and international literature, including recent developments in the assessment of student outcomes in languages education across all Australian education jurisdictions as evidenced in curriculum frameworks and syllabuses and assessment documents,
- the development of nationally agreed key performance measures (KPMs) at both late primary (Years 6/7) and the end of compulsory schooling (Year 10) levels, in Indonesian and Japanese. The measures were to:
 - be few in number and strategic in orientation, capturing key commonalities across the different State and Territory curriculum frameworks and syllabuses,
 - include the macroskills of: listening, speaking, reading, viewing and writing
 - take account of outcomes that encompass the broader dimensions of languages programs such as sociocultural understanding and knowledge of the language as a system.
- make recommendations on suitable ways of reporting students' results in terms of the KPMs.

The Research Centre for Languages and Cultures Education and the Language Testing Research Centre at the University of Melbourne were commissioned to undertake this project.

Chapter 2: Process of development and findings

2.1 Process of development

The project has involved three major processes: (1) reviews, survey and consultations (2) development of draft key performance measures (3) a verification process, seeking consensus from jurisdictions on KPMs. These processes were supplemented by discussions with the Project Advisory Group (see Appendix 1 for a list of members).

2.1.1 Reviews, survey and consultations

A literature review was undertaken to investigate systems established nationally and internationally for assessing and reporting on school language learning performance.

Curriculum frameworks and syllabuses (both generic and Indonesian and Japanese – specific) from each state/territory system were reviewed to establish commonalities in relation to the scope of learning and anticipated outcomes and standards. This analysis was supplemented by an analysis of current, commonly-used textbooks and resources for the teaching of Indonesian and Japanese in Years 6/7 and Year 10. Information was also sought from all jurisdictions in relation to current assessment policies and procedures.

A survey to elicit key issues in assessment in languages education was prepared and forwarded to Managers for Languages from the government, Independent and Catholic Education sectors, Boards of Studies, teachers, and selected university colleagues (see Appendix 2 for the survey protocol).

Face-to-face consultations were conducted in all state/territories with Managers for Languages from the government, Independent and Catholic Education sectors, Boards of Studies, as well as with teachers of Indonesian and Japanese in primary and secondary schools.

These processes of data gathering enabled the team to develop a rich contextual picture of assessment ideas and issues across Australia, as well as providing the basis for establishing commonality in assessment requirements and expectations across systems, upon which the KPMs could be developed.

2.1.2 Development of draft KPMs and verification

Draft KPMs

The KPMs are intended to describe dimensions of student participation and achievement, that is, the claims educators would commonly make about students' performance at specific phases of schooling. They can be understood as a blueprint for collecting evidence about what students have achieved.

Drawing upon data from the reviews, survey and consultations, draft KPMs were developed. They were described for Years 6/7 and Year 10, for Japanese and Indonesian, in terms of (a) the four macroskills and (b) two knowledge areas: linguistic knowledge (knowledge of language as a system) and sociocultural knowledge.

In order to provide further contextual clarification in relation to the KPMs, the descriptions also included detail regarding contexts, text-types, task-types, as well as indications related to the level of support provided.

The draft KPMs were forwarded to all those involved in the consultation process for feedback and to gauge the likely degree of consensus on the part of jurisdictions. Managers for Languages were asked to give initial endorsement to the KPMs.

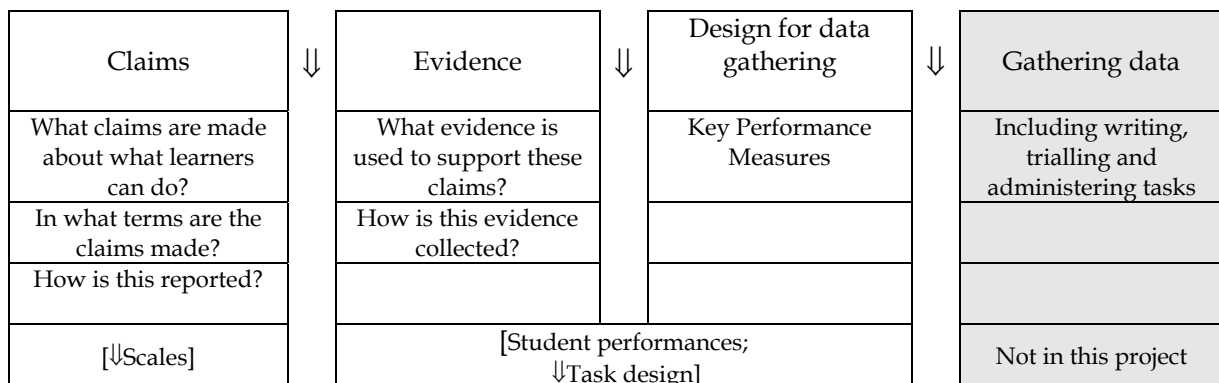
After a process of revision, the KPMs were forwarded to the Managers for Languages to confirm their endorsement. [to be confirmed once this has been done]

The KPMs for Indonesian and Japanese have been endorsed in principle by all jurisdictions. [to be confirmed once this is achieved]

2.2 Conceptual framework for consultations and analyses

The consultations, the review of assessment systems in place in Australia and internationally, and the analysis of curriculum frameworks and syllabuses were based on Mislevy’s (1995) model of assessment. This model is described in terms of *claims* systems make about what learners can do, the *evidence* used to support these claims, and how learner achievement is reported. Figure 1 depicts the relationship between claims, evidence and KPMs.

Figure 1: Relationship between claims, evidence and KPMs



Claims relate to what we want to know about learner achievement. In this project, it is achievement at the end of the primary cycle (Years 6/7) and at the end of compulsory schooling (Year 10) in Indonesian and Japanese. For the schooling sector, these claims are commonly presented in curriculum frameworks, syllabuses and scales. They are generally organised through strands, most frequently comprising the four macroskills: listening, speaking, reading and writing, in various combinations.

For the purposes of this project, the claims needed to meet a number of criteria, which included:

- a focus on commonalities in the description of learner achievement across all systems,
- the inclusion of a range of valued learning,
- the coverage of listening, speaking, reading, writing and viewing,
- the inclusion of linguistic and sociocultural knowledge,

- provision for a range of performance levels, in recognition of the differences in conditions for learning in each system, which recognises differences in policy settings (ie. programs of different types, duration and intensity),
- being evidential rather than aspirational, that is, based on evidence of what is actually achieved rather than what could be achieved under ideal learning conditions.

Reports about learner achievement in relation to claims need to be based on *evidence* of what students actually achieve. The evidence needed is specified, as are the ways in which data will be gathered to support the claims. The KPMs are the designs for data gathering.

It was recognised from the outset that, for this project, there was a need to achieve a balance between sensitivity to local learning contexts and the need for comparability of data collected from different sites across the country. With this balance in mind during the consultation process, three complementary sources of evidence were proposed: these were common tasks; school-based tasks and student self-assessment.

Common tasks

The common tasks would be externally developed and cover the skills of listening, reading, and writing. They would be designed to ensure appropriateness for learners with different levels of exposure to the target language and would be assessed using a common scoring system. Data would also be collected about learner background, amount of input, continuity of learning, program-type and motivation via a student questionnaire. Information about teacher experience, program-type, teaching focus and topics recently covered would be collected via a teacher questionnaire. This information would allow comparisons to be made between each of these variables and learner outcomes.

School-based tasks

School-based tasks would be used to assess learners' writing and speaking skills. These tasks would be those which would be used in the normal course of teaching and learning. Task performance would be marked twice: firstly, by the classroom teacher and secondly by trained teacher assessors using a common set of criteria. Data relating to the conditions of assessment, e.g. details of preparation and the amount of support provided, would also be collected.

Self-assessment data

The focus of this data collection would be on eliciting learner perceptions of their own achievement, as well as the value of their language learning experience.

2.3 Findings

2.3.1 Literature review

The literature review sought to investigate systems established nationally and internationally for assessing and reporting on school language learning performance. The following assessment and reporting programs were reviewed:

- Common European Framework of Reference (OECD) (Europe)
- DIALANG (Europe)
- USA Standards for Foreign Language Learning (USA)
- Australian Language Certificates (ALCs) (Australia)
- West Australian Monitoring Standards in Education (WAMSE) Australia

- Framework for the 2003 Foreign Language National Assessment of Educational Progress (NAEP) (USA)
- Toronto Board of Education Benchmarks (Canada)
- Assessment of Achievement Program (AAP)(Modern Languages) (Scotland)
- National Assessment Program in Education (PPON) (Holland)
- International Association for the Evaluation of Educational Achievement (IEA) Studies (International)
- Program for International Student Assessment (PISA) (International)

Each of these has been described with reference to three major themes, drawn from the Mislevy framework. These are firstly, the claims made about what learners can do (as well as the basis for these claims), secondly, the type of evidence used to support these claims, and thirdly, how learner achievement is reported.

In the line with the requirements of the project, this review investigated factors such as the approach taken to assessing the various macroskills (i.e., listening, speaking, reading, writing and viewing), the conceptualisation and assessment of linguistic (grammatical) and sociocultural knowledge respectively, and provisions made for differences in learner ability and opportunity to learn.

Approaches to deriving claims and evidence

Two main approaches to deriving claims about learning outcomes were identified. These are the 'scale of scales' approach and the 'benchmarking' approach respectively.

i. Scale of scales approach

This approach, which was used to develop the Council of Europe Common European Framework of Reference, uses a content analysis of existing frameworks in relation to defined categories as the basis for developing common learning outcome statements.

ii. Benchmarking approach

Examples of this type of approach include the Toronto Benchmarks project, the Assessment of Achievement Project (Scotland) the National Assessment Program in Education (Holland). Each of these programs involves system-level reporting, based on learner performance on tasks derived from curriculum objectives. For the Toronto Benchmarks descriptions of levels of achievement are derived 'post hoc' on the basis of actual learner performance on the benchmark tasks.

The Council of Europe Common European Framework of Reference and the Toronto Benchmarks represent two ends of the continuum of possible models for gathering and reporting information on student achievement.

The Council of Europe Common European Framework is a reporting framework, based on an analysis of a range of scales already in use in the European Union. It can be described as a 'scale of scales' since it is a scale derived from all other scales used in the different countries of the European Union. The method of assessment is essentially a local matter; learners are assessed 'locally' (ie., using a local test and local assessment frameworks) and their result is then mapped onto the relevant level of the Framework.

The Toronto Benchmarks, on the other hand, comprise a set of externally designed benchmark tasks to elicit evidence. The specifications for these tasks are based on the aims of the prescribed syllabus (claims). Learner performance on these tasks is reported using a five - level scale. The description of each level is defined on the basis of actual task performance. Annotated samples of learner performance are provided for each of the five levels.

The differences between these two models are summarised in Figure 2.

Figure 2: Summary of alternative framework approaches

	Claims	Evidence	Reporting
Council of Europe Common European Framework of Reference	Reporting framework based on analysis of existing scales	'Local' assessment procedures only	(i) On 'local' framework (ii) Mapped onto level of European framework
Toronto Benchmarks	Set of specifications based on goals & aims of syllabus	Performance on externally designed benchmark tasks	<ul style="list-style-type: none"> • 5 levels defined on basis of performance • % of students at each level with annotated samples

For international benchmarking studies, such as the IEA Studies and the Program for International Student Assessment (PISA), content is not defined by specific curricula but is determined by subject and measurement specialists, with agreement from participants, through a process of 'consensus-building'.

Nature of claims

Outcomes and standards can be framed in terms of content, processes, tasks, or products. They may include content standards (e.g. the USA Standards for Foreign Language Learning) and/or performance standards. References to grammatical knowledge tend to vary in consistency (i.e., mentioned in some levels and not in others). Furthermore, while cultural knowledge may be specified as a learning outcome, none of the frameworks reviewed provides a coherent framework for conceptualising and organising achievement in this area of learning. It should be noted that the developers of the Council of Europe Common European Framework of Reference were unable to fit sociocultural understanding to the common scale.

Evidence

The two alternative framework approaches described above are distinguished by their relative emphasis on evidence. The benchmarking approach is based on evidence of what learners can actually do in relation to the stated goals and objectives. By contrast, the Council of Europe Common European Framework of Reference does not specify what evidence should be used to assign a learner to a particular level. As its purpose is to improve the portability of language qualifications from one system to another by providing a common scale, the issue of evidence is entirely a 'local' matter.

Validity and reliability

There is an inevitable tension between the need for national comparability of performance data as opposed to its relevance to student learning. In an attempt to overcome this problem, teachers were originally recruited to write test items for the Assessment of Achievement Project (Scotland), for example. However, this approach was found to be problematic as the teachers were unwilling to set sufficiently challenging tasks. For the PISA project, test item writing is carried out in Australia and the Netherlands, with contributions of texts and items from participating countries.

In order to make valid interpretations of performance data, multiple indicators of learner ability are desirable. For example, assessment in the UK National Curriculum involves school-based assessments in addition to national testing, which involves externally developed Standard

Assessment Tasks (SAT's). Both types of assessment are designed to assess in relation to national targets and are given equal weighting.

The comparability of achievement data can be enhanced through careful task specification, piloting of materials, and the use of uniform administration and marking procedures. Reliability also requires multiple ratings of writing and speaking tasks. For example, as part of the validation of the Council of Europe Common European Framework of Reference, independent ratings were conducted by the classroom teacher (in-situ) as well as centrally, by a trained assessor.

Range of achievement

One of the approaches to the problem of catering for a broad range of ability in the target population is to offer multiple forms of the assessment. For example, for the Australian Language Certificates (ALCs) teachers are able to choose the most suitable level (i.e., First, Beginners' or Intermediate level) for their students. Likewise in the 2003 NAEP, two levels of assessment will be offered to accommodate the wide range of ability expected. The selection of test form will be based on self-assessment, years of study, language learning background and teacher recommendation. Candidates are also asked to do a self-assessment prior to taking the web-based test, DIALANG. In the case of WAMSE, the inclusion of common tasks across the two year levels allows performance on the respective tests to be reported on the same scale.

Background variables

Evidence regarding a number of learner or program variables may also be relevant in the interpretation of performance data. For example, PPON considers performance in relation to gender, grade-placement in relation to age, socio-economic status of parents, teaching method (communicative or grammar-based) and time spent on English over the period (low: <52 hours; average: 53-70 hours, or high: >71 hours). This type of data may be collected using questionnaire surveys.

Sampling

The majority of the programs reviewed draw on a representative sample, rather than the full cohort of learners. Sample surveys are typically designed to provide information at the system level only. The use of a stratified random sample can ensure representation of particular categories of students for the purposes of comparison and monitoring. For example, the PPON specifies three strata based on socio-economic status, whereas the NAEP specifies four strata representing different language learning backgrounds.

Because it is relatively small-scale, it is possible to assess a broader range of learning outcomes using a range of task-types. A number of the systems reviewed use a matrix design whereby candidates are given different combinations of tasks (e.g., WAMSE, NAEP, IEA). Sample surveys also tend to be less expensive and less disruptive overall than full cohort testing.

For reasons of practicality, a sub-set of the sample may be drawn on for some aspects of the assessment. For example, in the NAEP 2003 only 20% of the sample will be assessed on the conversation-based tasks.

Reporting

Reporting varies according to audience and purpose. Potential audiences include systems, schools, parents, students and the general public. At the system level, results may be reported against standards frameworks or proficiency scales (e.g., NAEP and WAMSE) or against performance expectations in the form of standards, goals, or benchmarks (eg. The Toronto Benchmarks, the Assessment of Achievement Program and the National Assessment Program in

Education). Reports may also be broken down to indicate learning outcomes for different subgroups of students, for example, in order explain observed differences in the achievement of students with differing amounts of exposure to the language (e.g. NAEP). In some instances, reports may be accompanied by exemplars of student performance (e.g. Toronto Benchmarks, WAMSE).

A detailed description of each of the assessment and reporting systems reviewed is provided at Appendix 3.

2.3.2 Consultations and survey

The findings from the process of consultation conducted in each state/territory and the survey provided an additional layer of information which was considered in developing the KPMs. This section provides a summary of the findings. For each of the findings, we include a statement which describes the response made to address each dimension of the findings.

2.3.2.1 General findings

There was general support for the initiative and the opportunity it provides to collect both system-wide and national data. This support was based on a recognition that the current absence of data is limiting any discussion regarding languages policy and languages learning, particularly in primary schools. There was also interest in the possibility of this initiative providing baseline data for Year 10 students considering further study in Years 11 and 12.

There was broad recognition that, although individual curriculum documents and frameworks have their own distinctive features, there is a substantial degree of commonality in what teachers do and learners learn across the various jurisdictions.

Response: The KPMs and recommendations for assessment and reporting need to capture the commonalities which exist in the curriculum, assessment, and reporting practices across states and territories.

2.3.2.2 Findings in relation to claims

Derivation

Participants were generally supportive of the approach of deriving a set of claims upon which to base the KPMs from an analysis of existing frameworks, syllabuses and existing textbooks and resources. Some reservation was expressed in Queensland, Tasmania and the ACT about the value of auditing commonly used textbooks, which do not relate well to their respective frameworks.

Some participants remained uncomfortable with the idea of using a strictly evidential set of claims and suggested that they should be at least partly aspirational, especially should the document come to be used for more than a data collection exercise.

Response: The development of the KPMs should be based on the literature review, the analysis of curriculum assessment and reporting frameworks, and of teaching materials, and on the consultations. The analysis of teaching materials should not be based exclusively on textbooks.

The range of student capabilities encompassed by the KPMs should be sufficiently broad to include the highest levels of achievement, which will in fact be aspirational for most learners. At the same time, care should be taken to avoid setting standards at an unreasonably high level, given schools' desire to encourage students into senior secondary study.

Format

Although some participants did not believe it to be necessary, there was general support for the view that the KPMs should be language-specific. The only concern was that there should not be too much complexity and that language-specific versions should not be so different as to make it impossible to describe learner performance in relation to other languages.

It was recommended that the KPMs should be described in terms of skills, rather than topics/themes, and that the KPMs should be appropriate for the level of conceptual development at the end of primary school and Year 10 respectively.

Response: The KPMs should be specific to Indonesian and Japanese, but based on a generic model which captures the commonalities across languages.

The KPMs should be described in terms of skills rather than topics or themes. The tasks derived from the KPMs should reflect the interests and conceptual development of the target age group (i.e. at the end of primary school and Year 10 respectively).

Contextual variables

Participants expressed concern about a range of variables likely to impact on learner outcomes. These included:

- language background (e.g. the number of Japanese speakers in Sydney and Indonesian speakers in Darwin)
- amount of input (entry point, duration, frequency and intensity of learning)
- continuity of learning (e.g. nature of transient population in ACT)
- student motivation (including whether or not language study is compulsory)
- location (i.e. schools in metropolitan versus country areas)
- socio-economic status (e.g. Indonesian tends to be taught in low SES areas of Brisbane)
- teacher quality (e.g. years of experience, use of re-trainees)
- curriculum focus (e.g. focus on 'culture' rather than 'language' or emphasis on specific macroskills)
- program-types (eg. distance learning, bilingual programs)
- topics recently covered.

Response: The KPMs need to encompass a broad range of learner capabilities to reflect the differences in learning pace and style, motivation and opportunity for learning.

Information about learner background, amount of input, continuity of learning, program-type and motivation should be collected via a student questionnaire. Information about teacher experience, program-type, teaching focus and topics 'recently covered' should be collected via a teacher questionnaire. This information will allow comparisons to be made between each of these variables and learner outcomes.

Issues relating to socio-economic status and location should be addressed in the sampling design.

Sociocultural knowledge

There was a general concern that sociocultural knowledge should not be defined as Studies of Society and the Environment (or SOSE), but should instead refer to an integrated, 'deeper level' of understanding of culture. At the same time, there was some sympathy for giving some recognition to students for demonstrating knowledge 'about cultures'.

Response: Data on implicit (i.e. linguistically embedded) sociocultural knowledge should be collected as embedded in assessment tasks. It should also be collected via the student self-report. The probes used should not target explicit knowledge but should be open-ended.

Linguistic knowledge

There was general agreement that the linguistic knowledge aspect of the KPMs should not focus on the ability to manipulate specific grammatical structures.

Response: The domain specification for linguistic knowledge should be common to all macroskills.

Texts used for assessing reading and listening should include grammatical structures appropriate to the level in question. Associated tasks should not assess the ability to manipulate specific grammatical structures. The range and accuracy of grammatical knowledge should be included as a category in the assessment criteria for written and spoken production.

2.3.2.3 Findings in relation to evidence

There was broad agreement on the proposal to gather three types of data, that is, common tasks, school-based tasks and self-assessment. However, there was a view that national data collection is a complex logistical task, often involving a significant time commitment and administrative responsibility on the part of teachers and schools. The issue of when to schedule administration of the common tasks was highlighted, as well as the need to minimise interruptions to teaching programs.

Response: Care should be taken to minimise the impact of data collection on programs of teaching and learning, for example, by allowing some flexibility in scheduling the common tasks, and by allowing schools to select their own school-based tasks.

Common tasks

There were some reservations about the use of externally-designed assessment tasks, particularly in states which do not use external assessments for Year 12. This issue was also raised in relation to primary schooling which is oriented towards an integrated curriculum.

There was also concern that this type of assessment could impact on teaching (eg. if teachers spent time preparing students for the test). At the same time, there was support for the idea of external assessment tasks if the tasks were 'valid and credible' (e.g. if students are likely to learn from them and gain some kind of credit).

Although there was recognition that assessment tasks cannot be 'content free', there was a concern that schools in some states might be disadvantaged (e.g. by not having covered the same topics as elsewhere). This was particularly of concern to participants in states where textbooks are not commonly used. It is also seen to be of limited relevance to primary level. There was also a view that students' success in completing a task will depend on whether, and how recently, the relevant content had been covered in class. Notwithstanding, there was acceptance that nationwide testing is feasible, as evidenced by the success of the Australian Language Certificates program, to which many participants referred.

A major concern relating to the feasibility of administering common tasks related to the wide variations in the amount of time on task and other learning background variables referred to earlier.

Response: The common tasks were seen as necessary firstly, to ensure that assessments from different schools and systems can be interpreted in the same way, and secondly, to ensure that student outcomes are not underestimated (ie. if tasks are not sufficiently challenging). The test materials should be suitable for the age, interests, motivation, style and pace of the respective levels. They should cover a range of contexts in which students can use their linguistic knowledge and a range of text-types and task-types. Justification for choices of tasks and texts should be provided. As with the Australian Language Certificates, feedback on texts, tasks and topics should be sought from teachers and students following the administration of the common tasks.

The common tasks should comprise a number of tasks, designed to capture the expected range of levels. To ensure that students are not discouraged (i.e. because they find the tasks excessively difficult), there should be two levels of assessment for the end of Year 10, where these differences are expected to be most pronounced. The two levels should contain some common items to allow performance to be reported on the same scale.

Japanese script

There was widespread concern about the issue of the script to be used for assessing reading in Japanese.

Response: In an attempt to accommodate the wide variation in practice in the teaching of Japanese scripts, it is proposed that two forms of the common tasks for Year 6/7 reading will be offered: (a) hiragana, katakana and some kanji (with furigana) or (b) romaji. However, as these alternatives are still unlikely to cover all cases, the Japanese reading assessment should be optional Year 6/7 level. The common tasks for Year 10 reading will include hiragana, katakana and some kanji (with gloss in furigana).

School-based tasks

There was a strong view that school-based assessment should fit in with existing teaching/learning programs and reporting regimes.

Response: The procedures are intended to allow freedom in the selection of school-based tasks and the conditions under which they are performed.

Task conditions

Teachers recognised the need to take into account conditions of performance in order to ensure reliability and comparability of results.

Response: The aim is to ensure maximal description of learning outcomes and the conditions for performance should allow for this. However, teachers will be asked to provide detailed information about the conditions under which tasks were completed. It is envisaged that students would perform under a number of conditions including: (a) with/without dictionary (b) rehearsed/unrehearsed (seen/unseen) (c) edited after feedback/unassisted.

Judging performance

There was a strong view that the professional judgment of teachers should be recognised. However, there was also concern that classroom teachers be given training if they are to be involved in assessment of the school-based tasks. This will be particularly important for primary teachers who tend to lack experience in this area. Interschool moderation was also considered desirable.

Response: There should be both internal (i.e. by the classroom teacher using external criteria) and external assessment of the school-based tasks. Support in the form of moderated samples and arrangements for on-line moderation should be provided.

Self assessment

There was strong support for inclusion of student self-assessment in the KPMs. Teachers in Tasmania, where student self-assessment forms part of the assessment policy and procedures, were particularly interested in the opportunity for professional development in this area.

Response: Self-assessment is included in the suggested procedures.

Sampling

Issues raised in relation to sampling included location (metropolitan or country) and socio-economic status. There were also questions raised about the possibility of drawing a random sample, if participation is to be on a voluntary basis. In particular, there was concern that if only volunteers are used, high level achievers are likely to be over-represented in the sample.

Response: The decision about data collection ultimately rests with individual states and systems and whether they choose to make participation compulsory or voluntary. The aim of this project is to describe typical levels of achievement. Therefore, ideally, data collection should involve a stratified random sample, based on sector (i.e. government, Catholic or independent) location and socio-economic status. Decisions regarding the inclusion of specific settings such as partial immersion or distance delivery programs also rests with individual states and systems.

2.3.2.4 Findings in relation to reporting

Audience

All participants emphasised the importance of providing feedback to participating students and of reporting in positive terms. There was a view that parents like to see descriptive reporting and there was support for the idea of issuing students with a certificate (as is done for the Australian Language Certificates) and for feedback to be provided to schools.

There was interest expressed by some in finding out how students compared with other students nationally. At the same time, others were clearly concerned about 'competing' with schools in other states/territories, which are seen to have better resourced programs in Languages.

Response: Reporting should be done at a number of levels including (a) individual feedback to students and (b) aggregated reporting to systems, states, and nationally. Reporting should be framed in positive terms and should take account of conditions of performance.

2.3.2.5 Other findings

Status of the data

While recognising the importance of the data that would be generated, systems participants expressed concern about how the information would be used by teachers, schools and systems. They were also wary of the potential for perceived interference from the Commonwealth and that the KPMs could become surrogate benchmarks.

Response: The status of the data would be negotiated with systems prior to any form of implementation.

Professional development

There was widespread recognition that work surrounding the KPMs, if implemented, could yield valuable professional development opportunities for teachers.

Response: As discussed, school-based assessment should result in heightened levels of awareness of good assessment practice and the proposed approach to self-assessment would provide much needed support for this area of assessment. The external assessment materials could be retained by schools as a resource.

2.3.3 Analysis of frameworks

2.3.3.1 The documents

The documents from each state or territory which were analysed to establish commonalities across frameworks include:

- *Languages other than English Curriculum Framework*, ACT Department of Education and Training (1994).
- *K-10 Syllabus Draft – Indonesian and Japanese*, NSW Board of Studies (2002)
- *NT Curriculum Framework: Northern Territory Department of Education* (2001)
- *Languages other than English, Years 4 to 10 Syllabus*, Queensland School Curriculum Council (2000)
- *South Australian Curriculum Standards and Accountability Framework: Languages Learning Area* Department of Education, Training and Employment, (2001)
- *Indonesian 2, 4 and 6* (draft June, 2002), Tasmanian Secondary Assessment Board (2002)
- *Curriculum and Standards Framework II (CSF II), (French Version and Indonesian Supplement)* Victorian Board of Studies, Carlton, Victoria. Board of Studies (2000)
- *Curriculum Framework: Languages other than English*, Curriculum Council, WA. Curriculum Council, Western Australia (2001)

While the nature and purpose of each framework varies to some extent, all are intended to provide a common reference point to assist teachers to plan for and make judgments about student progress. The documents have all been produced in the period from 1994 to 2002, and show high degrees of commonality in the statements they make about language learning and use over the years of schooling. The documents vary in terms of their title, from a curriculum framework (in WA, NT), to a curriculum framework and standards (in Victoria), a curriculum, standards and accountability framework (in SA) through to language specific syllabuses in NSW and Queensland. However, the approach taken to describing content and performance standards over extended periods of two or more years, or over a sequence of stages which may or may not be tied to year levels of schooling, is common to most frameworks. The shift towards mapping long-term, progressive achievement in learning means that a description of knowledge, skills and understanding, on the one hand, and a description of expected performance, on the other, is generally available for teachers in all states and territories.

2.3.3.2 The strands

In all frameworks strands describe the dimensions of knowledge through which learning and performance are conceptualised. The strands identified are largely common across all states and territories. The primary focus in all documents is on using the strands as a basis for describing the content and performance standards in communicating in the target language. This is generally presented through a set of strands representing the macroskills of listening, speaking, reading and writing. In some instances, various macroskills are integrated, eg the speaking and listening strands are integrated in the Western Australia, and Australian Capital Territory frameworks, the four macroskills are identified as sub-strands in the two modes of comprehending and composing language in the Queensland framework, and references to viewing occur within the reading strand (in Western Australia only). Further to the communication strands, there are references to additional strands relating to language awareness and cultural understanding in all

frameworks, with variations in terminology; they are presented either explicitly through the provision for and elaboration of content and performance standards in these underpinning strands (South Australia, New South Wales) or through more implicit or embedded references in the context of the communication strands (Northern Territory, Victoria, Western Australia). Table 1 provides a summary of the pattern of strands across frameworks and syllabuses.

Table 1: Overview of strands across frameworks

		Communication				Other strands		
	Structure	Listening	Speaking	Reading	Writing	Language	Culture	Learning
ACT	5 strands identified, 3 communication strands described	oral interaction		Reading and responding	✓	(not explicit)	(not explicit)	(not explicit)
NSW	3 strands represented, 4 macroskills represented within Using Language strand	✓	✓	✓	✓	Making linguistic connections	Moving between cultures	(not explicit)
NT	3 additional strands integrated within 4 macroskill strands	✓	✓	✓	✓	Language structures and features - explicit as element within Communication strands	Cultural understandings - explicit as element within Communication strands	Learning how to learn - explicit as elements within Communication strands
Qld	4 macroskills and cultural understanding represented within 2 modes of comprehending and composing language	within comprehending strand	within composing strand	within comprehending strand	within composing strand	(not explicit)	Explicit within comprehending and composing modes	(not explicit)
SA	4 macroskills represented as sub strands of communication	✓	✓	✓	✓	Understanding Language	Understanding Culture	(not explicit)
Tas	4 macroskill stands	✓	✓	✓	✓	(not explicit)	(not explicit)	(not explicit)
Vic	4 macroskill stands	✓	✓	✓	✓	(not explicit)	(not explicit)	(not explicit)
WA	3 communication strands, and 3 additional strands to be assessed through communication (no standards described)	Listening, responding and speaking		Reading, viewing and responding	✓	System of the target language - not explicit in standards	Cultural understandings - not explicit in standards	Language learning strategies - not explicit in standards

2.3.3.3 Structure related to phases of schooling

The K/R-12 continuum is generally divided into a pragmatic set of phases (often called 'bands'). Most frameworks provide descriptions of learners and the context of learning in the various phases of schooling, generally encompassing early, middle and upper primary, and lower and upper secondary, in various combinations. The descriptions of these phases aim to provide contextual details to enable teachers to develop learning experiences which are appropriate to the age and maturational development of students.

The structure of the bands and the related learner descriptions are used as the basis for describing progression in learning in relation to content and performance. These statements are both hypothesised and aspirational, representing the nature of learning which may be achieved in ideal circumstances, in particular in relation to the key factor of time on task.

The descriptions are generally elaborated through statements about the nature of the learner group, the context of learning, and tasks, topics and context of use, text inputs and products, and appropriate supports or conditions expected as students proceed through the phases defined in the framework. The nature and specificity of the content standard statements vary considerably in detail, with extensive elaboration for each strand at each band in the South Australian framework, through to brief overview statements at each level in the Queensland framework.

2.3.3.4 Performance standards

Performance standards are provided in most frameworks comprising between five to eight levels across the communication strands in all states and territories, and for language awareness in SA, NSW and cultural understanding in South Australia, New South Wales and Queensland. In other frameworks, statements in relation to the latter two strands are generally implicit within the communication strands.

The purpose of the performance standards is consistent across frameworks, being in general terms, to outline in some detail what learners should be able to know and do, by a particular stage in their learning. It is important to recognise the fact that frameworks provide a generalised, and essentially aspirational picture of outcomes. They represent conceptions of what students are *expected* to be able to do, as opposed to what they actually do, based on assumptions about years of schooling, entry points to language learning, hours of study. The frameworks vary in terms of the relationship between the stated standards, and year of schooling, hours of study, or entry points. In some frameworks the standards are pegged or tied explicitly to years of schooling (South Australia, Victoria, New South Wales), in some frameworks there are references to expected hours of study and entry points in relation to anticipated levels of achievement by particular phases of schooling (Queensland, Northern Territory), and in some states there is no stated link between hours of study or year of schooling and levels of achievement, and all learners are expected to progress at their own pace through the framework (Western Australia, Australian Capital Territory).

2.3.3.5 Generic and language-specific frameworks and syllabuses

All frameworks are intended to provide sufficient elaboration of the standards for teachers to use to make judgments about student performance. Across the states and territories there is, however, a range of formats, from generic frameworks (Western Australia, Northern Territory), to frameworks for groups of languages with common features (South Australia), to language-specific frameworks (Victoria) and syllabuses (New South Wales, Queensland) While containing some language-specific references, all documents are essentially generic in their statements of levels of performance expected at each level. The South Australian framework provides two versions, one for alphabetic languages (i.e. German, Indonesian) and one for non-alphabetic

languages (i.e. Chinese, Japanese) which refer to aspects of language-specific performance, and outcomes which reflect the issues of time required to learn non-alphabetic languages in particular. The Victorian framework provides language-specific detail in the elaboration of outcomes at each level. While all frameworks are open to interpretation, the scope of interpretation is larger for those frameworks which are generic than with language-specific versions which are able to incorporate language-specific exemplars within statements of what and how well students are expected to perform.

2.3.3.6 Elaboration of standards

In spite of the complexity pertaining to the different structure of frameworks, the nature of the statements made at the levels relevant to the years of schooling being addressed in this project are broadly consistent. References are generally made to the types of tasks and context of use, the nature of text inputs, and the nature of learner responses expected, as well as the nature of the supports or conditions under which performance is elicited. In terms of 'how well' students perform, the statements incorporate a range of linguistic and textual features comprehended or employed in learners' language use.

The levels selected to represent expected standards of performance at the end of primary school (year 6/7) and the end of the compulsory years (Year 10) are outlined In Table 2.

Table 2: Features of frameworks and relationship between levels of schooling and levels of performance

	Format	Structure	Relationship to years of schooling	Indicative time	Levels reflective of performance in Years 6/7	Levels reflective of performance in Year 10
ACT	Generic	8 levels	Not tied	Not tied	Levels 2 & 3	Levels 3 & 4
NSW	Language specific syllabuses	5 stages	1 stage per 2 years,	Stage 4 relates to 100 hours of study, stage 5 to 200 hours of study	Stage 3	Stage 5
NT	Generic	3 levels	Not tied	Not stated	Levels 2 & 3	Levels 3 & 4
Qld	Language specific syllabuses	6 levels	Not tied	Levels 3&4 = 180-240 hours of study, depending on entry point	Levels 2 & 3	Levels 3 & 4
SA	Two frameworks - alphabetic and non alphabetic	5 levels 2 pathways (primary and secondary entry)	Tied (1 level per two years of schooling)	Not stated	Levels 2 & 3	Levels 4 & 5 (pathway 1b)
Tas	Language specific syllabuses	3 levels	Not tied	Not stated	Levels 2 & 3	Levels 2, 4 & 6
Vic	Language specific	6 levels, and 2 pathways (primary and secondary entry points)	Pegged to year levels L4=Y6, L5=Y8, L6=Y10 L4A=Y7, L5A=Y9 L6A=Y10	Not stated	Levels 3 & 4	Levels 5A & 6A (pathway 2)
WA	Generic	8 levels	Not tied	Not stated	Levels 2 & 3	Levels 3 & 4

On the basis of the aspirational nature of the performance standards in the frameworks, and the diverse relationship between the level statements across states and territories and years of schooling relevant to this project (Year 6/7 and Year 10), the levels selected as exemplar material from the level statements of individual frameworks represent two consecutive levels where feasible (Western Australia, Northern Territory, Queensland, Victoria, South Australia), and specific levels in the case of New South Wales where the pegging to year levels and hours of study is quite explicit. Tables A-L at Appendix 4 provide, for each state/territory, a specification of performance standards at the levels which are assumed to be most closely aligned to Years 6/7 primary and Year 10 secondary.

2.3.3.7 Supporting documentation

All frameworks provide a range of exemplary materials. Some frameworks include student work samples, but often with insufficient information provided to contextualise the task, making it difficult to judge standards since the level and nature of support provided are not clear. The most comprehensive examples available at present are the work samples developed in Western Australia, and the recent work undertaken in Victoria, which is still in draft form. Other supporting documentation relates to framework implementation and assessment and reporting procedures. In general, the guidelines on assessment remain at the level of general principles and advice on assessment as it pertains to language learning in schools and advice on a range of procedures relevant to languages, but without specificity about their relationship to particular languages or year levels. There is little emphasis on long-term assessment both in terms of devising assessment schemes appropriate to long-term learning and making judgments in the context of long-term progress and standards.

2.3.3.8 Summary

It is on the basis of the reviews, analyses and consultations that the KPMs outlined in the next chapter were developed.

Chapter 3: Key Performance Measures

The KPMs describe the common domain of learning, that is, dimensions of student achievement, claimed by educators to capture student performance at Years 6/7 and Year 10 for Indonesian and Japanese.

Prior to describing the KPMs we set out some parameters pertaining to the KPMs and to the context of assessment, including proposed procedures for gathering evidence, judging and reporting performance. While the latter aspects are beyond the brief of the project, they are discussed because, given the current stage of development of the Languages area, they are integral to achieving consensus about the KPMs. They are as follows:

1. The four macroskills (reading and viewing, listening and viewing, writing, speaking, and two knowledge areas (linguistic knowledge/knowledge of language as a system and sociocultural knowledge) were specified in the project brief.; in addition they capture the strands through which claims are described in all frameworks/syllabuses.
2. Sociocultural knowledge refers to an integrated, 'deeper level' of understanding of culture. At the same time, some recognition should be given students who demonstrate knowledge 'about' cultures.
3. Information about contexts, text-types, task-types and level of support have been included to provide further contextual elaboration of KPMs. These should be considered indicative only.
4. The KPMs are designed to report on *actual learning outcomes*. This means the KPMs:
 - (i) do not include a focus on pedagogy or learning strategies.
 - (ii) need to reflect both the lowest and highest levels of achievement (even though this will remain 'aspirational' for most learners).

At the same time, it is important to ensure that differences in opportunity for learning are taken into account. For this reason, information about learner background, including amount of input, continuity of learning, program type and motivation should be collected via a student questionnaire. An example is provided at Appendix 5. Information about teacher experience, program-type, teaching focus and topics 'recently covered' should be collected via a teacher questionnaire. An example is provided at Appendix 6. This information will allow comparisons to be made between each of these variables and learner outcomes. Other factors such as differences in socio-economic status or location (metropolitan or rural) can be addressed in the sampling design.

5. The KPMs should be inclusive of different types of learning outcomes, including the ability to use and/or understand Japanese script and romaji.
6. It is recognised that school-based tasks will be conducted under a range of performance conditions including:
 - with/without dictionary
 - rehearsed/unrehearsed (seen/unseen)
 - edited after feedback/unassisted.

For this reason, information about performance conditions will form an essential part of the school-based data collection.

7. The domain specification for knowledge of language as a system relates to all macroskills. Texts used for assessing reading and listening should include grammatical structures appropriate to the level in question. Associated tasks should not assess the ability to manipulate specific grammatical structures. In addition, this knowledge refers to understanding of the concepts, but not necessarily the technical grammatical terms.
8. Data on 'implicit' (i.e. linguistically embedded) sociocultural knowledge should be collected via common and school-based tasks or student self-report. The probes used should not target explicit knowledge but should be open-ended.
9. The KPMs are based on an assumption that students have been learning Indonesian or Japanese for between one and seven years in Years 6/7 and for between two and eleven years in Year 10. It is also understood that there is likely to be wide variation between language programs from one school to the next in terms of contact hours, content, and style of teaching.
10. The issue of performance standards is best addressed following the Toronto Benchmarks model. That is, the assessment should comprise a set of external and school-based tasks, based on specifications derived from the KPMs. Learner performance on these tasks should be reported using a three/five-level scale. However, the description of each level would be defined 'post hoc' on the basis of actual task performance. Annotated samples of learner performance would be provided for each of the levels.

The KPMs are presented in the tables which follow. (Tables 3a, 3b, 3c, 3d) It should be noted that the statements represent a range of possible targets and feasibility will vary with different settings.

Table 3a – KPMs – Indonesian Year 10

Skills	Knowledge of language as system	Sociocultural knowledge
<p>Reading & Viewing</p> <ul style="list-style-type: none"> • understand gist, main ideas, key words, specific information • recognise features of different text types • identify the overall purpose, e.g. to inform, entertain, persuade • distinguish facts and opinions • make judgments about the relevance of detail • infer the meaning of some unknown words from context • identify relationships between ideas, e.g. sequence of events, cause and effect, changes in time or relationship • evaluate the impact of different linguistic choices • recognise roles and relationships within the text. <p>Listening & Viewing</p> <ul style="list-style-type: none"> • understand gist, main ideas, key words, specific information • identify the overall purpose, e.g. to inform, entertain, persuade • distinguish facts and opinions • infer the meaning of some unknown words from context • recognise features of different text types, • recognise relationships between ideas, e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship • recognise roles & relationships of participants • recognise intonation • interpret gestures and facial expressions. <p>Writing</p> <ul style="list-style-type: none"> • write for different purposes • present ideas in a logical sequence • link ideas (i.e. using cohesive devices) • create mood and feeling (e.g. through use of adjectives) • create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts • summarise information or combine information from range of sources • observe the relevant text conventions, e.g. appropriate format, paragraphs and topic sentences • use correct punctuation, e.g. full stops, capitals, question marks, commas, • plan and edit own work. <p>Speaking</p> <ul style="list-style-type: none"> • initiate interactions on familiar topics • ask for clarification (e.g. <i>maaf, tolong ulangi</i>) • use simple strategies to sustain an interaction (e.g. <i>maaf, sekali lagi</i>), • formulate and respond to factual questions • respond to some unpredictability in an interaction • create mood and feeling (e.g. through use of adjectives) • create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts • summarise information or combine information from a range of sources • organise ideas in a logical sequence • link ideas • use correct pronunciation, stress patterns, intonation & phrasing • monitor own language and attempt self correction • use gestures and facial expressions to convey meaning. 	<p>Comprehend or produce well-rehearsed language patterns and structures including</p> <ul style="list-style-type: none"> • a range of sentence structures, e.g. with <i>ada/ adalah</i>, passive voice, relative clauses, time sequences, modals, imperatives, question forms • verb forms (<i>ber-, me-, me-kan, me-i, etc.</i>) • negatives (<i>tidak, bukan, belum</i>) • pronouns (<i>saya, ia, dia, kamu, mereka, anda, etc.</i>) • adjectives (<i>pandai, lucu, halus, sombong</i>) • adverbs (<i>dengan tidak sengaja</i>) • nouns forms (<i>pe-, -an, pe-an, per-an, ke-an</i>) • tense markers (<i>sudah, sedang, akan</i>) • use cohesive devices, such as sequence markers and coordinating conjunctions, e.g. <i>tetapi, namun, sesudah itu, walaupun, oleh sebab itu, baik... maupun</i> • some idiomatic and colloquial language. 	<p>Awareness of aspects of culture, values and practices, e.g.</p> <ul style="list-style-type: none"> • body language, gestures, intonation and other cues • greetings, e.g. <i>selamat hari raya, silakan masuk</i>, and forms of address ... eg, <i>kamu/ anda/ bapak/</i> • aspects of lifestyle, e.g. <i>mandi, bersembahyang, selamatan</i> • other important conventions, e.g. use of the right hand, making requests indirectly • civic values, e.g. <i>Pancasila, gotong royong.</i>

Table 3a (continued)

Contexts	Text-types	Task-types	Level of support
<p>A range of contexts relating to the interests, needs or experience of adolescent learners, e.g. personal and community life, leisure and recreation, lifestyles and the environment.</p>	<p>Reading & Viewing</p> <ul style="list-style-type: none"> straightforward, mainly authentic texts, e.g. simple written instructions (e.g. a recipe), a procedure, a sequence of events, a letter, labels, packets, tickets, advertisements, diary entry, website home pages longer texts containing some unfamiliar language, e.g. stories and modified magazine articles, <p>in print or multimedia format.</p> <p>Listening & Viewing</p> <ul style="list-style-type: none"> short simple utterances, e.g. a statement, a request, a question, announcement straightforward familiar conversations, longer passages containing repetitive language and some unfamiliar language, e.g. simple recount, narrative, description (of events, people, places and things) short stories, simple poems, procedures <p>in live, taped or multimedia format.</p>	<p>Reading & Viewing</p> <ul style="list-style-type: none"> complete a chart, diagram or graph, , match information to text, e.g. a plan of a house, choose an appropriate title or heading), follow instructions, interpret simple data (e.g. a chart, diagram or graph), answer comprehension questions, describe and comment on themes, characters and events. <p>Listening & Viewing</p> <ul style="list-style-type: none"> complete a chart, diagram or graph, select from options (eg. a title or heading), match information to text, e.g. a plan of a house, or a diagram, follow instructions, answer comprehension questions, describe and comment on themes, characters and events respond nonverbally, e.g. using actions, sequence, a set of pictures, follow instructions (e.g to complete a puzzle). <p>Writing:</p> <ul style="list-style-type: none"> write simple cohesive texts, e.g. a story, poem, report, letter, a set of instructions, a poster, advertisement, postcard, recipe, journal entry, personal message, a description (people, places, events and things), message to an email chat room write longer texts of several paragraphs, e.g. present information or ideas, express a point of view, provide an explanation present information in another format, e.g. (e.g. a postcard as a journal entry, a survey into a graph or an article in the form of a letter), create a simple web page. <p>Speaking:</p> <ul style="list-style-type: none"> monologues: give simple messages, directions, short sequences of instructions, a 	<ul style="list-style-type: none"> access to teacher support and feedback access to multimedia resources <p>Reading & Viewing</p> <ul style="list-style-type: none"> access to bilingual dictionaries, word banks, charts and other environmental print. access to visual cues, e.g. subtitles, photos, illustrations, diagrams, maps difficult vocabulary may be glossed or pre-taught contextualized. <p>Listening & Viewing</p> <ul style="list-style-type: none"> speed and delivery may be modified the listening text may be repeated contextualised visual prompts such as tone, gestures and facial expressions or realia may be provided some level of predictability. <p>Writing</p> <ul style="list-style-type: none"> language required has typically been well-rehearsed access to multimedia resources, bilingual dictionaries, word banks, charts and other environmental print. access to models or scaffolds, e.g. concept maps, planning charts access to assistance with new vocabulary and structure. <p>Speaking</p> <ul style="list-style-type: none"> language required has typically been well-rehearsed access to bilingual

Table 3a (continued)

		<p>short prepared talk on a familiar topic (e.g. as part of a power point presentation), descriptions of people, places and things, give an explanation, express an opinion to, recount actions, stories, past events, talk about future aspirations</p> <ul style="list-style-type: none"> • Interaction: participate in information gap activities (e.g. making arrangements), semi-scripted dialogues and role-plays, unscripted discussions on a prepared topic. 	<p>dictionaries, word banks, charts and other environmental print.</p> <ul style="list-style-type: none"> • access to models or scaffolds, e.g. concept maps, planning charts • access to notes, cue cards, prompting.
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Table 3b – KPMs – Japanese Year 10

Skills	Knowledge of Language as System	Sociocultural knowledge
<p>Reading & Viewing</p> <ul style="list-style-type: none"> • understand gist, main ideas, key words, specific information • identify the overall purpose e.g. to inform, entertain, persuade • distinguish facts and opinions • make judgments about the relevance of detail • infer the meaning of some unknown words from context • recognise features of different text types • recognise relationships between ideas e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship • evaluate the impact of different linguistic choices • recognise roles & relationships within the text. <p>Listening & Viewing</p> <ul style="list-style-type: none"> • understand gist, main ideas, key words, specific information • identify the overall purpose e.g. to inform, entertain, persuade • distinguish facts and opinions • infer the meaning of some unknown words from context • recognise features of different text types, • recognise relationships between ideas e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship • recognise roles & relationships of participants • recognise intonation. • interpret gestures and facial expressions <p>Writing</p> <ul style="list-style-type: none"> • present ideas in a logical sequence • link ideas (i.e., using cohesive devices) • create mood and feeling (e.g. through use of adjectives) • create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new contexts • summarise information or combine information from range of sources • observe the relevant text conventions e.g. appropriate format, paragraphs and topic sentences • use correct punctuation e.g. full stops, commas • plan and edit own work • write for different purposes. <p>Speaking</p> <ul style="list-style-type: none"> • initiate interactions on familiar topics • formulate and respond to factual questions • respond to some unpredictability in an interaction • ask for clarification • use simple strategies to sustain an interaction (e.g. <i>sumimasen, mooichido onegaishimasu</i>), • create mood and feeling (e.g. through use of adjectives) • create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new contexts • summarise information or combine information from range of sources • organise ideas in a logical sequence • link ideas (i.e., using <i>-te</i> verb, or common connectors, e.g., <i>soshite, demo</i>) • approximate correct intonation patterns • monitor own language and attempt self correction • use non-verbal language • oral presentations. 	<p>Comprehend or produce well-rehearsed and formulaic language, including</p> <ul style="list-style-type: none"> • a range of sentence structures, e.g., requests (<i>--tekudasai</i>), question forms (<i>--ka</i>) • negatives (e.g., <i>masen, -ku nai, ja nai,</i>) • pronouns (e.g., <i>kore, are, sore, koko, soko, asoko</i>) • determiners (e.g., <i>kono, sono, ano, dono</i>) • particles (e.g., <i>ni, ga, wa, o, de, e, mo, to</i>) • i- adjectives (e.g., shape and size, colour – <i>akai, kuroi</i>, weather – <i>atsui/samui</i>, appearance – <i>takai/hikui</i>, mood – <i>tanoshii, tsumaranai, omoshiroi</i>) • na-adjectives (e.g., <i>kirei, shizuka</i>) • adverbs (e.g., <i>hayaku</i>) • tense markers (e.g., <i>-ta/da, teiru</i>) • verb morphemes (e.g., <i>-mashoo, --tekudasai, --tai</i>, plain form, ...<i>tabeta, itta, asobu</i>) • cohesive devices, such as sequence markers and coordinating conjunctions, (e.g. <i>---te,shimasu</i>) • some idiomatic and colloquial language (recognition only) • counters (e.g. <i>ippon, nihon, issatsu, nisatsu, ichidai, nidai</i>). 	<p>Awareness of aspects of culture, values and practices, e.g.</p> <ul style="list-style-type: none"> • body language, gestures, intonation and other cues e.g., bowing • greetings e.g., <i>hajimemashite, doozo yoroshiku,</i> • forms of address e.g. <i>--san, sensei</i> • aspects of lifestyle, e.g. food, festival, gift giving, the education system, leisure activities of teenagers, family structure and travel in Japan taking off shoes, daily routine, current cultural trends (technology, magazines), regional differences.

Table 3b (continued)

Contexts	Text -types	Task-types	Level of support
<p>A range of contexts relating to the interests, needs or experience of adolescent learners, e.g. personal and community life, leisure and recreation, lifestyles and the environment.</p>	<p>Reading & Viewing</p> <ul style="list-style-type: none"> straightforward, modified authentic texts, e.g. simple written instructions (e.g. a recipe), a procedure, a sequence of events, a letter, labels, packets, tickets, advertisements short stories relating to students' experiences and recording actions or events longer texts containing some unfamiliar language, e.g. stories and modified magazine articles, <p>in print or multimedia format.</p> <p>Listening & Viewing</p> <ul style="list-style-type: none"> short simple utterances, e.g. a statement, a request, a question, announcement straightforward familiar conversations short stories relating to students' experiences and recording actions or events longer passages containing repetitive language and some unfamiliar language, e.g. simple recount, narrative, description (of events, people, places, events and things) stories, -procedures, <p>in live, taped or multimedia format.</p>	<p>Reading & Viewing</p> <ul style="list-style-type: none"> complete a chart, diagram or graph, , match information to text, e.g. a plan of a house, choose an appropriate title or heading), follow instructions, interpret simple data (e.g. a chart, diagram or graph), answer comprehension questions, describe themes, characters and events. <p>Listening & Viewing</p> <ul style="list-style-type: none"> complete a chart, diagram or graph, fill in missing words, select from options (e.g. a title or heading), label diagrams, follow instructions, answer comprehension questions, describe and comment on themes, characters and events respond nonverbally, e.g. using actions (e.g. mime), sequence a set of pictures, follow instructions (e.g. to complete a puzzle). <p>Writing</p> <ul style="list-style-type: none"> write single words or phrases, e.g. a list, greeting card, name tag, label (e.g., for classroom objects), poster, advertisement (e.g, for a school fete). simple cohesive texts, e.g. a story, report, letter, a set of instructions, a poster, advertisement, postcard, recipe, journal entry, personal message, a description (people, places, events and things), an email longer texts of several paragraphs, e.g. present information or ideas, present information in another format, (e.g. a postcard as a journal entry, a survey into a graph or an article in the form of a letter), create a simple web page write characters using appropriate stroke order. <p>Speaking</p> <ul style="list-style-type: none"> monologues: simple messages, 	<ul style="list-style-type: none"> access to teacher support and feedback access to multimedia resources. <p>Reading & Viewing</p> <ul style="list-style-type: none"> access to bilingual dictionaries, word banks, charts and other environmental print. access to visual cues, e.g. photos, illustrations, diagrams, maps difficult vocabulary may be glossed or pre-taught contextualised and predictable. <p>Listening & Viewing</p> <ul style="list-style-type: none"> speed and delivery may be modified the listening text may be repeated contextualised and predictable some level of unpredictability subtitles may be provided for movies/ documentaries. <p>Writing</p> <ul style="list-style-type: none"> language required has typically been well-rehearsed access to multimedia resources bilingual dictionaries, word banks, charts and other environmental print. access to models or scaffolds, e.g. concept maps, planning charts access to assistance with new vocabulary and structure. <p>Speaking</p> <ul style="list-style-type: none"> language required has typically been well-rehearsed access to multimedia resources bilingual

Table 3b (continued)

		<p>directions, short sequences of instructions, short prepared talk on a familiar topic (e.g. as part of a power point presentation), descriptions of people, places and things, give an explanation, , recount actions, stories, past events, talk about future aspirations, conduct an interview with a partner, prepare a short oral presentation</p> <ul style="list-style-type: none"> • interaction: solve information gap activities (e.g. making arrangements), participate in semi-scripted dialogues and role-plays or unscripted discussions on a prepared topic. 	<p>dictionaries, word banks, charts and other environmental print,</p> <ul style="list-style-type: none"> • access to models or scaffolds, e.g. concept maps, charts • access to notes, cue cards, prompting.
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Table 3c – KPMs – Indonesian Years 6/7

Skills	Knowledge of language as a system	Sociocultural knowledge
<p>Reading & Viewing</p> <ul style="list-style-type: none"> • understand sentences, gist, key words; main ideas, single items of information • recognise features of common text types • identify text purpose, e.g. statement, request, question • infer meaning from context • deal with some minimal unpredictability • recognise basic text organization, e.g. sequence of events • recognise roles & relationships within the text. <p>Listening & Viewing</p> <ul style="list-style-type: none"> • understand gist, sentences, key words; main ideas, single items of information • recognise features of common text types • identify text purpose, e.g. statement, request, question • infer meaning from context • deal with some minimal unpredictability • recognise basic text organization, e.g. sequence of events • recognise roles & relationships of participants • recognise intonation • interpret gestures and facial expressions. <p>Writing</p> <ul style="list-style-type: none"> • use correct spelling and punctuation • use modelled language and formulaic expressions • begin to experiment, e.g. use new vocabulary in well rehearsed structures. • write linked sentences to form a short paragraph. • plan and edit own work. <p>Speaking</p> <ul style="list-style-type: none"> • use correct pronunciation • ask for clarification (e.g. <i>maaf, saya tidak mengerti</i>) • use modelled language and formulaic expressions • begin to experiment, e.g. use new vocabulary in well rehearsed structures • use gestures and facial expressions to convey meaning. 	<p>Comprehend or produce simple, well-rehearsed, formulaic language, including:</p> <ul style="list-style-type: none"> • basic sentences, e.g. <i>ini buku, saya suka es krim</i> • basic word order (including noun phrases; using adjectives/possessives), e.g. <i>itu pena, rumah itu tinggi, buku biru saya, nama saya Bill</i> • simple questions, e.g. <i>apa itu?, siapa nama kamu?, di mana buku saya?</i> • prepositions, e.g. <i>di atas, di bawah, di depan</i> • adjectives, e.g. <i>besar, kecil</i> • negatives, e.g. <i>tidak, bukan, belum</i> • pronouns, e.g. <i>saya, dia, kamu, mereka</i> • plurals, e.g. <i>buku buku saya/ dua buku</i> • verbs, e.g. <i>jalan, minum, makan, suka, main</i> • some basic word formations, e.g. <i>ber-/me-</i> prefixes • some link words, e.g. <i>dan, tetapi, juga, karena, sebelum, sesudah, lalu, kemudian</i> • comparatives, e.g. <i>lebih, kurang...</i> 	<p>Awareness of explicitly taught aspects of culture, values and practices, e.g.:</p> <ul style="list-style-type: none"> • body language, gestures, intonation and other cues • greetings e.g. <i>selamat pagi, apa kabar?</i> • forms of address <i>kamu/ Ibu/ Bapak</i> using the person's name instead of 'you' • aspects of lifestyle, e.g. <i>mandi</i> • other important conventions, e.g. use of the right hand.

Table 3c (continued)

Contexts	Text-types	Task-types	Level of support
<p>Familiar or predictable contexts relating to young learner’s immediate interests, needs or experience, e.g. personal and community life, leisure and recreation.</p>	<p>Reading & Viewing</p> <ul style="list-style-type: none"> • short texts comprising single words or phrases, e.g. captions, labels, packets, tickets, advertisements, icons or links on a web page, email subject lines; • longer texts containing simple structures and contextual support, e.g. simple illustrated stories and simple folk tales, letters, simple procedures, email messages, subtitles, <p>in print or multimedia format.</p> <p>Listening & Viewing</p> <ul style="list-style-type: none"> • short phrases and sentences, e.g. questions, statements, classroom instructions, announcements • several linked utterances, e.g. short conversations, poems, songs • longer texts with repetitive or well-rehearsed language and contextual support (such as pictures, realia, tone, gestures and facial expressions), e.g. simple stories, procedures, <p>in live, taped or multimedia format.</p>	<p>Reading & Viewing</p> <ul style="list-style-type: none"> • complete a chart or graph, enter personal details on a form, select the best title for a story, follow simple instructions, select or draw a picture to illustrate a text. <p>Listening & Viewing</p> <ul style="list-style-type: none"> • complete a chart or graph, produce simple, formulaic responses • respond nonverbally, e.g. using actions (e.g. Simon says) or miming, following simple instructions (e.g. classroom procedures, colouring), draw a picture. <p>Writing:</p> <ul style="list-style-type: none"> • write single words or phrases, e.g. write a list or complete a card, name tag, labels (e.g. for classroom objects), cartoon speech bubbles • substitute language items in a familiar model to produce original text, e.g. a simple narrative, recount or report, letter, personal opinion, description, diary entry, email, simple message. <p>Speaking</p> <ul style="list-style-type: none"> • interaction: greet and introduce; exchange personal information; request information; respond to simple and predictable questions (e.g. <i>Apa kabar?</i>) ask prepared questions as part of a simple dialogue • monologue: name and describe objects; present information, recount events, actions, or stories, give directions, leave simple messages, make a simple announcement. 	<ul style="list-style-type: none"> • access to teacher support and feedback • access to multimedia resources • use of realia. <p>Reading & Viewing</p> <ul style="list-style-type: none"> • access to dictionaries, word banks, charts and other environmental print. • access to visual cues, e.g. photos, illustrations • difficult vocabulary may be glossed or pre-taught • highly contextualised. <p>Listening & Viewing</p> <ul style="list-style-type: none"> • speed and delivery may be modified • the listening text may be repeated a number of times • difficult vocabulary may be pre-taught • access to visual cues, e.g. pictures, realia, tone, gestures and facial expressions • subtitles may be provided for movies/documentaries. <p>Writing</p> <ul style="list-style-type: none"> • language required has been well-rehearsed • access to models or scaffolds, e.g. concept maps, planning charts • may occasionally use some English words to cover gaps in their Indonesian. <p>Speaking</p> <ul style="list-style-type: none"> • language required has been well-rehearsed • access to models • may occasionally use some English words to cover gaps in Indonesian • access to notes, cue cards, prompting.

Table 3d – KPMs – Japanese Years 6/7

Skills	Knowledge of language as a system	Sociocultural knowledge
<p>Reading & Viewing</p> <ul style="list-style-type: none"> understand gist, key words; main ideas, single items of information recognise features of common text types identify text purpose e.g., statement, request, question infer meaning from context deal with some minimal unpredictability recognise basic text organization e.g., sequence of events recognise roles & relationships of participants. <p>Listening & Viewing</p> <ul style="list-style-type: none"> understand gist, sentences, key words; main ideas, single items of information recognise features of common text types identify text purpose, e.g. statement, request, question infer meaning from context deal with some minimal unpredictability recognise basic text organization e.g., sequence of events recognise roles & relationships of participants recognise intonation interpret gestures and facial expressions. <p>Writing</p> <ul style="list-style-type: none"> use modelled language and formulaic expressions begin to experiment, e.g. use new vocabulary in well rehearsed structures use correct punctuation e.g., full stops (<i>maru</i>), commas (<i>ten</i>) plan and edit own work. <p>Speaking</p> <ul style="list-style-type: none"> use correct pronunciation ask for clarification use modelled language and formulaic expressions begin to experiment, e.g. use new vocabulary in well rehearsed structures use gestures and facial expressions to convey meaning. 	<p>Comprehend or produce simple, well-rehearsed, mostly formulaic language, including</p> <ul style="list-style-type: none"> basic sentences, (e.g. <i>Watashi wa Yumiko desu.</i>) basic word order (verb final), (e.g. <i>Mainichi shichi-ji ni okimasu.</i>) simple questions, (e.g. <i>Tanaka-san desu ka? Nani o tabemasu ka?</i>) particles, (e.g. <i>wa, ga, o, ni, e, no,</i>) adjectives (e.g. <i>ookii, chiisai, kirei, suki, kirai</i>) negatives (e.g. <i>... masen, nai, janai</i>) pronouns (e.g. <i>watashi, boku, etc.</i>) determiners (e.g., <i>kono, sono, ano, dono</i>) counters (e.g. <i>hitori, futari, hitotsu, futatsu</i>). 	<p>Awareness of explicitly taught aspects of cultural values and practices, e.g.</p> <ul style="list-style-type: none"> body language, gestures, intonation and other cues e.g., bowing greetings, e.g. <i>hajimemashite, itadakimasu, okaerinasai,</i> forms of address, e.g., <i>---san, ---sensei</i> aspects of lifestyle, e.g. removing shoes before entering the house other important conventions.

Table 3d (continued)

Contexts	Text-types	Task-types	Level of support
<p>Familiar or predictable contexts relating to young learner's immediate interests, needs or experience, e.g. personal and community life, leisure and recreation, local and near environments.</p>	<p>Reading & Viewing</p> <ul style="list-style-type: none"> short and simple texts on familiar topics comprising single words or phrases, e.g. captions, labels, packets, tickets, advertisements, icons or links on a web page, texts containing simple structures and contextual support, e.g. simple illustrated stories, simplified modified folk tales, letters, simple procedures, email messages, email chat, recipes and haiku, <p>in print or multimedia format.</p> <p>Listening & Viewing</p> <ul style="list-style-type: none"> short phrases and sentences, e.g. questions, statements, classroom instructions, announcements several linked utterances, e.g. short conversations, songs longer texts with repetitive or well-rehearsed language and contextual support, e.g. simple stories, procedures, <p>in live, taped or multimedia format.</p>	<p>Reading & Viewing</p> <ul style="list-style-type: none"> complete a chart or graph details e.g., simple forms, select a title, follow simple instructions, draw a picture to illustrate a text. <p>Listening & Viewing</p> <ul style="list-style-type: none"> complete a chart or graph, fill in details e.g., simple forms, label a diagram respond nonverbally, e.g. using actions (e.g. Simon says), following simple instructions (e.g. colouring, games, craft activities, and classroom procedures), draw a picture respond appropriately to simple & familiar questions or conversation leads e.g., tell me about your school camp/weekend to demonstrate understanding. <p>Writing:</p> <ul style="list-style-type: none"> trace write single words or phrases, e.g. to write lists, labels, cartoons and captions, and complete cards and invitations substitute language items in a familiar model to produce original text, e.g. narratives, use simple, familiar sentence patterns to write short personal letters, messages, diary entries and descriptions, email messages write characters using appropriate stroke order <p>Speaking</p> <ul style="list-style-type: none"> interaction: greet and introduce; exchange personal information; request information; respond to simple predictable yes/no or factual questions; ask prepared questions as part of a simple dialogue 	<ul style="list-style-type: none"> access teacher support and feedback access to multimedia resources use of realia. <p>Reading & Viewing</p> <ul style="list-style-type: none"> access to word banks, hiragana charts and other environmental print. access to visual cues, e.g. photos, illustrations difficult vocabulary may be glossed or pre-taught access to multimedia resources e.g., CD roms, website highly contextualised. <p>Listening & Viewing</p> <ul style="list-style-type: none"> speed and delivery may be modified the listening text may be repeated a number of times difficult vocabulary may be pre-taught access to visual cues, e.g. pictures, realia, tone, gestures and facial expressions highly contextualised subtitles may be provided for movies/documentaries. <p>Writing</p> <ul style="list-style-type: none"> language required has been well-rehearsed access to models or scaffolds, e.g. concept maps, planning hiragana charts may occasionally use some English words to cover gaps in their Japanese access to multimedia resources e.g., CD roms, website. <p>Speaking</p> <ul style="list-style-type: none"> language required has been well-rehearsed access to models or

Table 3d (continued)

		<ul style="list-style-type: none">• monologue: name and describe objects; present information, e.g., simple reports, describe simple events, actions, give directions, leave simple messages, make a simple announcement.	<p>scaffolds, e.g. concept maps, charts</p> <ul style="list-style-type: none">• may occasionally use some English words to cover gaps in their Japanese• access to notes, cue cards, prompting.
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Chapter 4: Procedures to elicit student performance based on the KPMs

In discussing the KPMs, educators expressed views about the assessment procedures that might be put in place to gather evidence of student performance based on the KPMs. While this matter was beyond the brief of this project, it was difficult to separate a discussion of KPMs from a discussion of possible procedures. A principle to adopt in developing such procedures is that they be both comprehensive and respectful of the teaching and learning process. This principle would be met by including procedures to assess:

- student performance on common set tasks appropriate to the amount of exposure they have had to the target language, covering listening, viewing and responding; reading, viewing and responding; and writing
- student performance on tasks occurring within the teaching cycle, covering speaking and writing
- student perceptions of their achievement and the value of learning.

With regard to marking, the common set tasks (ie. short answer and multiple choice questions on reading and listening) would be scored externally, using a comprehensive marking scheme. Writing and the open-ended questions on Reading and Listening would be double marked. Moderation of school-based assessments would be undertaken through state/territory panels.

With regard to reporting for Years 6/7, three levels (Levels 1-3) would be appropriate; for Year 10/1, three levels (Levels 1-3) and for Year 10/2, three levels (Levels 3-5).

Chapter 5: Conclusion

The KPMs have been developed on the basis of extensive reviews and consultations with key stakeholders in each state/territory to achieve consensus.

It is important to specify the nature of this agreement. The Managers of Languages in each state/territory government system have agreed that the KPMs provide an appropriate description of the common domain, that is, the dimensions of student achievement in relation to student performance at Years 6/7 and Year 10 for Indonesian and Japanese. This means that if there were agreement to gather student performance data at the specified year levels in the two specific languages, these descriptions of the KPMs would provide an appropriate basis. Agreement to the KPMs, however, does not mean that there is agreement about gathering student performance data at a national level.

If such a data gathering system were to be implemented – and educators did express appreciation of the value of such a process – certain matters relating to implementation would need to be addressed. For example, agreement would need to be reached about:

- the actual procedures to be used to elicit performance
- the design of the procedures
- the cycle of data gathering (eg. every two years)
- the design and implementation of processes for judging performance
- a trialling process
- data collection (conducted by whom? sampling design? timing?)
- the contextual information to be collected
- the nature and audience for reporting: individual, school, state, national.
- the uses of the data generated.

Implementing such a scheme is complex, particularly given the recommendation that the system include common set tasks, school-based work and student perceptions of their achievements and value of learning. However, such a scheme would provide educators with baseline data regarding actual student performance in learning languages, information which has never been available in Australia.

Further, through teacher involvement, in developing assessment tasks, judging performance and moderation, it would provide a means for professional development and learning by teachers.

Appendixes

Appendix 1: Members of Project Advisory Group

Appendix 2: Survey protocol

Appendix 3: Descriptions of assessment and reporting systems

Appendix 4: Performance standards at levels aligned to Years 6/7 and Year 10

Appendix 5: Sample student questionnaire

Appendix 6: Sample teacher questionnaire

Appendix 1: Members of the Project Advisory Group

Project Advisory Group

Noel Simpson, Languages and Civics Education Section
Quality Schooling Branch DEST

Jeff Mason, Director, Schools Curriculum & Assessment
ACT Education & Community Services

Prof. Tim McNamara, Language Testing Research Centre
Department of Linguistics & Applied Linguistics
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Angela Scarino, University of South Australia

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Appendix 2: Survey protocol

Survey of Student Outcomes in Asian Languages

**Stage 1 of a proposed survey of student outcomes in Asian languages
(Japanese and Indonesian)**

S U R V E Y

Name: _____

Role: _____

Key performance measures

What considerations need to be borne in mind in developing key performance measures?
Please include your views on the following issues in your comments.

1. How differences in the amount of exposure should be reflected in the key performance measures (for example (1) the level statements which should be used in your jurisdiction to define performance and for developing key performance measures at the end of Year 6/7 and Year 10? and (2) the notional hours of study per week and in total by the end of primary school and by the end of Year 10 in your system).

2. How differences in the specifications of strands (eg. reading, writing, listening, speaking, viewing) in individual jurisdictions can be reconciled.

3. How the broader dimensions of language programs (eg. socio-cultural understanding and language as a system) should be incorporated

4. Are there any features, which may or may not be features of your standards framework, that you consider should be included in the nationally-agreed key performance measures?

5. Any language specific issues anticipated in relation to finding common performance measures for Indonesian or Japanese respectively.

6. Whether key performance measures should specify scope of content to be learned (content standards) as well as a level of achievement (performance standards)

Thank you

APPENDIX 3: Description of assessment and reporting systems

1. Council of Europe Common European Framework of Reference

Purpose

The aim of the Framework of Reference is to facilitate educational and occupational mobility by improving the transparency and comparability of language qualifications. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates.

Claims

The claims about what learners 'can do' has been conceptualised in terms of knowledge, skills, existential competence, and ability to learn and includes linguistic, sociolinguistic, pragmatic competences. The macroskill areas are organised under the headings of reception, production, and interaction, and the specified domains are public, personal, educational, occupations. Six levels of ability are defined from beginner to advanced.

The criteria for development was that descriptors should:

- be context free but context relevant
- be based on theories of language competence
- refer to objectively defined points on scale
- comprise a workable number of levels.

Derivation

The Framework of Reference is based on a content analysis of existing scales in relation to the nominated categories and involved the selection, editing and rewriting of descriptors from these scales. The validation process involved the collection of data on the usability and reliability of the descriptors, which were scaled using Rasch measurement. Cultural understanding was not included as it could not be calibrated on the same scale.

Evidence

Learners are assessed 'locally' (i.e., using a local test and local assessment frameworks) and their result is then mapped onto the relevant level of the Framework.

Reporting

Ability is reported at six levels using 'can do' statements.

Relevance to current project

The Framework of Reference uses a 'scale of scales' approach to providing a set of claims about learner achievement which are applicable across diverse educational contexts.

2. Dialang

Purpose

DIALANG is a project to develop diagnostic language tests in 14 European languages. DIALANG does not issue certificates of achievement but gives users feedback on their performance and tells them how they can improve their proficiency.

Claims

The scales and definitions of language ability used in DIALANG are based on the Council of Europe six-level scale from beginner to advanced and covers reading, writing, listening, grammatical structures, and vocabulary. Statements were selected to be concrete and practical and cover the whole range of ability. For self-assessment purposes, the language was simplified and formulations changed from 'Can do' into 'I can'. For example, an original statement of 'Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.' was changed into 'I can follow speech which is very slow and carefully articulated, with long pauses for me to get the meaning.'

Evidence

Assessment involves an initial self-assessment, followed by tests of reading, writing, listening, grammatical structures, and vocabulary. The tests for each language are anchored in the same scales of proficiency levels and test specifications. Participation is completely voluntary. Tests will be made available on the Internet free of charge.

Reporting

The descriptions of DIALANG test scores are the same as the scales developed for overall self-assessment scales: the score descriptions refer to what 'people at this level' can do, while the self-assessment use 'I can' formulations.

The score reporting scales have been published as Appendix C2 of the *Council of Europe Common European Framework of Reference* (Council of Europe 2001). The self-assessment statements have been published as Appendix C1 of the Council of Europe Common European Framework of Reference.

Relevance to current project

DIALANG provides an example of test difficulty being tailored to suit learners of different levels of ability. To the extent that the pitch of the assessment tasks is determined by a self-assessment exercise, DIALANG provides feedback to test takers about the accuracy of their view of their own ability.

3. USA Standards for Foreign Language Learning: Preparing for the 21st Century

Purpose

The standards were developed to provide guidelines for learner achievement (what they should know and what they should be able to do) in grades 4, 8 and 12.

Claims

The Standards provide content standards and progress indicators. Growth in ability or increasing complexity in relation to the content standards is captured at selected intervals rather than as a continuum.

The standards comprise five goals (strands) and 11 content standards. These are communication (interpersonal, interpretive and presentational), cultures (practices and products), connections with other disciplines (presenting reports and using sources), comparisons (linguistic and cultural) and communities (presenting information and using the media). Progress indicators are provided for each of the three year levels. They are expressed as 'can do' statements in relation to an activity and context.

The goals and standards claim to be based on 'a consensus' amongst language teachers and academics regarding the objectives of foreign language learning.

Evidence

The Standards define content standards and progress indicators. Decisions about assessment and performance standards are left to individual school districts.

Reporting

The Standards provide a reporting framework for learning in relation to content standards but not performance standards, which are left to individual school districts to decide.

Relevance to current project

The USA Standards provide an example of a set of claims which specify content, without specifying levels of performance, nor how evidence in relation to these claims will be adduced.

4. Australian Language Certificates (ACER)

Purpose

The Australian Language Certificates is a program designed to encourage the learning of the languages most commonly taught in Australian and New Zealand schools, namely Japanese, Indonesian, French, German and Italian.

Claims

The Certificates are not based on a specific curriculum but rather on a nominal number of hours of instruction. In order to ensure their appropriateness in terms of content and difficulty, the tasks are developed by practising classroom teachers, who are 'subject specialists' for the purposes of this program. The claims that are made about learners' ability are based on an analysis of the content and difficulty of the tasks which the learner has answered correctly.

Evidence

The test materials include reading and listening tests comprising multiple-choice questions. As the materials need to cater for students around Australia and in New Zealand they are not based on a specific curriculum or languages framework. Tasks are designed to include a range of topics and text types and to represent varying levels of difficulty. Feedback on the suitability of the materials is sought from participating schools at both the trailing and administration stages of the program.

The Certificates are offered at three levels: the First Certificate (listening only) is intended for students 50 and 100 hours (upper primary or early secondary students); Beginners' level is intended for students with between 100 and 200 hours of instruction and Intermediate Level for students who have had between 200 and 300 hours of language instruction (typically year 10 or 11 students). Each level is designed to cater for a range of ability levels.

Sampling

Participation is voluntary.

Administration

Participating students do the assessments at school under the supervision of a teacher on a specified date (usually the first week of August).

Judging

Students record their answers on OMR sheets, which are returned to ACER for scanning.

Reporting

Each student receives a certificate, which describes the skills that they have demonstrated in reading and listening at three levels of ability (i.e., participation, credit, distinction). The wording of the level descriptors changes each year. Schools also receive a summary of their students' strengths and weakness, based on the items they answered correctly.

Relevance to current project

The Certificates are an example of a nation-wide assessment project which is not based on a specific syllabus but which nevertheless has gained widespread acceptance. It also provides an example of an assessment where teachers are able to choose the most suitable level (i.e., First, Beginners' or Intermediate level) for their students.

5. West Australian Monitoring Standards in Education (WAMSE)

Purpose

The West Australian Monitoring Standards in Education (WAMSE) program forms part of the public accountability procedures in that state. Since 1989 students in Years 3, 7 and 10 in government schools are tested in one or two of the eight learning areas each year. In the LOTE learning area, only Years 7 and 10 are assessed.

Claims

The relevant learning outcomes are described in the Curriculum Council's Curriculum Framework (1988) and the *Student Outcome Statements* in the *Outcomes and Standards Framework*.

Evidence

Assessment tasks have been developed for Italian, Indonesian, French, and Japanese. The tasks, which cover a range of item types, are based on the learning outcomes described in the Curriculum Framework and the Student Outcome Statements in the *Outcomes and Standards Framework*. In order to enable achievement in Years 7 and 10 to be measured on a single scale, the respective tests include a selection of common tasks.

Approximately ten percent of students in each year group are selected randomly. The method of selection ensures that these students represent a typical cross-section of the population in the government school system. Participation is 'required'.

Assessment takes place in week 8 of term 3 every year. Schools are notified of their involvement in the weeks prior to the assessments. Schools decide the days and times to administer the assessments during the specified week.

The tasks are hand-marked using a detailed marking guide. Written and spoken tasks are all double-marked by trained assessors.

Reporting

Student performance is reported using the eight levels of achievement described in the Student Outcome Statements. The final report includes sample tasks and annotated student performances for each level.

Relevance to current project

The inclusion of common tasks across tests for Years 7 and 10 provides another example of an assessment which caters to a range of ability but at the same time allows performance on the respective tests to be reported on the same scale. The matrix design whereby different groups of candidates are given different combinations of tasks permits assessment of a broader range of learning outcomes than would normally be feasible.

6. Framework for the 2003 Foreign Language National Assessment of Educational Progress (NAEP)

Purpose

The 'Nations report card', NAEP is a 'nationally representative, continuing assessment of ... [core] subject areas' in grades 4, 8 and 12. Assessment of foreign languages will be conducted for the first time in 2003 (Grade 12 only).

Claims

The macroskill areas are organised under the headings of listening, speaking, reading and writing. The Framework also specifies modes (interpersonal, interpretative and presentational) domains (daily life and school) and interrelated goals, including cultural knowledge and comparisons of language and culture.

The assessment objectives and test specifications have been developed by the Center for Applied Linguistics (CAL) in collaboration with the American Council on the teaching of Foreign Languages (ACTFL) and the American Institutes for Research (AIR).

Evidence

Two levels of assessment will be developed to accommodate the wide range of ability expected. Selection of form will be based on self-assessment, years of study, language learning background and teacher recommendation.

A questionnaire is administered on-line to a representative sample of learners to investigate their demographic profile as well as their experiences in and attitudes to foreign language learning. Participants are also asked to provide a self-assessment.

A stratified random sample is then drawn from the group of questionnaire respondents. This is designed to include four distinct learning background groups:

1. current non-heritage students with school foreign language (1 to 5+ years of foreign language study)
2. non-current non-heritage students with school foreign language (1 to 3+ years of foreign language)
3. heritage speakers with school foreign language
4. heritage/non heritage speakers without school foreign language

Not all students will attempt all tasks. Using an overlapping design, which allows for the assessment of a maximal range of skills, individual students will attempt different combinations of the written tasks. Due to practical and financial constraints, only 20% of the sample will be assessed on the conversation-based tasks.

The tasks will be hand-marked using a detailed marking guide.

Reporting

Results will be reported using ACTFL Performance Guidelines for K-12 Learners as follows:

- Basic – partial mastery of grade level benchmark
- Proficient – solid academic performance at grade level
- Advanced – superior performance

Relevance to current project

This is another example where different levels of assessment are provided to accommodate a range of ability. The use of a stratified random sample based on language learning backgrounds allows achievement to be reported in relation to differences in opportunity to learn. The matrix design whereby different groups of candidates are given different combinations of tasks permits assessment of a broader range of learning outcomes than would normally be feasible.

7. Toronto Board of Education Benchmarks: a Standards Framework for Judging Student Performance

Purpose

The purpose of the Benchmarks is to establish standards of achievement in relation to the goals and objectives set by the Ministry of Education.

Claims

The claims made in relation to the Benchmarks are essentially 'post hoc': 'Benchmark' tasks are designed to operationalise the goals and objectives. Student performance on these tasks is then used to define five levels of performance.

The Benchmarks provide 'snapshots' of learner achievement at specific points in time, i.e., Grades 3, 6, and 8, rather than a developmental pattern of learning. They are conceptualised in relation to specific tasks rather than to the curriculum as a whole.

Evidence

The benchmark tasks are externally designed and are based on the Ministry's stated goals and objectives. They include assessment of reading, writing and spoken interaction on specific tasks.

The assessment tasks are given at set point in time in Grades 3, 6, and 8 and are administered to 10% of the total student population in the relevant year levels. Student performance is centrally marked using holistic criteria.

Reporting

The report includes a summary of the key objectives and a description of each task. Holistic criteria, representing descriptions of five levels of performance, are reported for each task. The percentage of students achieving at each level is also reported. Student work samples are provided for each level of performance.

Relevance to current project

This is an example of an evidence-based approach to reporting learner achievement where the design of the assessment tasks is derived from the objectives of a specific syllabus and levels on the scale are described in terms of actual learner performance. It is also another example of where exemplars of student performance are provided for each level.

8. Assessment of Achievement Programme (Scotland)

Purpose

The Assessment of Achievement Programme (AAP) is designed to gauge national norms for Modern Languages at the end of primary (P7) and the second year of secondary (S2) school. A secondary purpose is to investigate the model of progression embodied in the new guidelines for primary and early secondary languages. It forms part of a larger program to monitor outcomes in science, maths and English in P4, P7 and S2.

Claims

There was extensive consultation with schools to define a common core of language content, which is covered by the end of the second year of secondary school. There was also considerable discussion with each school about what types of language the pupils had experienced. The common core of language content was used to develop reading and listening tasks. The writing and speaking tasks were designed to be 'content free'.

Evidence

A task was designed to incorporate opportunities for listening, speaking, reading and writing. It was designed to be 'open-ended' to the extent that students could participate on their own terms using what they had learnt. Teachers were originally recruited to write test items. However, this approach was found to be problematic as the teachers tended to be unwilling to set sufficiently 'challenging' tasks.

In order to ensure the reliability of the assessment, tasks were administered by visiting teams of teachers rather than by the teachers of the students being assessed. They were administered to a nationally representative sample of schools and a representative sample of students within them. Grading was based on the new guidelines for primary and early secondary languages.

Reporting

Reporting is at a national level. No information on the performance of individual students, schools or local authorities is reported. The final report is not yet available.

Relevance to current project

This is another example of an evidence-based approach to reporting learner achievement. However, in this case, the set of claims was derived through a process of consultation and consensus rather than from a specified syllabus.

9. National Assessment Program in Education (PPON) (Holland)

Purpose

The purpose of this program is to monitor achievement in learning English as a Foreign Language (EFL) at the end of primary school in Holland. It forms part of a national assessment program to monitor the outcomes of subjects in primary education.

Claims

The program is designed to assess achievement in listening, speaking, reading and 'search' skills. In the absence of a national curriculum the test specifications were based on a set of 'core goals' and a content analysis of the most commonly used teaching materials. There was also an intention to go beyond curricular input to test students' actual performance levels.

Evidence

Students are assessed in listening, reading, receptive and productive word knowledge, use of a bilingual dictionary, speaking, and pronunciation.

EFL was assessed in 1991 and again in 1996.

The program used a stratified random sample of schools. Three strata of schools were specified based on the socio-economic profile of the student population (high, mixed, and low). If a school declines participation, another school is drawn from the same stratum. All year 8 students are assessed.

Three learner background variables and two program variables are distinguished. These are gender, grade-placement in relation to age and socio-economic status of parents as learner background variables and teaching method (communicative or grammar-based) and time spent on English over the total period (low: <52 hours; average: 53-70 hours, or high: >71 hours) as program variables.

Not all students were given all tasks. Using a matrix design, which allows for the assessment of a maximal range of skills, individual students were given different combinations the written tasks.

Relevance to current project

The sampling design in this project allows outcomes to be reported in relation to a range of learner variables, including age, teaching method and opportunity to learn.

10. International Association for the Evaluation of Educational Achievement (IEA) Studies

Purpose

The IEA is an international non-government cooperative organisation comprising research centres and ministries of education. The IEA studies have been set up to investigate the factors that influence student attitudes and achievement and how this information can be used to improve educational outcomes.

The progress in International Reading Literacy Study (PIRLS) investigated the home and school factors associated with learning to read for 9 year olds.

The Third International Maths and Science Study 1995 (TIMSS) involved assessment in maths and science at five grade levels.

Claims

The studies focus on a core body of knowledge determined by subject and measurement specialists and agreed by participants.

PIRLS examines three aspects of reading literacy: processes of comprehension, purposes for reading and reading literacy behaviour and attitudes.

The TIMSS Curriculum Frameworks for Mathematics and Science provided the framework for that study. The Frameworks were developed by education specialists and are held to represent a consensus of interested groups and individuals in participating countries.

Evidence

The IEA studies have a strong empirical basis. Data collection is predominantly quantitative and involves the administration of objective tests to nationally representative samples of students. Data on behaviour and attitudes is collected using questionnaire surveys.

Consideration is given to a number of variables including students' backgrounds, attitudes and interests, as well as teachers' experiences, attitudes, and classroom practices.

Tests are developed using an international consensus-building process involving input from subject specialists and endorsement by all participating countries.

The IEA studies draw on a nationally representative sample of students. In the first stage, schools are randomly selected, and in the second stage, classrooms are randomly selected within schools.

Not all students are given all tasks. Using a matrix design, which allows for the assessment of a maximal range of skills, individual students are given different combinations of the written tasks.

Reporting

Reporting in the IEA studies allows for both inter and intra-national comparisons at the system level. The format of reporting depends on the variables of interest. For example, TIMSS reports correlations between written tests and specific student background variable, such as hours of television viewing, for Australian students. The PIRLS report includes comparisons of reading achievement and the size of school libraries.

Relevance to current project

For this assessment project the claims are not defined by specific curricula but are determined by a process of consultation and consensus. This is also an example of a matrix design, which allows for the assessment of a maximal range of skills.

11. Program for International Student Assessment (PISA)

Purpose

PISA is a triennial international survey of reading, mathematics and science at the end of compulsory schooling (defined as age 15) involving 32 countries.

Claims

Content is not defined by curricula but by expert opinion as to those generalised skills required for successful participation in society.

Evidence

The program uses an internationally standardised (i.e., comparable across jurisdictions) instrument which has been translated into each of the relevant languages. The item writing is carried out in Australia and the Netherlands, with contributions of texts and items from participating countries.

4,500 to 10,000 15 year-old students from a minimum of 15 schools in each country are tested. Schools are sampled systematically with probabilities proportional to size (defined as the number of 15-year-old students enrolled). A random sample of 35 of the 15-year-old students enrolled in each school is then selected. Certain categories of physically or mentally disabled students may be excluded from the sample.

Reporting

Results are reported at systems level and are expressed in terms of knowledge and understanding (content), process skills and context of application.

Relevance to current project

For this assessment project the claims are not defined by specific curricula but are determined by a process of consultation and consensus. This is also an example of a matrix design, which allows for the assessment of a maximal range of skills

Appendix 4: Performance standards at levels aligned to Years 6/7 and Year 10

Performance Standards - Year 6-7 - Listening

ACT	Combined with oral interaction (see speaking)
NSW Stage 3	identify key words and textual clues, roles and relationships of participants, use textual features, organise and present information, eg charts, graphs, picture sequences,
NT	<p>Band 2 L 2.1 Communication and Cultural Understanding - follow simple instructions, relying on key words and context, identify single items of information, respond non-verbally sequence pictures, match vocabulary and pictures, listen for main idea with support</p> <p>L 2.2 Language Structures and Features - recognise and respond to simple vocabulary and structures eg <u>questions</u>, negation</p> <p>L 2.3 Learning-how-to-learn Strategies - use gestures, and repetition to communicate. asking questions to clarify</p> <p>Band 3 L 3.1 Communication and Cultural Understanding - respond appropriately to contextualised language in predictable situations, follow short sequence of instructions, by ordering illustrations identify key points, identify oral text types, eg stories, poems, procedures, recognise intonation</p> <p>L 3.2 Language Structures and Features - respond in familiar exchanges, identify key words recognise basic structures, eg statements, questions, negatives, sentences, <i>use</i> sequence markers, time forms, question words, conjunctions and location phrases</p> <p>L 3.4 Learning-how-to-learn Strategies - use visual support, request speaker to repeat or explain, predict or infer meaning from context</p>
QLD Indonesian & Japanese	<p>2.1 range of familiar statements and questions with visual support, controlled language, obvious context, and key words in short, spoken, authentic texts of several linked utterances.</p> <p>3.1 understand and respond to short simple utterances, the gist of longer passages containing repetitive language, identify specific information in texts that reflects their own knowledge and experience.</p>
SA Alphabetic	<p>2.1 recognises purpose, eg distinguishes statements from questions</p> <p>identifies and classifies items responds through action</p> <p>3.1 Identifies factual information , distinguishes purpose (eg a statement, a request, a question), selects from options to match information (eg items to pictures, filling in gaps, labelling things), responds to questions about self, home life and interests, responds to instructions or requests.</p>
Non Alphabetic	<p>2.1 responds to questions , deciphers meaning from contextual clues , recognises new information uses information to make decisions or suggestions, and expresses personal opinions, records information in specific formats (eg map, table, chart, picture)</p> <p>3.1 distinguishes purpose of text (eg a statement, a request, a question) ,identifies key information , selects from options to match information (eg items to pictures, filling in gaps, labelling things), responds to questions about self, home life and interests, responds to instructions or requests.</p>
Tas	Combined with oral interaction (see speaking)
Vic Indonesian	<p>Level 3 Respond to text containing five or six pieces of information, match information, select from options, complete a chart, substitute words</p> <p>Level 4 Identify main ideas and supporting details, respond orally, select alternatives , select key items eg personal details, sequence of events, nature and quality of objects, distinguish between a statement, a request and a question, understand the connection between ideas (e.g. Tadi pagi cerah tetapi sekarang hujan, sesudah itu, akhirnya).</p>
Japanese	<p>3.1 Listening identify simple, factual items of information ,three to four sentences or utterances, differentiate between long and short vowel sounds (eg おばさん /おばあさん and すき/スキー) , matching spoken words with pictures, filling in a table, filling gaps, ticking alternatives, respond to questions, follow instructions given in both casual and neutral/formal styles.</p> <p>4.1 six to eight sentences, presented orally, identify key items of information (e.g. personal details, events) identify a series of events , match items (e.g. descriptions with pictures), respond to instructions, identify tone of voice.</p>
WA	<p>LRS 2 - Listening - Give simple, formulaic responses , in short phrases or sentences, recognise words connected with immediate interests or needs in texts not fully understood, e.g. key words in stories</p> <p>LRS 3 - Listening - listen to longer spoken texts responds using predominantly well-rehearsed language, to routine questions asked in an unpredictable sequence, deal with some minimal unpredictability</p>

Performance Standards – Year 6-7 - Speaking

ACT	<p>Level 2 Oral interaction...a student: - communicates and responds to speakers or other learners of the language in learning situations and social conversations, eg. uses phrases and short sentences that have familiar language patterns; makes request using appropriate language patterns; imitates rhythm, tone and pronunciation</p> <p>Level 3 Oral interaction...a student: - listens and responds in familiar social and learning situations using new words and sentences with well-rehearsed language patterns, e.g. listens to others read unfamiliar texts and understands the general meaning; understands and uses stress, rhythm and accent patterns; begins to self correct pronunciation. - listens and responds using language appropriate for the society and culture, e.g. uses some forms of address and greeting that show family relationship, status, age and gender.</p>
NSW	<p>Stage 3 Use modelled language and formulaic expressions, present or request information in appropriate ways, eg announcement, transaction, informal conversation, use available resources, eg cue cards, notes, photos etc.</p>
NT	<p><i>BAND TWO</i> S 2.1 Communication and Cultural Understanding - familiar situations using learnt formulae, well rehearsed patterns and short simple utterances, recount a story or event, participate in face-to-face conversation, with support, express some personal information, S 2.2 Language Structures and Features - use simple formulae, learnt expressions to construct own simple sentences including some adjectives, substitute new words to create original utterances S 2.3 Learning-how-to-learn Strategies - locate and use key words/phrases , use questions to elicit help rely on face-to-face communication , use non-verbal behaviours to sustain interaction, eg nod, smile <i>BAND THREE</i> S 3.1 Communication and Cultural Understanding - express simple messages use aspects of appropriate behaviour in predictable situations, negotiate simple transactions, giving directions, recount, retell events/actions/stories in sequence, using speech and non-verbal language, describe and identify people, places and things, using basic sentences S 3.2 Language Structures and Features - make original utterances, simplified language , combine known patterns and vocabulary and word order, eg adjectives, prepositions, pronouns, articles, contractions , negative forms S 3.3 Learning-how-to-learn Strategies - use a repertoire of common classroom formulae</p>
QLD Indonesian & Japanese	<p>JP - 2.4 make requests and interact using key words or phrases and adapting memorized material on rehearsed topics using spoken models. 3.4 initiate and respond , familiar scenarios assisted by visual or other cues, substitute language items in well-rehearsed patterns, follow a model to present a simple story or report.</p>
SA Alphabetic Non alphabetic	<p>2.2 responds to comments (eg with yes/no or single word), to factual questions (eg what, who, how many) to name and describes objects [C], appropriately (eg greeting and introducing others), uses rehearsed language, makes factual statements through word substitutions. 3.2 formulates factual questions (eg time, access, place, price, quantity, quality) , uses modelled sentence patterns to express a personal reason, opinion or feeling, to elaborate meaning (eg using adjectives, time phrases), responds appropriately in interactions with others (eg taking turns, acknowledging, agreeing).</p> <p>2.2 responds to comments (eg with yes/no or single word), to factual questions (eg what, who, how many) appropriately (eg greeting and introducing others) uses rehearsed language, makes factual statements through word substitutions. 3.2 formulates and responds to factual questions (eg time, place, quantity), uses modelled sentence patterns, responds appropriately in interactions (eg taking turns, acknowledging, agreeing).</p>
Tas	<p>Level 2 Oral interaction...a student: - communicates and responds to speakers or other learners of the language in learning situations and social conversations, eg. uses phrases and short sentences that have familiar language patterns; makes request using appropriate language patterns; imitates rhythm, tone and pronunciation</p> <p>Level 3 Oral interaction...a student: - listens and responds in familiar social and learning situations using new words and sentences with well-rehearsed language patterns, e.g. listens to others read unfamiliar texts and understands the general meaning; understands and uses stress, rhythm and accent patterns; begins to self correct pronunciation. - listens and responds using language appropriate for the society and culture, e.g. uses some forms of address and greeting that show family relationship, status, age and gender.</p>

Vic Indonesian	<p>Level 3 Make and respond to requests (boleh saya ke belakang?), exchange personal information, (e.g. saya lebih suka es krim) describe a person or object, introduce others appropriately, respond to questions eg names, number, features, location, ask prepared questions using, (eg siapa, apa, di mana, bagaimana), use learned phrases (e.g. apa artinya?).</p>
Japanese	<p>Level 4 Ask for and provide factual information about people, places or events (time place, price, location) to fill an information gap, express preferences, and complete transactions, supported by notes and visuals, use strategies to sustain an interaction (e.g. Apa maksud kamu?, maaf).</p> <p>3.2 a conversation of three to four turns or a simple oral presentation (e.g. <i>jiko shookai</i>), use correct pronunciation and intonation, exchange personal information, ask and respond to questions about self and family (e.g. どこにすんでいますか. すいえいをしますか. ~がすきですか), provide basic factual information about self and others (e.g. さんは~がすきです. ~をします), use appropriate forms of greeting and leave-taking, use response words such as そう? わあ, すごい, ほんとう?.</p> <p>4.2 Ask for and provide information about places and events, and self and others, expressing feelings. ask questions to obtain key information such as time, date, how much, and respond to such questions, connect sentences to describe a series of events (e.g. 八じにごはんをたべました。それから、がっこうにいきました。), adapt models, extend information by using adjectives, convey feeling by tone of the voice, use appropriate gestures, e.g. bowing, express choices and preferences using pronouns どれ, これ, どちら, こっち (e.g. どれがいい[ですか]? これがいい[です]).</p>
WA	<p>LRS2 Speaking - speak in structured situations, using formulaic language, e.g. in response to simple, predictable questions within familiar contexts, , respond to instructions,.</p> <p>LRS 3 Speaking - In interacting, substitute new words in familiar phrases or sentences.</p>

Performance Standards – Year 6-7 - Reading

ACT	<p>Level 2 Reading and Responding...a student:</p> <ul style="list-style-type: none"> - reads short texts that contain repeated words and phrases of familiar language. - identifies single items of information such as key words in a text or makes connections between illustrations and written text. <p>Level 3 Reading and Responding...a student:</p> <ul style="list-style-type: none"> - reads short texts that use several linked sentences containing familiar language. - identifies the main ideas and some of the supporting information in short texts, e.g. identifies some of the aspects of culture that are in texts.
NSW	<p>Stage 3. - Recognise the purpose of a text, select relevant information in order to respond to questions, present information in different formats, eg charts, graphs, picture sequences, infer meanings from context, Access available resources eg word lists, glossaries, dictionaries</p>
NT	<p>BAND TWO - R/V 2.1 Communication and Cultural Understanding - short texts simple language structures, using contextual and visual support, eg match sentences, captions to illustrations, recall information, answer <u>questions</u>, retell with support, rearrange parts of texts/illustrations in sequence, identify main idea, R/V 2.2 Language Structures and Features - show understanding of basic sentence word order, recognise purpose of simple punctuation identify sentences, recognise purposes, identify some differences R/V 2.3 Learning-how-to-learn Strategies - use text cues, key words, sound/symbol knowledge and visual cues to confirm and predict meaning, eg shape of word, length, illustrations, use contextual support</p> <p>BAND THREE - R/V 3.1 Communication and Cultural Understanding - predictable structures and familiar vocabulary, follow simple written instructions, identify main idea sequence of events, make inferences with support, recognise some cultural references in texts, with support</p> <p>R/V 3.2 Language Structures and Features - cue into basic text organisation and features, identify the main purpose of a text, eg a story, a procedure follow simple time sequences and recognise some markers, eg after, then, finally</p> <p>R/V 3.3 Learning-how-to-learn Strategies - use knowledge of vocabulary, structure and sound/symbol cues to make sense of unfamiliar words use visual organisers to interpret meaning, eg charts, diagrams, graphs, pictures access a bilingual dictionary</p>
QLD Indonesian Japanese	<p>2.2 main purpose in simple text familiar topic, relying on key words for understanding, identify single items of information in short repetitive texts containing familiar language.</p> <p>3.2 main ideas read straightforward texts, familiar topics supported by context clues, predict meaning some unknown language, familiar topics, in context.</p> <p>2.2 identify main purpose, in simple text, familiar topic, relying on key words for understanding, written in hiragana with a few kanji, identify single items of information (occasionally referring to a hiragana chart), in short repetitive texts.</p> <p>3.2 understand main ideas , straightforward texts on familiar topics supported by context clues written in hiragana and katakana (using a chart). predict meaning of some unknown language in familiar topics presented in context, recognize some kanji.</p>
SA Alphabetic Non alphabetic	<p>2.3 recognises conventions of print (eg full stop, question mark, accents), groups related words into categories or matches picture with caption, predicts the meaning of new words in texts (eg story books).</p> <p>3.3 Organises and analyses specific information in texts. distinguishes the purpose of the text, and identifies features of the text type (eg a letter, a story), identifies main ideas and sequences, filling in gaps, matching items, matching captions to images)</p> <p>2.3 uses knowledge of individual sound-symbol correspondences to work out how to read a word , discriminates between writing systems in deciphering meaning, matches words/caption to an object/ picture , infers the meaning of new characters/ words in eg picture/story books, labels, captions</p> <p>3.3 identifies key points of information or main ideas ,selects from options to complete a task (eg filling in gaps, matching items, matching captions to images), uses available resources eg glossing, word list/chart to assist in comprehending text.</p>
Tas	<p>Level 2 Reading and Responding...a student:</p> <ul style="list-style-type: none"> - reads short texts that contain repeated words and phrases of familiar language. - identifies single items of information such as key words in a text or makes connections between illustrations and written text. <p>Level 3 Reading and Responding...a student:</p> <ul style="list-style-type: none"> - reads short texts that use several linked sentences containing familiar language. - identifies the main ideas and some of the supporting information in short texts, e.g. identifies some of the aspects of culture that are in texts.

Vic Indonesian	<p>Level 3 - Read texts of up to 30 sentences, identify specific items of information, skim read three or four sentences, use the information to eg select a title, or answer questions, match captions to images</p> <p>Level 4 Identify main ideas and sequences in text, classify, compare or reorder information, decipher unknown words using signalled contextual clues, or glossaries and word banks, sequence and order information (e.g. tables, list of pros and cons) identify overall purpose ,culturally appropriate forms, eg closure of a letter, words used to connect ideas.</p>
Japanese	<p>3.3 - texts written in hiragana of four to five sentences, identify specific items of information, understand how katakana is used , select and order information (e.g. jumbled word order tasks) , recognise simple characters individually and in context (e.g. numbers - - 十, 日, 本, 人) , match text with meaning (e.g. by matching statements with pictures, statements with English, selecting the correct item from alternatives).</p> <p>4.3 text of approximately ten sentences , Identify key items of information (e.g. about activities, events, experiences), use information in a different form (e.g. to draw a cartoon strip, write an email reply); recognise familiar words written in katakana (e.g. スポーツ), and read at least 20 kanji related to topics covered, identify key points of information in factual texts, follow simple, written instructions (e.g. 日本語で こたえをかきます。), recognise some familiar loan words (e.g. スポーツ, カー, テニス, アイスクリーム) written in katakana.</p>
WA	<p>VRR 2 reads simple texts with contextual and teacher support, locates and identifies key words and specific information e.g. names, dates, times and places, demonstrate understanding by drawing a picture, matching simple sentences or matching captions to illustrations or photographs, use contextual clues , sequencing formulaic sentences to make a cohesive text</p> <p>VRR 3 reads longer texts and identifies main ideas and some supporting detail e.g. traditional stories and tales, labels, packets, tickets, advertisements, respond by sequencing a set of pictures or creating their own version, match information to text, e.g. a plan of a house, fill in missing words, with support as necessary, begin to use a bilingual dictionary.</p>

Performance Standards – Year 6/7 - Writing

ACT	<p>Level 2 Writing...a student: - writes phrases or short sentences using well practised language to give simple information, e.g. writes invitations and signs, labels pictures and photographs; copies and uses basic print of the language being studied.</p> <p>Level 3 Writing...a student: - writes several linked sentences that use familiar and practices language to give simple information, e.g. writes letters and notes on a variety of topics and uses some correctly spelled common words and appropriate language structures.</p>
NSW	<p>3.MLC.2 Apply specific rules of grammar and access appropriate vocabulary, eg dictionaries, word lists, sentence models, convey information in a sequence of sentences, each containing one or two main points,</p>
NT	<p>BAND TWO W 2.1 Communication and Cultural Understanding - write texts of several linked sentences ,familiar language and basic conventions, for different purposes, with support, simple logical sequencing of ideas, to locate events in place and time, show target language word order in phrases and sentences W 2.2 Language Structures and Features - use basic sentence structures and organise text according to topic and purpose, use simple joining words/cohesive markers, eg and, but, then, use common punctuation W 2.3 Learning-how-to-learn Strategies - supplement target language with English writing, use visual cues and classroom resources, use repeated formulae to generate and structure writing BAND THREE W 3.1 Communication and Cultural Understanding - simple texts using common text formats eg narrative, poetry, report, letter, write personal opinions and point of view , descriptions based on modelled language W 3.2 Language Structures and Features - use features and structures eg cohesive features, known sentence patterns, paragraphs and topic sentences, conventions and punctuation, eg full stops, capitals, question marks, commas, write according to structure of text type W 3.3 Learning-how-to-learn Strategies - use vocabulary resources and teacher modelling to experiment with planning, writing and redrafting. seek assistance regarding new vocabulary and structure for writing</p>
QLD Indonesian	<p>2.5 phrases or short sentences based on models 3.5 few linked sentences on familiar topics, using well-rehearsed language to cover basic information and write a simple personal recount or report following a model</p>
Japanese	<p>2.5 write phrases or short sentences based on models, referring to a hiragana chart, contribute to the production of stories, class books, posters and other simple texts using hiragana and a few familiar kanji. 3.5 write a few linked sentences in hiragana on familiar topics, using well-rehearsed language to cover basic information, write a simple personal recount or report following a model, include familiar words in katakana (occasionally referring to a chart) and a limited range of kanji in their writing..</p>
SA Alphabetic	<p>2.4 writing words and phrases to complete sentences or interactions, sequencing a set of words to describe items (using colour, number, shape and size of items), uses different formats to convey meaning (eg captions, speech bubbles), using model texts 3.4 uses models to apply text conventions (eg title, heading, letter format), orders words (eg actions, descriptions, using numbers, questions), links ideas using connectives (eg and, but, also, because) uses available resources</p>
Non alphabetic	<p>2.4 uses different formats to convey meaning (eg captions, speech bubbles) , uses model texts , describes items using words for colour, number, shape and size, forms legible symbols, characters and words when copying from models, communicates ideas and information through sequencing a set of symbols/ characters to make own meaning in a word, phrase or sentence 3.4 uses models to structure and sequence the message, in sentences containing one or two main points, forms symbols or characters with attention to strokes structure and proportion when referring to charts or lists, sequences a set of symbols/ characters to make own meaning in a word, phrase or sentence</p>
Tas	<p>Level 2 Writing...a student: - writes phrases or short sentences using well practised language to give simple information, e.g. writes invitations and signs, labels pictures and photographs; copies and uses basic print of the language being studied.</p> <p>Level 3 Writing...a student: - writes several linked sentences that use familiar and practices language to give simple information, e.g. writes letters and notes on a variety of topics and uses some correctly spelled common words and appropriate language structures.</p>

Vic	<p>IN - Level 3 Write a paragraph, convey personal messages, factual information, captions for texts, use appropriate word order to construct noun phrases eg Saya suka mobil merah Ben, use simple conjunctions (e.g. sebelum, sesudah, lalu, kemudian) to link ideas, use adjectives to make comparisons (e.g. lebih mahal, kurang tinggi), use correct print and text conventions, check and correct spelling. develop and use a word bank,</p> <p>Level 4 Write approximately 150 words to convey information, a sequence of events, reactions and requests in letters, invitations, brochures and reports, order information in a logical sequence , structure text appropriate to text type, write linked sentences to form a cohesive text , use word bank or glossary, to enhance writing.</p> <p>JP - 3.4 produce two to three sentences (e.g. simple speech, jiko shookai), adapt models to write descriptions and simple stories (e.g. by filling in gaps) , write 46 hiragana independently with correct stroke order and shape, use simple kanji (e.g. numbers), use correct word order (e.g. subject + noun + copula [だ/です] subject + noun + verb) to write simple sentences.</p> <p>4.4 texts of about four to eight sentences, recounting experiences (e.g. my weekend), recording actions and events (e.g. short story, cartoon strip, chart etc.), possibly including copied <i>katakana</i> and familiar <i>kanji</i>. Write all <i>hiragana</i> using correct spelling conventions (e.g. long vowel sounds, small や, ゆ, よ, こ) , write linked sentences using そして, でも, それから , write approximately 20 kanji copying from a model ,</p>
WA	<p>W2 writes short texts on well-rehearsed, familiar topics, with teacher support and after practice, write a number of sentences imitating a model, e.g. substituting words following a pattern eg complete simple speech bubbles, posters or captions, reproduce basic print conventions, link words to form sentences.</p> <p>W 3 writes own short texts, with guidance demonstrating control of well-rehearsed language patterns and structures, use a variety of sources of support, link sentences to form more cohesive texts, begin to experiment, use models e.g. a poster, advertisement, postcard, recipe.</p>

Performance Standards – Year 6-7 - Language Awareness

ACT	Not stated explicitly
NSW	Stage 3 – Making Linguistic Connections - Outcome: 3.MLC.1 Identify the features of familiar text types, eg. advertisements, posters, letters, use contextual knowledge, Recognise effect of context, eg. schoolyard and classroom language Outcome: 3.MLC.2 Identify the principals of word order and patterns used for a specific function, eg. counting, stating ownership, describing actions, Apply learned patterns, identify specific features of the written language
NT	Not stated explicitly
QLD	Not stated explicitly
SA Alphabetic	2.5 applies concepts of word formation (eg punctuation and phrasing, compound words) , recognises text structure (eg as captions, labels, dialogues, messages, posters, exclamations, commands) , language forms (eg for specifying, counting, identifying and describing objects and actions, and time and place; for stating ownership and asking questions), cultural values expressed in language (eg gender, formality), uses available textual resources 3.5 uses contextual knowledge, extend meaning (eg time markers, adverbs, adjectives) recognises how questions and statements are formed, describes patterns and features of the language.
Non alphabetic	2.5 correctly forms sounds and words in speech eg phrasing, compound words, identifies language forms used (eg for specifying, counting, identifying, for stating ownership and asking questions) , applies concepts of character and word formation in writing, identifies the form of characters/symbols and their sounds / meanings, makes use of support materials (charts and lists) in reading and writing text. 3.5 recognises text purpose (eg as captions, labels, dialogues, letters, cards, calligraphy), how questions and statements are formed , language forms used for eg describing events, and stating time and place , identifies strategies for memorising the form, sound and meaning of symbols and characters in writing systems
Tas	Not stated explicitly
Vic	Not stated explicitly
WA	Not stated explicitly

Performance Standards - Year 6-7 - Cultural Awareness

ACT	Not stated explicitly
NSW	Stage 3 - Moving Between Cultures Outcome: 3.MBC.1 - Identify foreign words, cultural influences, language and cultural evolution Outcome: 3.MBC.2 significance of particular cultural values and practices, eg. not touching someone on the head, Compare aspects of lifestyles eg. Clothing, Show respect for the values and practices of others
NT	
QLD	2.3 identify explicit references to very familiar aspects of culture, determine meaning by interpreting culturally specific gestures, intonation and other cues. 3.3 identify some explicit cultural references to learned aspects of the culture. 2.6 display appropriate body language and gestures in basic social situations. 3.6 use Language to describe some culturally specific behaviors and information.
SA	2.6 observes the significance of cultural practices ,identifies expressions of cultural identity (eg in stories, social conventions and etiquette) , of cultural values (eg titles, personal names, family relationships, ways of greeting), significance of concepts n cultural practices (eg time, history, the cycle of the seasons and the environment) 3.6 relates aspects of culture, language and identity in texts (eg forms of address) identifies patterns of interaction and behaviour in everyday life, significance of concepts (eg manners, respect, politeness)
Tas	Not stated explicitly
Vic	Not stated explicitly
WA	Not stated explicitly

Performance Standards – Year 10 - Listening

ACT	Combined with oral interaction (see speaking)
NSW	Stage 5 – Identify purpose, and distinguish between main points, specific and supporting detail, make judgements about the relevance of detail, evaluate the impact of linguistic choices made eg inform, entertain
NT	<p>BAND THREE L 3.1 - Communication and Cultural Understanding - respond appropriately to contextualised language in predictable situations, follow short sequence of instructions, by ordering illustrations identify key points, identify oral text types, eg stories, poems, procedures, recognise intonation</p> <p>L 3.2 Language Structures and Features - respond in familiar exchanges, identify key words recognise basic structures, eg statements, questions, negatives, sentences, <i>use</i> sequence markers, time forms, question words, conjunctions and location phrases</p> <p>L 3.4 Learning-how-to-learn Strategies - use visual support, request speaker to repeat or explain, predict or infer meaning from context</p> <p>BAND FOUR L 4.1 - Communication and Cultural Understanding - infer idea unfamiliar topics in familiar language; recognise purposes of oral texts, responding to different registers, identify main ideas some colloquialisms, cultural references,</p> <p>L 4.2 Language Structures and Features - respond in predictable situations ,follow some idioms, some complex vocabulary and structures, in extended talk, respond to how/why questions, apply use of passive voice</p> <p>L 4.3 Learning-how-to-learn Strategies - restate and clarify meaning heard, research what a word (or words) means</p>
QLD Indonesian	<p>3.1 short simple utterances, gist of longer passages, containing repetitive language, identify specific information in texts familiar topics.</p> <p>4.1 pattern of straightforward familiar conversations, follow the flow of a simple recount or narrative heavily contextualised, and extract essential details in passages of familiar and highly predictable material.</p>
Japanese	<p>3.1 Listening - understand and respond to short simple utterances, the gist of longer passages containing repetitive language, identify specific information in texts that reflects their own knowledge and experience.</p> <p>4.1 Listening - understand the pattern of straightforward familiar conversations, follow the flow of a simple heavily contextualized recount or narrative, extract essential details in familiar and highly predictable passages.</p>
SA Alphabetic	<p>4.1 Identifies factual information, responds to questions or instructions, distinguishes purpose (eg a statement, a request, a question), identifies key information, including personal reactions and responses, selects from options, responds to questions and instructions</p> <p>5.1 main ideas and supporting detail, provides reasons for a decision or opinion, identifies purpose (eg announcement, description) roles and relationships, appraises key items of information (eg points of view, events and sequences of events, reasons for decisions) , demonstrates connections between ideas (eg notions of time and place) ,responds by sharing a personal view or opinion</p>
Non alphabetic	<p>4.1 identifies the purpose of a text (eg a statement, a request, a question), identifies and classifies items of information, responds to questions about self, home life and interests</p> <p>5.1 identifies the purpose of a text (eg announcement, description), roles and relationships, key items of information (eg points of view, sequences of events, reasons for decisions), connections between ideas (eg notions of time and place)</p>
Tas	<p>Level 6, with teacher supervision and with guidance when sought, the student can:</p> <ul style="list-style-type: none"> - listen for specific information and demonstrate good understanding of it in activities - demonstrate verbally and non verbally, understanding of many key words, phrases and ideas in spoken texts.
Vic Indonesian	<p>Level 5A - identify main ideas and items of specific information, identify relationships within text, draw a conclusion or express a personal opinion. solve a problem, respond to instructions</p> <p>Level 6A summarise, explain, identify facts, opinions and new knowledge, present an opinion , pros and cons, solve a problem, transform information into another form, use context and resources, such as charts and glossaries to decipher meaning</p>
Japanese	<p>5A.1 10-12 linked sentences , identify facts, descriptions, events, likes and dislikes, by selecting from alternatives, summarising information and identify sequence, identify timing of events (e.g. present/future, past events), collate key items of information in a different form (e.g. chart/graph).</p> <p>6A.1 identify information, including gist, by summarising, explaining and using the information for a specified purpose eg make a satisfactory arrangement (e.g. travel/restaurant/study) , construct a summary (e.g. note-taking, memo, phone message, explanation) , identify key features of text types (e.g. poetry, short stories, phone conversations, job interviews etc.), distinguish facts from opinion and identify reasons , identify styles of speech appropriate to the text type and the relationship between speakers.</p>
WA	<p>LRS 3 Listening - listen to longer spoken texts responds using predominantly well-rehearsed language, to routine questions asked in an unpredictable sequence,</p> <p>LRS 4 Listening - listens to texts containing some unfamiliar language and demonstrate manipulation of some elements of language.</p>

Performance Standards – Year 10 - Speaking

ACT	Level 5 Oral interaction...a student: - understands, responds and communicates with others in familiar social and learning situations while taking part in longer conversations that include and link several ideas or items of information, e.g. relates a series of events in order.
NSW	Stage 5 - manipulate familiar structures, eg past tense for recounting, emotive language, responding to and asking questions and sharing information, conclude an interaction with reference to its purpose, audience or participants
NT	BAND THREE S 3.1 Communication and Cultural Understanding - express simple messages use aspects of appropriate behaviour in predictable situations, negotiate simple transactions, giving directions, recount, retell events/actions/stories in sequence, using speech and non-verbal language, describe and identify people, places and things, using basic sentences S 3.2 Language Structures and Features - make original utterances, simplified language , combine known patterns and vocabulary and word order, , eg adjectives, prepositions, pronouns, articles, contractions , negative forms S 3.3 Learning-how-to-learn Strategies - use a repertoire of common classroom formulae BAND FOUR S 4.1 Communication and Cultural Understanding - express ideas in connected speech and basic register requirements, retell stories, series of events recount main idea, give reasons and express opinions, give short sequences of instructions or short prepared talk on a familiar topic, use social language appropriately, eg give message, take leave S 4.2 Language Structures and Features - apply some complex structures, convey shades of meaning, eg good, fine, use adverbial phrases, pronouns and irregular past tense , use compound and complex sentences, use some cohesive features, eg sequence markers S 4.3 Learning-how-to-learn Strategies - monitor own language , rephrase clarify meaning attempt self correction
QLD Indonesian	3.4 initiate and respond promptly to speech in familiar scenarios assisted by visual or other cues, follow a model ,substitute language items in well-rehearsed patterns. 4.4 simply structured conversations including unrehearsed instances, describe actual events competently from a personal viewpoint.
Japanese	3.4 Speaking - Students initiate and respond promptly to speech in familiar scenarios assisted by visual or other cues, substitute language items in well-rehearsed patterns to vary questions or statements and follow a model to present a simple story or report. 4.4 Speaking - Students take part in simply structured conversations including unrehearsed instances with a sympathetic conversation partner and describe actual events competently from a personal viewpoint.
SA Alphabetic	4.2 formulates factual questions or provides information , uses modelled sentence patterns to express a personal reason, opinion or feeling, makes factual statements through word substitutions, elaborates meaning (eg using adjectives, time phrases), responds appropriately (eg taking turns, acknowledging, agreeing). 5.2 initiates and concludes an exchange, sustains the interaction, using strategies (eg asking for repetition, rephrasing, clarification), responds to factual, open-ended questions (eg why, how) , expresses personal preferences and reasons
Non alphabetic	4.2 formulates and responds to factual questions , uses modelled sentence patterns, responds appropriately (eg taking turns, acknowledging, agreeing) 5.2 applies verbal cues to initiate and conclude exchange, asks for repetition, , selects structures to elaborate meaning (eg using adjectives, time phrases), asks and responds to factual, open-ended questions (eg why, how), expresses a personal reason, opinion or feeling in conversation
Tas	Level 6, with teacher supervision and guidance when sought, the student can: - engage in conversation, speaking coherently using a range of vocabulary and structures; - usually use appropriate pronunciation and intonation when speaking - speak reasonably fluently

Vic Indonesian	<p>Level 5A - Present and exchange information, provide explanations, reasons and simple opinions in dialogues and role-plays of 15 exchanges (using prompt notes if required), or a 1-2 minute presentation of factual information, open and close appropriately, maintain a dialogue (e.g. maaf, sekali lagi), use correct pronunciation, stress patterns, intonation and phrasing, use correct word order, organise ideas, provide reasons, statements of fact and simple preferences, use and respond to at least six different question forms.</p> <p>Level 6A - sustain a conversation of 8 turns to resolve an information gap, plan an event, or make arrangements with others, discuss past events and future aspirations, request information from others, give a two-minute presentation to persuade others or explain, use cohesive devices, such as pronoun referents and coordinating conjunctions, open and close an interaction appropriately, use strategies to sustain the interaction eg ask for repetition, paraphrase</p>
Japanese	<p>5A.2 Request and provide factual information, express simple opinions, open and close an exchange appropriately use appropriate gesture, use expressions such as すみません, わかりません, もういちどおねがいします or fillers such as ええと, ちよつと to maintain the interaction, adapt models, provide reasons for preferences and choices using words such as だから, use adjectives to provide detail, use resources to extend language (e.g. dictionaries, electronic word bank).</p> <p>6A.2 Present and exchange information, give explanations/reasons, and express a personal point of view, arrange social activities, discuss past events and future aspirations, request information on a range of topics (e.g. school routine, health, entertainment, sport, work etc.), ask for repetition or paraphrasing, use cohesive devices such as conjunctions (e.g. それから, そして, でも, etc.) to link ideas, express and justify an opinion (e.g. using から/ので).</p>
WA	<p>LRS3 Speaking - In interacting, substitute new words in familiar phrases or sentences, deal with some minimal unpredictability.</p> <p>LRS4 Speaking - show increasing confidence in using well-rehearsed language to respond to questions, e.g. posed in an unpredictable sequence in an interview, use simple cohesive devices to maintain conversation, e.g. 'but', 'and', 'so', 'after that', recount key information, respond to questions which contain some unpredictability,</p>

Performance Standards – Year 10 - Reading

ACT	<p>Level 5 Reading and Responding...a student:</p> <ul style="list-style-type: none"> - reads texts that contain mostly familiar language - presents information gained from reading texts in a variety of ways, e.g. follows and uses a simple recipe written in the language being studied; works out information from timetables, menus and advertisements written in the language being studied.
NSW	<p>Stage 5 Identify purpose, and distinguish between main points, specific and supporting detail make judgements about the relevance of detail</p>
NT	<p><i>Band Three - R/V 3.1 Communication and Cultural Understanding</i> predictable structures and familiar vocabulary, follow simple written instructions , identify main idea sequence of events, make inferences with support, recognise some cultural references in texts, with support <i>R/V 3.2 Language Structures and Features</i> - cue into basic text organisation and features, identify the main purpose of a text, eg a story, a procedure follow simple time sequences and recognise some markers, eg after, then, finally <i>R/V 3.3 Learning-how-to-learn Strategies</i> - use knowledge of vocabulary, structure and sound/symbol cues to make sense of unfamiliar words use visual organisers to interpret meaning, eg charts, diagrams, graphs, pictures , access a bilingual dictionary</p> <p><i>Band Four - R/V 4.1 Communication and Cultural Understanding</i> - identifying main ideas, specific information, text purposes, retell, answer questions, recognise cause and effect make comparisons between own experience and culture and information/ideas presented in texts., show awareness that cultures have different interpretations <i>R/V 4.2 Language Structures and Features</i> - recognise text structure, identify relationships between ideas, <i>R/V 4.3 Learning-how-to-learn Strategies</i> - use knowledge of sentence structure, context and text organisation to identify meaning, use diagrams, maps and illustrations to understand ideas, use a bilingual dictionary</p>
QLD Indonesian Japanese	<p>3.2 main ideas straightforward texts familiar topics supported by context clues, predict meaning unknown language in familiar topics presented in context. 4.2 Students understand the gist of meaning in texts where familiar language is used in new but known contexts, identify specific information and are beginning to read independently.</p> <p>3.2 Reading - understand main ideas in straightforward texts on familiar topics supported by context clues written in hiragana and katakana (using a chart), predict the meaning of some unknown language in familiar topics in context and can recognize some kanji. 4.2 Reading - understand the gist of meaning, and identify specific information in texts using familiar language in new but known contexts, written in hiragana, katakana (occasionally referring to a chart) and high-frequency kanji.</p>
SA Alphabetic Non alphabetic	<p>4.3 distinguishes purpose, identifies features of text type (eg a letter, a story) , identifies main ideas and sequences of events, solve simple problems (eg filling in gaps, interpreting simple data, matching items, matching captions to images), classifies information to form judgments (eg charts, maps). 5.3 analyses the overall purpose (eg to inform, entertain, persuade), analyses a sequence of events, compares information from a variety of sources to make choices or decisions , provides supporting evidence for a decision or opinion.</p> <p>4.3 identifies key points of information or main ideas in texts, selects from options (eg filling in gaps, matching items, matching captions to images) uses available resources eg glossing, word list/chart] 5.3 distinguishes the purpose and identifies features of the text type (eg a letter, magazine article advert.), identifies main ideas or sequence of events in texts, makes decisions or plans based on information obtained infers meaning of low frequency characters/words from contextual clues</p>
Tas	<p>Level 6, With teacher supervision and with guidance when sought, the student can:</p> <ul style="list-style-type: none"> - read information and demonstrate a good understanding of it in activities - demonstrate verbally and non verbally, understanding of many key words, phrases and essential elements in written texts.

Vic Indonesian	Level 5 - A text of 200 words, identify key points and overall purpose, select and order information, give a personal opinion, make arrangements or plans , guess the meaning of some unknown words from context, Level 6A Describe and comment on themes, characters and events, identify, summarise and comment on information and ideas, identify gist, sequence of events, personal feelings and perspectives, identify changes in time or relationship through use of tenses and cohesive markers, explain culturally specific aspects of language or attitude/behaviour in text, use available resources to decipher unknown words
Japanese	<p>5A.3 in a text of approximately twenty short sentences , read hiragana, katakana and at least 50 kanji, identify key points of information in factual and imaginative texts (e.g. weather conditions, sequences of events) , understand texts that use gender specific terms in context (e.g. わたし/ぼく, あなた/きみ) and the particle わ , identify simple opinions and reasons.,</p> <p>6A.3 in modified texts of approximately 800 ji, read at least 100 kanji, and identify key points of information, ideas and sequence, and classify or reorder the information, use simplified Japanese materials (e.g. questionnaire, interview scripts, etc.), identify items of information from authentic texts (e.g. itineraries, magazines, weather forecasts, videos etc.) , present detailed information in summary or graphic form , explain culturally specific aspects of language or behaviour in text (e.g. colloquial terms used by young people, contracted words, changing aspects of language) , read and understand familiar kanji in new compounds (e.g. 毎月/毎週/毎朝 /毎晩; 火山/花火/大火/火事).</p>
WA	<p>VRR 3 - reads longer texts and identifies main ideas and some supporting detail e.g. traditional stories and tales, labels, packets, tickets, advertisements, respond by sequencing a set of pictures or creating their own version, match information to text, e.g. a plan of a house, fill in missing words, with support as necessary, begin to use a bilingual dictionary.</p> <p>VRR 4 - read mainly authentic texts containing mostly familiar, , and identifies main ideas and supporting detail, predict meaning of unknown language, respond by presenting information in another format, e.g. rewriting, in the form of a letter, carry out the instructions, e.g. follow a recipe</p>

Performance Standards – Year 10 - Writing

ACT	Level 5 Writing...a student: - writes texts of one or more paragraphs using familiar language patterns and structures to link and sequence ideas and information, e.g. drafts, reviews and edits own writing; writes an ending for a short story written in the language being studied.
NSW	Stage 5 - incorporate structures to achieve specific purposes, eg past tense for recounting, emotive language for effect, use information from range of sources, eg dictionaries, word lists, internet,
NT	BAND THREE - W 3.1 Communication and Cultural Understanding - simple texts using common text formats eg narrative, poetry, report, letter write personal opinions and point of view , descriptions based on modelled language W 3.2 Language Structures and Features - use features and structures eg cohesive features, known sentence patterns, paragraphs and topic sentences, conventions and punctuation, eg full stops, capitals, question marks, commas, write according to structure of text type W 3.3 Learning-how-to-learn Strategies - use vocabulary resources and teacher modelling to experiment with planning, writing and redrafting. seek assistance regarding new vocabulary and structure for writing BAND FOUR - W 4.1 Communication and Cultural Understanding - two or more paragraphs, with overall cohesion, incorporating information from other sources, with support, some colloquial and idiomatic language W 4.2 Language Structures and Features - demonstrate overall cohesion and coherence, attempt to create mood and feeling , use introductory topic sentence, use some antonyms, synonyms and abstract nouns, use reference words to link ideas, eg pronouns, this, that use common linking expressions, relative clauses, conditionals, time sequence references, modals, subject-verb agreement and tense W 4.3 Learning-how-to-learn Strategies - plan writing, revise, edit and proof read own writing locate and use vocabulary from a range of sources, eg print text, environmental text
QLD Indonesian	3.5 few linked sentences on familiar topics, using well-rehearsed language to cover basic information and write a simple personal recount or report following a model. 4.5 manipulate known structures and linguistic features, generate original utterances, construct simple cohesive texts in different contexts, displaying some concept of register.
Japanese	3.5 few linked sentences in hiragana on familiar topics, using well-rehearsed language to cover basic information and write a simple personal recount or report following a model. Students include familiar words in katakana (occasionally referring to a chart) and a limited range of kanji in their writing. 4.5 manipulate known structures and linguistic features appropriately to generate original utterances and construct simple cohesive texts in different contexts, using hiragana, katakana (occasionally referring to a chart) and high-frequency kanji.
SA Alphabetic	4.4 Writes short texts to convey personal messages, information or ideas. uses models to apply text conventions (eg title, heading, letter format), orders words (eg actions, descriptions, numbers or questions),uses modelled sentence patterns , links ideas using connectives (eg and, but, also, because), extends the message (eg using adjectives and adverbs) [C] 5.4 Writes to convey personal experiences and opinions, and information about people, places and events. , uses text conventions ,structures ideas to form a cohesive text, and demonstrates a logical sequence , extends or elaborates the message, eg using comparison or contrast, expresses personal opinion, uses imaginative or expressive language to inform or entertain
Non alphabetic	4.4 - uses models to structure and sequence the message , conveys information in sentences containing one or two main points, forms symbols or characters with attention to strokes, structure and proportion, referring to charts or lists , sequences a set of symbols/ characters to make own meaning in a word, phrase or sentence 5.4 - uses models to apply text conventions (eg title, heading, letter format), orders words in simple sentences and links ideas using connectives (eg and, but, also, because), writes characters/symbols with attention to strokes, and components, when writing from memory, uses appropriate format conventions to present a message (spacing, squared paper, punctuation), uses available resources to access vocabulary and extend the message
Tas	Level 6, With teacher supervision and with guidance when sought, the student can: - write in sufficient detail using a reasonable range of vocabulary and structures - usually use appropriate structures and conventions.

Vic Indonesian	Level 5A - Write 150 words to present ideas and information, describe an event or experience, exchange ideas, opinions and information, follow the conventions of a text type (e.g. journal entry, report, script), structure text to link ideas and demonstrate coherent development, use comparatives and/or imperatives , use direct and indirect address,
Japanese	<p>Level 6A - Write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, classifying and drawing conclusions, use appropriate tenses, present ideas in a logical sequence, qualify, compare or contrast information, structure the text as appropriate to the text type, edit own work to improve accuracy and coherence.</p> <p>5A.4 produce texts of approximately 300 ji , Write hiragana and katakana with all spelling conventions (e.g. small や, ぬ, よ, こ, long vowel sounds), and at least 40 kanji, convey factual information, sequences, simple opinions, or describe an event or experience, use genkoo yooshi for both vertical and horizontal writing, structure texts to demonstrate an awareness of grammar, including the significance of particles, use relevant text types, self-correct using dictionaries</p> <p>6A.4 produce texts of at least 400 ji, write at least 70 kanji, convey descriptive, factual and imaginative information, from different sources , apply conventions of common text types , produce original imaginative and informative texts with attention to detail and tone.</p>
WA	<p>W 3 - writes own short texts, with guidance demonstrating control of well-rehearsed language patterns and structures, use a variety of sources of support, link sentences to form more cohesive texts, begin to experiment, use models e.g. a poster, advertisement, postcard, recipe.</p> <p>W 4 - writes own texts, demonstrating some ability to incorporate rehearsed language patterns into unfamiliar contexts, for different purposes, eg a personal account or set of instructions. access appropriate support, e.g. dictionary, own notes, varying sentence construction ,sequence ideas.</p>

Performance Standards – Year 10 - Language Awareness

ACT	Not stated explicitly
NSW	Stage 5 – Making Linguistic Connections Outcome: 5.MLC.1 identify and explain linguistic structures and textual features, eg textual coherence and cohesion in sequencing ideas, formal and informal language Outcome: 5.MLC.2 Evaluate the accuracy and appropriateness of structures, make linguistic choices to enhance their intended meaning, plan and draft texts, analyse the ways words are constructed, eg to explore the features of word stems and components in character-based writing systems, how meaning is conveyed through the use of particles, conventions of the writing system, (eg on/kun readings, stroke number, order and direction), the function of components in a range of characters
NT	Incorporated into communication outcomes
QLD	Not stated explicitly
SA Indonesian	Understanding Language 4.5 uses contextual knowledge and textual resources, applies linguistic structures to extend their own meaning (eg time markers, adverbs, adjectives), varies structures to, eg, ask questions, make positive and negative statements, express feelings and opinions or form negatives, describes patterns and features of the language. 5.5 identifies, and describes patterns in language, employs conventions of speech and writing, applies structures to elaborate or extend the message, analyses connections between language and cultural practices, makes comparisons between languages
Japanese	Understanding Language - 4.5 - recognises purpose (eg as captions, labels, dialogues, letters, cards, calligraphy), how questions and statements are formed, language forms used for eg describing events, and stating time and place, strategies for memorising the form, sound and meaning of symbols and characters in writing systems 5.5 - deciphers meaning using contextual knowledge and textual resources, applies linguistic structures to extend meaning (eg time markers, adverbs, adjectives), analyses the function/meaning of symbols/characters in text, applies strategies for recalling the form of symbols/characters
Tas	Not stated explicitly
Vic	Not stated explicitly
WA	Not stated explicitly

Performance Standards – Year 10 Strand – Cultural Awareness

ACT	Not stated explicitly
NSW	Stage 5 –5.MBC.1 Identify ways culture is reflected in language use, compare values and beliefs, recognise appropriate intercultural behaviour Outcome: 5.MBC.2 Identify cultural influences in texts, eg newspapers, advertisements, videos, films, evaluate cultural references, analyse the use of words or expressions with particular cultural significance
NT	Incorporated into communication outcomes
QLD	3.3 - Students recognise some explicit cultural references to learned aspects of the culture. 4.3 - Students understand explicit cultural references to well-known features of the culture. 3.6 - use language to describe some culturally specific behaviours and information. 4.6 - express comparisons with own culture using sociocultural information provided in texts.
SA	Understanding Culture 4.6 - identifies aspects of culture, language and identity in texts (eg forms of address), significance of concepts (eg manners, respect, politeness), core values and practices across cultures. 5.6 - compares patterns of interaction and behaviour in everyday life (eg relationships between people), ways culture is interpreted by others, explains practices and products valued in the culture (eg aspects of faith, seasonal celebrations), identifies references to cultural values and practices in text
Tas	Level 6, With teacher supervision and with guidance when sought – the student can: - search for and identify socially and culturally important features of spoken, written and visual texts - demonstrate a significant level of understanding and of sensitivity towards social customs and daily life - demonstrate significant ability to use appropriate language and gesture to suit the audience and social context - identify contrasts and comparisons with our culture
Vic	Not stated explicitly
WA	Not stated explicitly

Appendix 5: Sample student Questionnaire

Sample Student Questionnaire

INSTRUCTIONS: Please answer each question by placing a TICK in the appropriate box or writing a response in the space provided. In some cases you may tick more than one box, depending on your personal circumstances.

Everything you tell us is confidential and we will not discuss or reveal your individual answers to anyone.

Thank you for your help.

1. Student Name: _____

2. School: _____

3. State: ACT NSW NT QLD SA TAS VIC WA

4. Country of Birth: Australia
Other

If 'Other', which country? _____

In what year did you arrive in Australia? _____

5. Gender Female Male

6. Age 10 yrs 11 yrs 12 yrs 13 yrs 14 yrs 15 yrs 16 yrs

7. Have you learned any other language at school (including after hours ethnic schools or language schools)?

Yes No If 'Yes', which language? _____

8. In which school years did you learn the other language?

Yr 1 Yr 2 Yr 3 Yr 4

Yr 5 Yr 6 Yr 7 Yr 8

9. Up to what level do you plan to study Japanese (Indonesian)?

Year 6 Year 7 Year 10 Year 11 Year 12 University

Appendix 6: Sample teacher questionnaire

Sample Teacher Questionnaire

INSTRUCTIONS: Please answer each question by placing a TICK in the appropriate box or writing a response in the space provided. In some cases you may tick more than one box, depending on your personal circumstances.

Everything you tell us is confidential and we will not discuss or reveal your individual answers to anyone. Thank you for your help.

School Background

1. School Name: _____
2. Which sector does your school belong to?
Government Catholic (CEO) Independent (AIS)
3. Location of your school Metropolitan Country areas
4. Approximately how many students are there in your school? _____
5. State: ACT NSW NT QLD SA TAS VIC WA

Teacher Background

6. Gender Female Male
7. Native speaker Non-native speaker
8. Which language do you teach? Indonesian Japanese
9. What year levels do you teach? Year 6/7 Year 10
10. How long have you been teaching Indonesian/Japanese?
Less than 1 yr yrs 1-5 yrs 6-10 yrs 11-15 yrs 16-20 yrs More than 20 yrs

Program Background

11. Approximately how many students are there in your class at Year 6/7 or Year 10?
Less than 5 5-10 11-15 16-20 21-25 26-30 more than 30
12. How many contact hours per week do you teach Indonesian/Japanese?
Less than 1 hr 1 hr 2 hrs 3 hrs 4 hrs 5 hrs more than 5 hours
14. At which year level do your students generally start Indonesian/Japanese?
Prep/kinder Yr 1 Yr 2 Yr 3 Yr 4 Yr 5 Yr 6 Yr 7 Yr 8 Yr 9 Yr 10
15. To which year is the LOTE program compulsory? _____
16. What languages does your school offer?
 Chinese (Mandarin) French German Indonesian Italian Japanese Spanish
 Other languages _____

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