



Curriculum, Assessment and Reporting Policy

Canberra Academy of Languages

Curriculum

Scope of curriculum

The Canberra Academy of Languages (CAL) offers courses developed under the ACT Board of Senior Secondary Studies (BSSS) Modern Languages Framework, for which there is sufficient uptake to form viable classes and for which qualified teachers are available. This complements opportunities that are available through the school system for students to continue studies in languages that they have undertaken in Years 7-10. Students may also enrol under early access provisions while at high school, if they are able to participate beneficially in the program of learning.

Teacher qualifications

To ensure effective delivery of the curriculum, teaching staff members are required to have

- Working with Vulnerable People (WwVP) registration
- Teacher Quality Institute (TQI) registration or Permission to Teach including IELTS or ISLPR English language certification if applicable
- Speaking and writing skills in the target language at least equivalent to completion of a university sub-major or minor, or level B2 in the Common European Framework of Reference for Languages
- If not English native speaker, skills in English equivalent to at least 6.5 overall and 6.0 in each International English Languages Testing System (IELTS) sub-test
- Evidence of a sound understanding of language teaching methodology
- ICT capabilities including the ability to identify suitable authentic source documents in the target language and to curate online learning resources for access by students.

Unit outlines will be provided to students by the end of Week 2 each semester, as required by BSSS.

Evaluation by students of semester units will be conducted by CAL in line with BSSS processes each semester, using the online survey functions in Google Classroom.

Assessment

Assessment procedures follow the guidelines provided in BSSS-accredited courses for Years 11-12. As outlined in the Statement of Learning Principles, there are two key dimensions of assessment:

Formative assessment

Formative assessment, also described as assessment for learning, is designed to provide students, teachers, families and CAL coordinators with information in real time about progress towards learning goals outlined in the course documents. Formative assessment strategies are to be used in gauging whether expected progress is occurring, so that adjustments can be made if necessary in the delivery of learning programs and opportunities can be taken that reflect the capacities of classes and individuals.

Formative assessments may be undertaken within the first fortnight of each year as a benchmark indicator and activities should be undertaken on a continuing basis each semester as a progress indicator, to inform ongoing teaching programs. Data from these formative assessments may be shared with individual students, their families, their home schools and CAL coordinators.

Under the arrangements agreed with the ACT Board of Senior Secondary Studies, formative assessment processes also contribute to credit for participation in the program of learning. This is done through regular submission online of work for formative assessment. See the section on work-required attendance credits for more information.

Summative assessment

Assessment criteria for ACT BSSS modern languages courses implemented from 2020 are “Understanding” and “Communicating” (see Modern Languages Framework, page 4).

Assessment task types are **inquiry-based tasks** (aka enquiry-based tasks) with 40% weighting; and **in-class tasks** (taken by CAL to mean **tasks done under test conditions** to distinguish them from enquiry-based tasks, which may also be done in class), with 60% weighting (see Modern Languages Framework, page 5).

Each macro skill (listening, speaking, reading and writing) should be assessed in an in-class environment at least once in an academic year and any single assessment task (taken to mean a task relevant to a macro skill) will alternate between one category (taken to mean test conditions vs enquiry-based) in one semester unit and the other category in the next semester unit.

Marks will be recorded in BSSS Markbook. Generally, the assessment schedule for each unit offered by CAL will comprise:

Task #	Macro skill	Assessment task type	Approximate timing	Weighting
1	Listening	In-class (test conditions) S1 Enquiry-based S2	Week 7 (Sem. 1) Week 6 (Sem. 2)	30% in S1 20% in S2
2	Reading	Enquiry-based S1 In-class (test conditions) S2	Week 9 (Sem 1) Week 8 (Sem 2)	20% in S1 30% in S2
3	Speaking	In-class (test conditions) S1 Enquiry-based S2	Week 15 (Sem 1) Week 13 (Sem 2)	30% in S1 20% in S2
4	Writing	Enquiry-based S1 In-class (test conditions) S2	Week 17 (Sem 1) Week 15 (Sem 2)	20% in S1 30% in S2

Students’ teacher-allocated unit scores will be scaled either through a small-group moderation process by BSSS small-group moderators in the case of a small cohort within CAL, or across all CAL language groups when the CAL cohort is of sufficient size to generate meaningful rankings in the cohort. The resulting course scores from courses completed with CAL will contribute to students' ATAR if they are one of their best four course scores, along with course scores from courses they undertake at their home schools.

Teachers participate in BSSS Moderation Days and prepare moderation portfolios as required by ACT BSSS.

CAL assessment rubrics, advice on ACT BSSS assessment procedures and guidance on attendance are posted on the Programs page on CAL website.

Work-required attendance credits

Work-required attendance credits for structured learning activities are associated with the CAL formative assessment process. As a Specialist Education Provider registered with the ACT Board of Senior Secondary Studies, the Canberra Academy of Languages includes work submitted online for formative assessment.

These work items do not affect unit scores. They serve to support students’ learning in aspects of language and culture, and to validate participation in the CAL program of learning. All responses that represent a genuine attempt are recognised. In weeks where the published weekly module includes items other than those in the term overview, either or both may be submitted as part of formative assessment work.

Where work is set as preparation for an assessment task, such as selecting a topic, drafting a question and identifying resources for an enquiry-based task, generally the maximum extension for submission to receive work-required attendance credit for that portion of the week’s work is up to 48 hours before the class commences in which the task is to be completed. The maximum extension for submission of draft questions relating to topics other than the student’s own selected topic is 24 hours before that class.

Credit for participation, and therefore eligibility for a unit credit for the semester unit, requires completion of set work (a genuine attempt, taking into account the student’s circumstances as a learner) for the off-site components of the course. This is a condition of the ACT Board of Senior Secondary Studies for recognition of participation in programs where there is online/off-site work (identified by BSSS in the P&P Manual as structured learning activities) in lieu of a portion of face-to-face delivery.

Reporting

The audience for reporting includes students, parents and students' home schools. Reports provide ratings for outcomes based on achievement standards from the course framework and an evaluation of work undertaken by the student. Reports are designed to be informative specifically about the work of each student. Attendance is summarised in terms of deliverable hours and hours completed or exempted.

There are two stages of reporting for each semester:

- Mid-semester progress reports, which advise students and their families and home schools of progress in the first half of each semester. They sent as PDF documents and are accompanied by a covering email with a summary of credited hours of participation, including attendance at face-to-face sessions and completion of formative assessment work submitted online, as well as a summary of teacher-allocated marks for the first two assessment tasks in the semester.
- End of semester reports, which, in addition to the information outlined above, include a grade outcome based on assessment items undertaken throughout the semester.

Academic records

CAL will retain the following records:

- Marks for each assessment task, to be recorded in the CAL class file and then in ACS Markbook after confirmation with the Convener and/or Director of Studies (the schedule of tasks for all languages is provided on the CAL Events page at <https://cal.act.edu.au/events.htm>)
- Records of hours credited for set work completed outside face-to-face teaching times for formative assessment purposes
- Cumulative academic records to be retained for the current year and the four previous years
- Records of unit evaluations provided through surveys by students at the end of each semester.

Resources

If there are suitable digital resources (eg via www.globaldigitalfoundation.org) and/or print publications for the language program, a subscription and/or copies will be obtained for student access. Teacher-prepared resources are available to students through www.languages.org.au, through Google Classroom or via email.