# Examples for reporting on Modern Languages K–6

These examples illustrate options schools can use to report to parents on languages. NSW public schools plan their languages curriculum carefully, reporting only on syllabus outcomes taught and assessed during the reporting period.

Languages are reported in schools that offer a languages program of 2 or more hours per week. Schools with shorter programs choose whether to report on languages.

The [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) must be used for planning, programming, assessment and reporting.

The department does not prescribe a set format for reporting. To meet their unique context and the needs of their students, schools create their own format in partnership with parents, carers and the school community.

When designing the languages section of reports to parents, schools should ensure teacher workload is manageable.

These examples for reporting on Modern Languages K–6 will be updated as needed, following any new guidelines on [Reporting and Using Grades](https://curriculum.nsw.edu.au/assessment-and-reporting/reporting-and-using-grades) from the NSW Education Standards Authority (NESA) and updates to the NSW Department of Education’s policy on [Curriculum planning and programming, assessing and reporting to parents K–12](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290).

## Early Stage 1 – example 1

Table 1 – [Language] – achievement grade: Meeting expectations

|  |  |  |  |
| --- | --- | --- | --- |
| ****Content area**** | ****Working towards expected level**** | ****Meeting expectations**** | ****Above expectations**** |
| Greets and farewells others |  | ✓ |  |
| Can introduce self in [Language] |  | ✓ |  |
| Recognises and reproduces modelled sounds to interact in [Language] |  | ✓ |  |
| Follows simple instructions |  | ✓ |  |
| Uses vocabulary seen or heard in texts to demonstrate understanding |  |  | ✓ |
| Uses the sounds of [Language] to understand and respond to texts | ✓ |  |  |
| Labels objects and adds captions to images |  | ✓ |  |
| Creates texts by modelling vocabulary with pictures and actions | ✓ |  |  |
| Uses modelled vocabulary to create texts |  | ✓ |  |
| ****Overall achievement**** |  | ✓ |  |

Theodore expresses his feelings with ease and clarity in [Language]. He recognises and repeats new words, pronouncing them correctly. Simple classroom routines in [Language] are understood and followed. To improve, Theodore should work on listening carefully to understand the texts read in class.

## Early Stage 1 – example 2

Table 2 – [Language] – achievement grade: B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content area | A | B | C | D | E |
| Interacting |  |  |  |  |  |
| Communicates through play and actions using culturally appropriate language |  | ✓ |  |  |  |
| Understanding texts |  |  |  |  |  |
| Shows understanding by responding to information in simple texts in a variety of ways |  | ✓ |  |  |  |
| Creating texts |  |  |  |  |  |
| Creates simple texts by reproducing culturally appropriate modelled vocabulary |  |  | ✓ |  |  |
| Overall achievement |  | ✓ |  |  |  |

Theodore’s **strengths** in [Language] include:

* greeting and farewelling others
* recognising and reproducing sounds
* creating pictures to model words.

Theodore’s **goal** for [Language] is to answer questions to show understanding of a text.

## Stage 1 – example 1

Table 3 – [Language] – achievement grade: C

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content area | A | B | C | D | E |
| Interacting |  |  |  |  |  |
| Exchanges greetings, farewells and simple information to describe people or objects |  | ✓ |  |  |  |
| Recognises and copies modelled sounds when interacting |  |  | ✓ |  |  |
| Interacts in classroom routines using familiar language |  |  | ✓ |  |  |
| Understanding texts |  |  |  |  |  |
| Follows instructions |  |  | ✓ |  |  |
| Understands simple texts and answers basic questions in [Language] or English to show understanding |  |  |  | ✓ |  |
| Uses and understands the sounds of given words and phrases to respond to texts |  | ✓ |  |  |  |
| Creating texts |  |  |  |  |  |
| Creates texts using familiar vocabulary, phrases and visuals to express meaning |  |  | ✓ |  |  |
| Uses pronunciation patterns to create spoken texts |  | ✓ |  |  |  |
| Copies features of the [Language] writing system to create written texts |  |  | ✓ |  |  |
| Overall achievement |  |  | ✓ |  |  |

Caitlin actively participates in class discussions and is becoming more confident in simple conversations with peers about her family. She confidently exchanges greetings and describes both people and objects. Caitlin is working towards the goal of responding to questions in [Language], using modelled vocabulary and phrases.

## Stage 1 – example 2

Table 4 – [Language] – achievement grade: B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content area | A | B | C | D | E |
| Interacting |  |  |  |  |  |
| Student communicates using culturally appropriate modelled language |  | ✓ |  |  |  |
| Understanding texts |  |  |  |  |  |
| Student recognises and responds to information in simple texts to demonstrate understanding |  | ✓ |  |  |  |
| Creating texts |  |  |  |  |  |
| Student creates simple texts using culturally appropriate modelled language |  |  | ✓ |  |  |
| Overall achievement |  | ✓ |  |  |  |

Caitlin’s **strengths** in [Language] include:

* having simple 2-way conversations about herself and her surroundings
* understanding and answering questions about a [Language] text read aloud
* following a sequence of instructions to complete a task.

Caitlin’s **goal** for is to present an object or news item with descriptions in [Language].

## Stage 2 – example 1

Table 5 – [Language] – achievement grade: A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content area | A | B | C | D | E |
| Interacting |  |  |  |  |  |
| Can share information about themselves to describe their personal world |  | ✓ |  |  |  |
| Interacts in conversation with teacher and peers in familiar social contexts | ✓ |  | ✓ |  |  |
| Uses modelled sentence structures to interact | ✓ |  | ✓ |  |  |
| Understanding texts |  |  |  |  |  |
| Listens to, reads and views information in texts on familiar themes | ✓ |  |  |  |  |
| Answers questions about specific information in texts on familiar topics in [Language] or English | ✓ |  |  |  |  |
| Recognises and uses the sounds of familiar words and phrases in [Language] to understand and respond to texts |  | ✓ |  |  |  |
| Creating texts |  |  |  |  |  |
| Writes informative texts about themselves and their personal world |  | ✓ |  |  |  |
| Uses pronunciation and intonation patterns to create spoken texts | ✓ |  |  |  |  |
| Uses simple grammar patterns and modelled sentences to create texts | ✓ |  |  |  |  |
| Overall achievement | ✓ |  |  |  |  |

Fatima describes herself in conversations and pronounces [Language] words correctly. She answers questions using specific information, showing a solid understanding of the text. Writing diary entries about herself, Fatima uses simple grammar patterns and modelled sentences. She reads information on simple topics fluently and easily, demonstrating a solid understanding of [Language].

To further improve, Fatima's goal is to share detailed information about herself, use a wider range of vocabulary to understand and respond to more complex texts, and write more detailed and informative texts about her surroundings.

## Stage 2 – example 2

Table 6 – [Language] – achievement grade: B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content area | A | B | C | D | E |
| Interacting |  |  |  |  |  |
| Exchanges information in familiar contexts by selecting culturally appropriate modelled language |  | ✓ |  |  |  |
| Understanding texts |  |  |  |  |  |
| Identifies and responds to information in texts to demonstrate understanding |  | ✓ |  |  |  |
| Creating texts |  |  |  |  |  |
| Creates texts for familiar purposes using culturally appropriate modelled language |  |  | ✓ |  |  |
| Overall achievement |  | ✓ |  |  |  |

Fatima’s **strengths** in [Language] include:

* asking and answering questions about people, places and things using rehearsed language
* expressing feelings, likes and dislikes and providing descriptive information about herself
* recounting a text and answering questions about it.

Her **goal** is to write a text in [Language] that includes personal information about herself.

## Stage 3 – example 1

Table 7 – [Language] – achievement grade: C

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content area | A | B | C | D | E |
| Interacting |  |  |  |  |  |
| Understands and shares information about themselves and their personal world |  |  |  | ✓ |  |
| Expresses and describes emotions and personal preferences |  |  | ✓ |  |  |
| Uses familiar vocabulary to interact |  |  | ✓ |  |  |
| Understanding texts |  |  |  |  |  |
| Listens to and reads information in a range of texts on familiar topics |  |  | ✓ |  |  |
| Identifies and uses the sounds of [Language] to understand and respond to texts |  |  |  | ✓ |  |
| Uses modelled sentence structures and grammar patterns to understand and respond to texts |  |  | ✓ |  |  |
| Creating texts |  |  |  |  |  |
| Writes informative texts to share information on familiar topics |  |  | ✓ |  |  |
| Uses pronunciation and intonation patterns to create spoken texts |  |  | ✓ |  |  |
| Uses a range of modelled sentence and grammatical structures to create texts |  |  |  | ✓ |  |
| Overall achievement |  |  | ✓ |  |  |

Moses shares information about himself and his surroundings, but his communication could be more detailed and clearer. In familiar social settings, he interacts with the teacher and peers using basic language structures. While he answers questions about texts in both [Language] and English, he sometimes needs prompts for accuracy.

To improve, Moses should focus on developing both his spoken and written communication skills. Continued practice and engagement will support his progress.

## Stage 3 – example 2

Table 8 – [Language] – achievement grade: B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content area | A | B | C | D | E |
| Interacting |  |  |  |  |  |
| Shares information and opinions in familiar contexts using culturally appropriate rehearsed language |  | ✓ |  |  |  |
| Understanding texts |  |  |  |  |  |
| Recognises and responds to information and opinions in texts to show understanding |  | ✓ |  |  |  |
| Creating texts |  |  |  |  |  |
| Creates various texts for common communication needs using culturally appropriate rehearsed language |  |  | ✓ |  |  |
| Overall achievement |  | ✓ |  |  |  |

Moses’ **strengths** in [Language] include:

* asking and answering questions in various social settings, like restaurants and shops
* giving talks on familiar topics, such as food, school and hobbies
* using a dictionary to find the meaning of vocabulary in a text.

His **goal** is to create a comic strip with characters having a conversation in [Language].