**English as an Additional Language (EAL) reporting resource Pathway C – Level CL – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | CL | | | | |
| **Mode** | Speaking and Listening | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER CL** |
| At **beginning Level CL** students**:**   * have very little or no oral English and do not respond meaningfully to English   **and/or**   * may spontaneously repeat words or phrases without understanding their meaning   **and/or**   * will probably not speak in the classroom except to same-language peers   **and/or**   * will join in activities, watching and copying what other students do in the classroom but may not speak. | | | At **consolidating Level CL** students:   * are settling into situations where English is the dominant language * begin to understand that communication with teachers and peers needs to be conducted in English rather than in their home language * begin to learn the basic oral English required to manage learning in an English-speaking classroom, primarily through words or formulaic expressions, rather than grammatically complete patterns * have begun to recognise the importance of non-verbal communication * have begun to understand that different forms of English are used in different situations and contexts, including an awareness of changes to word stress, intonation and rhythm * may comment on differences between English and their home language(s). | At **Level CL Achievement Standard** students:   * communicate simply but effectively in English in familiar social and classroom contexts * communicate using formulaic language; short, simple and well-rehearsed grammatical features; and adaptations of their emerging English repertoire * use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy, with elements of home-language pronunciation * understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts * understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives, such as time and sequence markers * use their repertoire with varying accuracy to ask and respond to questions in predictable contexts, express simple ideas and preferences, and provide short explanations and descriptions * use some strategies to initiate and sustain basic conversations in English, repeating and re-pronouncing as necessary. | A student in Year 7 – 9 who has achieved the CL standard will continue on Pathway C to Level C1 of the EAL curriculum.  A Year 10 student who has reached the CL standard will likely be eligible for VCE EAL in Year 11 and Year 12 however they are unlikely to have sufficient proficiency to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | CL Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/CL-Speaking-and-Listening.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level CL – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | | |
| **Level** | CL | | | | | |
| **Mode** | Reading and Viewing | | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER CL** | |
| At **beginning Level CL** students**:**   * have begun to understand that printed text shares a relationship with oral discourse, and is used to convey meaning and communicate in a consistent way * have begun to recognise very familiar words in print, such as their name and surrounding text in the immediate environment * have also begun to recognise the basic conventions of book/print layout (for example, that illustrations can relate to text; books have titles; and they can find the front and end of the book) * participate in shared reading activities, although they are not able to comprehend much of the text or read back. | | | At **consolidating Level CL** students:   * have begun to recognise and memorise the name and sounds of letters of the alphabet in both upper- and lower-case forms * have begun to read with a teacher and often track text with their finger * will rely on sub-vocalisation (i.e. sounding out the text) when trying to read by themselves * have also become aware of punctuation, but do not usually modify their reading aloud using the appropriate pauses, emphasis, and intonation at this stage * have started using and recognising written text in other forms, such as on the internet and computer screen. | At **Level CL Achievement Standard** students:   * read and complete simple, structured activities around a wide range of familiar, short, simple texts that use repetitive structures and features and are strongly supported by illustrations. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * read their own writing and other simple texts based on well-rehearsed spoken English * read a range of familiar simple fictional, factual and everyday texts * name some letters and know the sounds related to many letters and common letter combinations * attempt to sound out words, recognise some common words, and read some new words based on their similarity to known words * show some awareness of basic punctuation and use stress, intonation or pausing appropriately when reading familiar texts aloud * use simple strategies such as pointing to words as they read, or as shared texts are read aloud in class * understand the basic practical and cultural purposes of the texts they read. | A student in Year 7 – 9 who has achieved the CL standard will continue on Pathway C to Level C1 of the EAL curriculum.  A Year 10 student who has reached the CL standard will likely be eligible for VCE EAL in Year 11 and Year 12 however they are unlikely to have sufficient proficiency to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. | |
| **Examples of student work:** | | CL Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/CL-Reading-and-Viewing.aspx) | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level CL – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | CL | | | | |
| **Mode** | Writing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER CL** |
| At **beginning Level CL** students**:**   * experiment with a range of drawing and writing implements, such as pens, pencils, crayons, and rulers, but not for communicative purposes   **or**   * use drawings in an attempt to convey meaning or a story   **and/or**   * can copy and trace letters and   numbers, demonstrate an awareness of writing and layout conventions of text, for example, left to right, spaces between words, and the position of a heading or title, and form and place letters on the line, with assistance  **and/or**   * have begun to experiment with the computer as a writing tool, such as recognising letters on the keyboard. | | | At **consolidating Level CL** students:   * have begun to expect that writing is part of school learning * have begun to write letters and numbers independently, and have begun to experiment with punctuation, including upper- and lower-case letters * can check the accuracy of their own writing against the original, with prompting * have begun to use very basic strategies to support their own writing, such as sounding out words phonetically, using a simple dictionary or word list, or using ‘look, say, cover, write, check’ to learn new words, with assistance. | At **Level CL Achievement Standard** students:   * write short, grammatically simple texts based on well-rehearsed spoken and well-practised written English in familiar contexts * write for a range of basic classroom and personal purposes, such as making lists and writing simple journal entries and notes, and they complete activities following models * demonstrate an early awareness that print texts in English are presented according to certain conventions, which change according to context and purpose * produce texts that use familiar sentence patterns from well-known texts or classroom models * begin to use conventional letter formations when writing or copying, attending to the relative sizes and shapes of letters, their position on the line and basic punctuation * leave appropriate spaces between words * attempt to write some new words using their developing knowledge of the sound–symbol system in English, personal dictionaries and glossaries, and resources in the classroom, and by asking for assistance * copy texts using basic features in software applications. | A student in Year 7 – 9 who has achieved the CL standard will continue on Pathway C to Level C1 of the EAL curriculum.  A Year 10 student who has reached the CL standard will likely be eligible for VCE EAL in Year 11 and Year 12 however they are unlikely to have sufficient proficiency to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | CL Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/CL-Writing.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C1 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | | |
| **Level** | C1 | | | | | |
| **Mode** | Speaking and Listening | | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C1** | |
| At **beginning Level C1** students**:**   * can communicate using formulaic language and simple, well-rehearsed grammatical features of their limited English repertoire * understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts, but cannot necessarily respond in English * recognise the use of stress and intonation within English according to context and situation, and have begun to use it in some familiar interactions and to imitate models with some accuracy * understand the basic subject–verb–object grammatical pattern, common regular and irregular verbs, and basic prepositions and connectives related to most routine social and school needs, but cannot use them accurately * use some very basic strategies to initiate and sustain simple conversations in English, such as a smile or nod, and can repeat and re-pronounce as necessary. | | | At **consolidating Level C1** students:   * have begun to take their own initiative to initiate interaction with others (for example, ask for a library book or give simple instructions), and respond confidently when encountering familiar, formulaic and routine questions * are still dependent on slow careful speech and face-to-face contact, but have begun to identify essential information from short simple texts relevant to their personal experience or familiar topics with teacher support * demonstrate an ability to recognise the situational and contextual use of word stress, rhythm, and intonation by attempting to adjust their own responses accordingly * observe others and are attempting to add to their own repertoire of listening and speaking behaviours, including the giving of and responding to non-verbal cues * still provide frequent examples of a transfer of knowledge of the structure of spoken texts and discourse patterns from their home language to English. | At **Level C1 Achievement Standard** students:   * communicate simply but effectively in English in social and classroom contexts across the curriculum * negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire * use some stress and intonation appropriately in familiar interactions with elements of home-language pronunciation * use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs * understand and use introduced vocabulary, common basic grammatical patterns and connectives, such as time and sequence markers * use these with varying grammatical accuracy to express ideas and preferences and provide simple explanations and descriptions * understand common instructions and questions, descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience * use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary. | A student in Year 7 – 9 who has achieved the C1 standard will continue on Pathway C to Level C2 of the EAL curriculum.  Some students at C1 standard at the end of Year 10 will be eligible for VCE EAL in Year 11 and Year 12. They will require substantial additional support to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. | |
| **Examples of student work:** | | C1 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C1-Speaking-and-Listening.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C1 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C1 | | | | |
| **Mode** | Reading and Viewing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C1** |
| At **beginning Level C1** students**:**   * can recognise the basic conventions of written texts in English, such as start and end of books, titles and paragraphing * participate in shared reading activities by attending to the main reader, and may use their finger to track text as they listen * attempt to draw on support from other resources to help them with the written text, such as sounding out words or using a bilingual dictionary * are confident at attempting text that appears on computer screens and are able to recognise the letters on a keyboard. | | | At **consolidating Level C1** students:   * have begun to get the basic gist of short texts on familiar topics, although they have difficulty discussing what texts mean beyond the basic literal level * have begun to use the conventions of texts, such as titles, illustrations, and sub-headings, to help them gain meaning * are aware of punctuation and they attempt to modify their reading aloud accordingly although they may require reminders and guidance and might still make mistakes * may use strategies associated with literacy in home language(s). | At **Level C1 Achievement Standard** students:   * read and comprehend a range of short, simple, familiar factual or fictional texts developed by the teacher. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * understand a range of basic print instructions and questions in context * discuss texts at a literal level, and show some inferential understanding * demonstrate an understanding of basic text structure, reading for different purposes, and using titles and chapter headings to make predictions about texts * read new texts with support, combining their developing knowledge of English sound–symbol relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of print text organisation in English, and their emerging knowledge of English grammar * read some common letter combinations and make logical attempts at reading new words * use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation. | A student in Year 7 – 9 who has achieved the C1 standard will continue on Pathway C to Level C2 of the EAL curriculum.  Some students at C1 standard at the end of Year 10 will be eligible for VCE EAL in Year 11 and Year 12. They will require substantial additional support to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C1 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C2-Reading-and-Viewing.aspx) | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C1 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C1 | | | | |
| **Mode** | Writing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C1** |
| At **beginning Level C1** students**:**   * attempt to write down words they have heard or said, but this will usually not be with accurate spelling * will rely heavily on proformas and other model texts as scaffolding to produce extended pieces of writing longer than a phrase or sentence   with teacher guidance, but are not yet aware that different text types are used for different purposes   * tend to focus on producing a final product, rather than recognising that the act of writing is a process that involves planning, revision, and editing. | | | At **consolidating Level C1** students:   * have begun to attempt their own sentences, although the focus is on meaning rather than grammatical accuracy * produce sentences that tend to follow a basic subject–verb–object pattern, but with varying degrees of accuracy * create texts that demonstrate a growing awareness of differences between text types, especially in terms of overall organisational features and structure, although their ability to demonstrate this in their own writing is still very rudimentary * can review their writing and identify aspects that might be changed or revised, with assistance * may use strategies associated with literacy in home language(s). | At **Level C1 Achievement Standard** students:   * write for a range of basic classroom and personal purposes, making lists and writing simple journal entries, notes, descriptions, recounts of events and instructional texts * produce basic sentences and short texts based on well-practised spoken English and familiar contexts * write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features * order and sequence sentences about familiar topics into simple coherent texts, incorporating basic conventions such as headings and paragraphs * correct some errors relating to targeted grammatical items, and rework drafts in response to teacher suggestions * plan their texts and provide some additional information through visual texts, with support * utilise a range of strategies for finding and spelling words, using spelling patterns and checking resources * use basic features in software applications to write and present their texts. | A student in Year 7 – 9 who has achieved the C1 standard will continue on Pathway C to Level C2 of the EAL curriculum.  Some students at C1 standard at the end of Year 10 will be eligible for VCE EAL in Year 11 and Year 12. They will require substantial additional support to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C1 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C1-Writing.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C2 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C2 | | | | |
| **Mode** | Speaking and Listening | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C2** |
| At **beginning Level C2** students**:**   * can respond to a short sequence of instructions and questions in English related to classroom activities and immediate social and familiar topics with scaffolding * will have gained the confidence to initiate giving information or assistance, and attempt to use English creatively beyond set formulaic expressions for well-rehearsed tasks, such as describing ideas or objects, or giving an impromptu talk or story on a familiar topic, although they may still make mistakes * demonstrate an awareness that English changes between social and formal contexts, including academic registers in the classroom and across the curriculum, although they might not yet be able to use the registers effectively. | | | At **consolidating Level C2** students:   * attempt to use their growing repertoire of language in classroom situations to express ideas in relation to subject matter, verbalise the thinking processes related to abstract ideas and problem solving, and contribute to, and interact with, groups to arrive at a joint conclusion * have begun to develop a language for talking about language, including cultural differences related to communication and appropriateness of forms of politeness according to context, and may comment on differences between English and home language(s) * have begun attempts to vary the modality of utterances appropriate to context (for example, would/could/can), and a diversified range of vocabulary to convey the same idea (for example, pretty, nice, beautiful) * can generally cope with oral discourse that includes increasing amounts of colloquial language, although a lack of awareness of cultural references might still impact a student’s ability to understand meaning in many cases. | At **Level C2 Achievement Standard** students:   * use simple but effective strategies for initiating communication and negotiating meaning * demonstrate comprehensible pronunciation, stress and intonation with some home-language influences * communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding * extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary, with support in academic contexts * use some increasingly complex grammatical features and a basic range of connectives, such as time and sequence markers, to show relationships between ideas, with support * use some standard expressions to express views and attitudes * demonstrate some understanding of the structures and features of extended texts, by using appropriate stress, intonation, pausing and eye contact, and modelled introductory and concluding sentences. | A student in Year 7 – 9 who has achieved the C2 standard will continue on Pathway C to Level C3 of the EAL curriculum.  Some students at C2 standard at the end of Year 10 will be eligible for VCE EAL in Year 11 and Year 12. They will require substantial additional support to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C2 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C2-Speaking-and-Listening.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C2 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C2 | | | | |
| **Mode** | Reading and Viewing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C2** |
| At **beginning Level C2** students**:**   * have begun to develop the confidence to attempt a wider range of different texts on unfamiliar topics, such as newspaper articles, but will still require the close support of the teacher * have a basic awareness that different   types of texts are used for different purposes, such as fictional texts and non-fictional texts, and creative writing styles such as poems. | | | At **consolidating Level C2** students:   * can retell simple, familiar texts in their own words that require an understanding of textual coherence * will also attempt to give their own personal impression of a text * demonstrate an ability to draw on their own background knowledge and other cultural or contextual information to construct meaning from text, rather than relying on the literal meaning alone * have begun to use strategies and resources other than the teacher to read more difficult texts, such as self-correction, peers, and information and communication technology (ICT) resources such as web sites * may use strategies associated with literacy in home language(s). | At **Level C2 Achievement Standard** students:   * read and comprehend a range of short, familiar fictional and factual texts and, when well supported, some unfamiliar texts. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident * use headings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes * extract the main ideas from factual texts * show awareness of how some connectives link and sequence ideas within a text * read on and consider the context when deducing the meaning of unknown words * read aloud with a degree of fluency, and draw upon their understanding of the text to use stress and intonation with increasing accuracy * use their developing knowledge of sentence structure and sound–symbol relationships to read new words and self-correct * select basic texts appropriate for particular reading purposes. | A student in Year 7 – 9 who has achieved the C2 standard will continue on Pathway C to Level C3 of the EAL curriculum.  Some students at C2 standard at the end of Year 10 will be eligible for VCE EAL in Year 11 and Year 12. They will require substantial additional support to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C2 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C2-Reading-and-Viewing.aspx) | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C2 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C2 | | | | |
| **Mode** | Writing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C2** |
| At **beginning Level C2** students**:**   * are beginning to be more confident at using a wider range of text types, for example, procedures and reports, although they will often rely on assistance and models * will begin to produce texts that include a greater and more creative range of adjectives, adverbs, conjunctions and variations in tenses, although not necessarily used accurately * demonstrate a range of strategies that help them to become independent writers, such as accessing new words from dictionaries or word lists, and spelling words out phonetically or using other spelling strategies, for instance, mnemonics. | | | At **consolidating Level C2** students:   * have begun to use models of text types with a relative degree of independence to produce their own work * can organise the content of a topic at paragraph and topic sentence level, with assistance * produce writing that shows improvement in its overall coherence and structure as their repertoire of connectives, conjunctives and grammatical structures continues to expand * attempt to use direct speech in their texts where appropriate, although it may not be punctuated accurately * show an awareness of the writing process, including the need to draft, review, and revise, but still require teacher guidance to work through each of these stages productively * may use strategies associated with literacy in home language(s). | At **Level C2 Achievement Standard** students:   * write with a degree of autonomy for a range of everyday classroom and personal purposes, such as describing, explaining and recounting * independently write some basic texts and experiment with presenting their own ideas * produce texts show varying grammatical accuracy * incorporate emerging vocabulary and grammatical features to achieve desired effects * use an increasing range of simple connectives to indicate some basic relationships within and between sentences and paragraphs * choose appropriate text structures and use headings, tables and images * use basic text models as a basis for their own texts * use strategies to organise information in supported research tasks * review, redraft and improve their writing by discussing alternative ways of arranging and expressing ideas, with teacher support and feedback * use more advanced features in software applications to write, edit and present their texts. | A student in Year 7 – 9 who has achieved the C2 standard will continue on Pathway C to Level C3 of the EAL curriculum.  Some students at C2 standard at the end of Year 10 will be eligible for VCE EAL in Year 11 and Year 12. They will require substantial additional support to cope with the language demands of the VCE EAL Study Design and other VCE subjects.  Other pathways could be considered for these students, and options should be discussed in consultation with students and parents or carers.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C2 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C2-Writing.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)**English as an Additional Language (EAL) reporting resource Pathway C – Level C3 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C3 | | | | |
| **Mode** | Speaking and Listening | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C3** |
| At **beginning Level C3** students**:**   * have begun to show confidence in using language and listening to texts that fall outside of familiar situations, including in learning areas across the curriculum * begin to produce spoken texts that show a clear structure, but they might not yet include all the necessary words and connectives that make it fluent and coherent. | | | At **consolidating Level C3** students:   * have begun to use a range of connectives to produce a single coherent text, including time signals to link ideas and events * are gaining increasing awareness and control over the subtleties of intonation, stress, and rhythm when using language to gain the audience/listeners’ attention, although they might still have trouble using these effectively themselves * have begun to experiment with techniques when presenting small talks to a classroom audience, including formal and non-verbal language, digital resources, sequencing words, and inviting/responding to questions. | At **Level C3 Achievement Standard** students:   * listen, question and respond successfully in a wide range of social and academic contexts * demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts, with some home-language influences * use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions * discuss texts from across the curriculum using modelled examples in supportive classroom situations and structured group work * use a range of question types, time signals, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view, with varying accuracy * interpret accessible spoken and print texts and, with support, understand the full text * listen for specific information when questions are given beforehand * understand small amounts of abstract and generalised information when appropriate background is provided. | A student in Year 7 – 9 who has achieved the C3 standard will continue on Pathway C to Level C4 of the EAL curriculum.  Students who are working within the range of C3 or who have achieved the C3 standard at the end of Year 10 will transition to either English or EAL if they attempt VCE.  Student eligibility for VCE EAL Units 3 and 4 in Year 12 should be considered when planning pathways for these students. Students who are eligible to undertake Units 3 and 4 EAL should continue in EAL in Year 11.  Students who are not eligible to undertake Units 3 and 4 may be enrolled in a mainstream English class in Year 11 in order to become familiar with the curriculum content of the VCE English, English Language or Literature Study Design, or they may continue in an EAL class in Year 11.  Regardless of eligibility, students working within the range of or at C3 at the end of Year 10 will need ongoing language and EAL-informed teaching to help them with the academic demands of VCE.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C3 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C3-Speaking-and-Listening.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C3 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C3 | | | | |
| **Mode** | Reading and Viewing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C3** |
| At **beginning Level C3** students**:**   * have an awareness of textual meaning beyond the literal reading of the text, although they will still be developing ways of forming their own responses to the higher order meaning of texts * have confidence in attempting a range of different texts across the curriculum, but will require considerable scaffolding and teacher guidance for unfamiliar academic texts * have begun to use a range of reading strategies such as scanning and skimming rather than reliance upon prediction to infer the general meaning from text but may still be inefficient at using these techniques as readers. | | | At **consolidating Level C3** students:   * have begun to develop a sound understanding of the distinction between different text types for different purposes, as well as developing a metalanguage to talk about those differences * have also begun to develop skills not just to talk about the content of a text, but also to discuss how it is written in terms of the writer, for example, stance, style and audience * can also recognise and discuss cultural features of texts, such as humour, voice and imagery, with the teacher’s assistance * may use strategies associated with literacy in home language(s). | At **Level C3 Achievement Standard** students:   * demonstrate a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * demonstrate a basic understanding of the different purposes and structures of a range of text types and can make predictions about the likely content of texts * identify the stages of imaginative texts they read, and the role of headings, diagrams and captions in factual texts * follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed cues in sentence structure and vocabulary * use appropriate metalanguage to talk about the structure and features of a text * adjust their rate of reading to the task, reading closely for analysis, scanning for specific information, and skimming for the main idea * use cues from the surrounding text and their sound–symbol knowledge to assist in reading new words. | A student in Year 7 – 9 who has achieved the C3 standard will continue on Pathway C to Level C4 of the EAL curriculum.  Students who are working within the range of C3 or who have achieved the C3 standard at the end of Year 10 will transition to either English or EAL if they attempt VCE.  Student eligibility for VCE EAL Units 3 and 4 in Year 12 should be considered when planning pathways for these students. Students who are eligible to undertake Units 3 and 4 EAL should continue in EAL in Year 11.  Students who are not eligible to undertake Units 3 and 4 may be enrolled in a mainstream English class in Year 11 in order to become familiar with the curriculum content of the VCE English, English Language or Literature Study Design, or they may continue in an EAL class in Year 11.  Regardless of eligibility, students working within the range of or at C3 at the end of Year 10 will need ongoing language and EAL-informed teaching to help them with the academic demands of VCE.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C3 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C3-Reading-and-Viewing.aspx) | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

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For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C3 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | | |
| **Level** | C3 | | | | | |
| **Mode** | Writing | | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | | **ACHIEVED** | **AFTER C3** |
| At **beginning Level C3** students**:**   * can generally attempt a wide range of different text types appropriate to purpose and audience as independent writers, but will often require extensive opportunities for revision to increase accuracy based on teacher feedback * almost always use general punctuation conventions correctly, for example,   upper and lower case, full stops, commas and question marks, and have begun to experiment with more complex marks such as quotation marks, dashes, ellipses, semicolons and colons   * show a growing awareness of social and cultural sensibilities in word choice, for instance plump/fat, man/people) but may still miss many more subtle nuances. | | | | At **consolidating Level C3** students:   * show attempts at creating mood and feeling in their written texts, as well as the use of some colloquial or idiomatic language and humour, although this might often not be used accurately * produce writing that shows an increasing engagement with   the writing process and an increasing level of complexity in the use of various strategies to plan and organise texts, for instance, graphic organisers or timelines to draft outlines, and an ability to take responsibility for proofreading and revising their texts independently without this always having to be initiated under teacher guidance   * have become comfortable handwriting or typing their text * may use strategies associated with literacy in home language(s). | At **Level C3 Achievement Standard** students:   * through guided activities, write texts based on an extensive range of fictional and factual text types from across the curriculum, showing an awareness of purpose and audience * consistently use the basic structures of these text types, and demonstrate consistent but not complete control of the English grammar appropriate to them * demonstrate some control of passive voice, a range of tenses and direct speech * produce paragraphs with topic sentences and incorporate some cohesive devices to make links and contrasts between and within paragraphs through a range of conjunctions, connectives and pronoun references * pay some attention to whole-text, sentence and word level issues, including punctuation when planning, writing, reviewing and redrafting their writing * use a range of strategies when spelling new words, including those learnt for home language(s) * present their writing appropriately, in print and digital forms. | A student in Year 7 – 9 who has achieved the C3 standard will continue on Pathway C to Level C4 of the EAL curriculum.  Students who are working within the range of C3 or who have achieved the C3 standard at the end of Year 10 will transition to either English or EAL if they attempt VCE.  Student eligibility for VCE EAL Units 3 and 4 in Year 12 should be considered when planning pathways for these students. Students who are eligible to undertake Units 3 and 4 EAL should continue in EAL in Year 11.  Students who are not eligible to undertake Units 3 and 4 may be enrolled in a mainstream English class in Year 11 in order to become familiar with the curriculum content of the VCE English, English Language or Literature Study Design, or they may continue in an EAL class in Year 11.  Regardless of eligibility, students working within the range of or at C3 at the end of Year 10 will need ongoing language and EAL-informed teaching to help them with the academic demands of VCE.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C3 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C3-Writing.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

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For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C4 – Speaking and listening**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | | |
| **Level** | C4 | | | | | |
| **Mode** | Speaking and Listening | | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | | **ACHIEVED** | **AFTER C4** |
| At **beginning Level C4** students**:**   * show confidence in attempting a wide range of mainstream spoken texts across the curriculum, although they are not yet capable of fully comprehending the meaning of those texts without some scaffolding * are willing to present their own point of view or perspective on topics in areas that are not directly related to their own personal experience * will make errors even though the intended meaning will generally be clear. | | | | At **consolidating Level C4** students:   * experiment with differences between formal and informal register according to the audience and purpose, variations in intonation, rhythm, and stress, and the use of language to convey different shades of meaning when giving talks to convey opinions and emotions, rather than a focus only on the content to be delivered * are using language to talk about language in ways that enable them to improve their own use of English, for instance, ‘How do I say Jones’ when there’s an apostrophe after the ‘s’?’ * have begun to take their own initiative to negotiate with peers and teachers to organise their own work plans, although this is still done in close consultation with the teacher * may use strategies associated with literacy in home language(s). | At **Level C4 Achievement Standard** students:   * demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of a wide range of complex grammatical features including modal verbs, passive voice and tenses * demonstrate understanding of the ways that pauses, stress, rhythm and intonation help to clarify meaning * use comprehensible and consistent pronunciation, stress and intonation with some home-language influences * take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure and respond appropriately to listeners’ reactions * identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions * identify examples of relatively explicit subjective language * extract information from challenging spoken texts, using guide questions and taking notes on key ideas. | A student in Year 7 – 9 who has achieved the C4 standard consistently in all three language modes will transition to the English curriculum when they are:   * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum in subsequent years without substantial language support.   Students who are working within the range of C4 or who have achieved the C4 standard at the end of Year 10 will transition to either English or EAL if they attempt VCE.  Student eligibility for VCE EAL Units 3 and 4 in Year 12 should be considered when planning pathways for these students. Students who are eligible to undertake Units 3 and 4 EAL should continue in EAL in Year 11.  Students who are not eligible to undertake Units 3 and 4 may be enrolled in a mainstream English class in Year 11 in order to become familiar with the curriculum content of the VCE English, English Language or Literature Study Design, or they may continue in an EAL class in Year 11.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C4 Speaking and Listening – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C4-Speaking-and-Listening.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C4 – Reading and viewing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and they will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C4 | | | | |
| **Mode** | Reading and Viewing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C4** |
| At **beginning Level C4** students**:**   * have the confidence to attempt a range of technical and general texts which are not too culturally laden, from a range of media * are able to comprehend even quite lengthy texts on unfamiliar topics, but will need extra time to do so * will not usually need to use a dictionary to understand the gist of such pieces, but will need help to extract more precise meanings * are able to offer a personal response to a text that considers the meaning of the text beyond a literal understanding, but may not necessarily have understood subtle shades of meaning with complete accuracy * have begun to use a variety of strategies for extracting and organising information from printed sources in a variety of media. | | | At **consolidating Level C4** students:   * can read a wide range of accessible and culturally appropriate texts across the curriculum and from a range of media, but sometimes have to use self-help strategies to assist them with finer points of meaning (e.g. searching for further references, consulting English dictionaries, asking peers for clarification, etc.) * use strategies that they find personally effective for extracting, organising, and manipulating information from printed sources for their own purposes, such as writing or presentations * their analyses of texts show a developing awareness of how culture influences the ways in which texts are produced and interpreted, and in their own responses to texts they attempt to address subtleties such as humour, imagery, and idioms * may use strategies associated with literacy in home language(s). | At **Level C4 Achievement Standard** students:   * compare and make judgments about different texts (such as texts on the same topic by different authors) * read a wide range of accessible and culturally appropriate texts from across the curriculum with a high degree of independence. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * take notes that identify main ideas, issues and plot developments * identify supporting information to justify a response, including significant quotations that relate to key themes * understand the main meaning by focusing on the first lines of key paragraphs * adjust their reading style to the task * locate and organise information from a range of reference sources, including the internet * identify reference items across complex sentences * predict the way a text may be organised and its likely language features * identify a few specific facts and the basic perspective of the writer with more difficult texts. | A student in Year 7 – 9 who has achieved the C4 standard consistently in all three language modes will transition to the English curriculum when they are:   * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum in subsequent years without substantial language support.   Students who are working within the range of C4 or who have achieved the C4 standard at the end of Year 10 will transition to either English or EAL if they attempt VCE.  Student eligibility for VCE EAL Units 3 and 4 in Year 12 should be considered when planning pathways for these students. Students who are eligible to undertake Units 3 and 4 EAL should continue in EAL in Year 11.  Students who are not eligible to undertake Units 3 and 4 may be enrolled in a mainstream English class in Year 11 in order to become familiar with the curriculum content of the VCE English, English Language or Literature Study Design, or they may continue in an EAL class in Year 11.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C4 Reading and Viewing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C4-Reading-and-Viewing.aspx) | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

For support with teaching and assessing EAL learners, see [Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL) online assessment resource centre](http://teal.global2.vic.edu.au/assessment-tools/common-oral-assessment-tasks/)

For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)

**English as an Additional Language (EAL) reporting resource Pathway C – Level C4 – Writing**

The English as an Additional Language (EAL) reporting resource is designed to complement and support the Victorian Curriculum F-10 EAL.

As EAL students may not reach the achievement standard described by the curriculum for more than one reporting cycle, teachers can demonstrate that during this time students *are* making satisfactory progress in learning English as an additional language. The reporting resource allows teachers to understand and report on the language and learning progress of EAL students before they reach the achievement standards outlined in the EAL curriculum.

**Pathway C comprises five levels – CL, C1, C2, C3 and C4. EAL learners on Pathway C are capable of understanding more abstract ideas and relationships and will have had a diverse range of life experiences.**

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| **Pathway C** | Years 7 – 10 | | | | |
| **Level** | C4 | | | | |
| **Mode** | Writing | | | | |
| **BEGINNING** | | | **CONSOLIDATING** | **ACHIEVED** | **AFTER C4** |
| At **beginning Level C4** students**:**   * have begun to experiment with variations on the basic generic text types, although early drafts require extensive opportunities for revision * produce writing in which basic grammatical structures and features are almost always correct, but attempts at more difficult structures may impede meaning * incorporate a range of different devices, such as charts, diagrams and other illustrations, to support the meaning being conveyed in the body of the written text * attempt to use idioms, euphemisms, metaphors and other imagery beyond the literal meaning of the text to convey meaning, although this is not always done effectively. | | | At **consolidating Level C4** students:   * are attempting to produce a range of text types * while their texts, in both written and multimedia forms, may have weaknesses which require improvement, students have a metalanguage for talking about texts that enables them to discuss how the texts might be revised * attempts to revise texts move beyond a focus on correcting surface level inaccuracies to a more substantive degree of revision which aims to improve the overall communicative intent of the text * may use strategies associated with literacy in home language(s). | At **Level C4 Achievement Standard** students:   * write, with appropriate support, the full range of extended fictional and factual text types undertaken across the curriculum * vary their writing to be consistent with the text type, the context and the needs of the reader, presenting similar content in different ways, with support * demonstrate reasonably consistent control of a wide range of grammatical features * incorporate direct and indirect speech, including quotations, appropriately * employ an extended range of appropriate cohesive devices between sentences and paragraphs, retaining clarity and fluency * use some abstract noun groups * review and redraft their writing to enhance fluency, clarity, accuracy and appropriateness for purpose, audience and context in response to feedback and self-assessment * plan, draft, edit and present their writing in a range of print and digital forms, as appropriate. | A student in Year 7 – 9 who has achieved the C4 standard consistently in all three language modes will transition to the English curriculum when they are:   * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum in subsequent years without substantial language support.   Students who are working within the range of C4 or who have achieved the C4 standard at the end of Year 10 will transition to either English or EAL if they attempt VCE.  Student eligibility for VCE EAL Units 3 and 4 in Year 12 should be considered when planning pathways for these students. Students who are eligible to undertake Units 3 and 4 EAL should continue in EAL in Year 11.  Students who are not eligible to undertake Units 3 and 4 may be enrolled in a mainstream English class in Year 11 in order to become familiar with the curriculum content of the VCE English, English Language or Literature Study Design, or they may continue in an EAL class in Year 11.  Schools should contact the Victorian Curriculum and Assessment Authority (VCAA) to determine students’ VCE EAL eligibility. |
| **Examples of student work:** | | C4 Writing – [Victorian Curriculum F-10 EAL samples](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Pages/C4-Writing.aspx)  [TEAL oral assessment tasks](http://teal.global2.vic.edu.au/oral-tasks-and-criteria/) – student work samples provided for each task | | | |

To view the content descriptions, elaborations and the achievement standards for the C levels, visit the VCAA website – [Pathway C: Late immersion](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)

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For examples of student pathways and transitions for the EAL curriculum, see: [Pathways and Transitions](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/pathwaystransitions.aspx)