
Summative Assessment in the 7-10 Italian classroom

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Acknowledgement of country

- I would like to acknowledge Wurundjeri Woi-wurrung people of the Kulin nation as the Traditional Custodians of the lands, skies and waterways on which we are gathered today. I would like to pay my respects to their Elders past, present and emerging.
- I would also like to acknowledge the Indigenous people of the lands, skies and waterways on which we individually live, work and learn.

Learning Intentions and Success Criteria

LEARNING INTENTIONS

- To review the Vic 2.0 requirements related to assessment
- To review the characteristics of an effective assessment task
- To provide tips and ideas for best practice

SUCCESS CRITERIA

- I can connect Vic 2.0 requirement essentials with my summative assessment tasks
- I can reflect on my own assessment tasks and tick off the characteristics of an effective assessment task
- I can use some of the tips provided in my work

Our context – Languages at MGGS

- Language learning is compulsory in Year 7 and 8.
- Languages taught: French, Chinese and Italian (Compacted Latin course from Yr 9, not compulsory)
- In Year 7-9: 7x55 minutes lessons per fortnight
- In Year 10: 8x55 minutes lessons per fortnight
- Average class size: 20 students
- Two **summative** assessment tasks per semester in Year 7 and 8; three summative assessments (+exams) in Year 9 a 10.

2026 Summative tasks @ MGGS

- **Current Task Modality:**

- **Years 7-8:**

Sem 1 – Multimodal and Writing; Speaking

Sem 2 – Listening+Reading and Responding (in Italian and English)+Writing; Speaking

- **Years 9-10**

Sem 1 – Extended Response; Writing; Speaking

Sem 2 – Multimodal; Writing; Speaking

(Semester Exams: Sem 2 only for Yr 9; both Semesters for Yr 10)

From the Vic Curriculum 2.0 Sub-strands

Strand	Engaging with Italian Language and Culture (F-2 only)	Communicating Meaning in Italian	Understanding Language and Culture
Sub-strands	Engaging with Italian language Engaging with Italian culture	Interacting in Italian Mediating meaning in and between languages Creating text in Italian	Understanding systems of language Understanding the interrelationship of language and culture

From the Vic Curriculum 2.0 Achievement Standards Yr 7-8 (7-10 sequence)

- By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.
- Students begin to use pronunciation, intonation and rhythm in spoken Italian to develop fluency. They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others' identity.

From the Vic Curriculum 2.0 Achievement Standards Yr 9-10 (7-10 sequence)

- By the end of Level 10, students initiate and sustain Italian to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Italian or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Italian to create texts.
- Students apply features and conventions of spoken Italian to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Italian texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this influences their ideas and ways of communicating.

From the Vic Curriculum 2.0

Macro Skills (extracts from Vic 2.0)

- The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated.
- Teaching and learning contexts will necessarily draw from more than one of these skills to support students' effective learning.
- **They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.**

From the Vic Curriculum 2.0

Texts(extracts from Vic 2.0)

- Students use a **wide range** of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Italian texts, such as websites, films, stories, songs, television programs, advertisements and magazines.
- Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms.
- Many of the tasks that students undertake in and out of school involve **understanding and producing texts in everyday and workplace contexts**.
- Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become **increasingly sophisticated and varied** as students progress through their schooling.

From the Vic Curriculum 2.0

Intercultural understanding and use of English and Italian (extracts from Vic 2.0)

- This process involves **reflection and analysis**, as students move between Italian, English and/or their own existing language(s).
- Students should use Italian to communicate whenever possible in classroom, local or digital environments. The use of **English provides opportunities for students to reflect on, explore and discuss ideas**, and to use **metalanguage** to talk about and compare languages and cultures.

What are the features of an effective assessment? From NSW Education

- **Equity:** fair, inclusive and accessible to all students, across different contexts.
- **Validity:** criteria connect to the syllabus and content; demonstrates where students are at in their learning (in relation to the standards/outcomes the task is designed to measure)
- **Reliability:** results are consistent and dependable without the influence of bias, error or cheating. Consistent teacher judgement.
- **Transparency:** explicit marking criteria; students understand purpose, meaning and requirements of the task
- **Timeliness:** assessment is part of an ongoing monitoring process
- **Feedback:** specific, timely and clear.

Source: <https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment/effective-assessment-practice/elements-of-effective-assessment#:~:text=The%20elements%20of%20effective%20assessment>

Reflection

- For each of the features of an effective assessment mentioned before, I have come up with some ideas or questions, points of reflection of what they might mean for us in an assessment task at MGGS.

Equity:

fair, inclusive and accessible to all students

Reading and Listening tasks:

- Have you ensured that there is a balance between higher order questions and “easier” ones?
- Are the texts understandable and contain limited unfamiliar language for the students?
- Have you checked the pacing of the aural texts?

Writing and Speaking tasks:

- Have you provided a scaffold or a checklist?
- Is the purpose, audience and context of the task clear?
- Are the instructions explicit and clear?
- Have you included the word count?
- Do the students have access to the marking criteria?
- Is there a challenge or can students memorise the information they need?

Does the assessment task ask students to do something they have not learnt?

Validity: criteria connect to the syllabus and content; demonstrates where students are at in their learning (in relation to the standards/outcomes the task is designed to measure)

- Is the task related to the content you're going to teach?
- Are you referring to the current achievement standards?
- Does it provide all students with an opportunity to demonstrate their learning and achieve their best results?
- Does the assessment task ask students to do something they are not going to learn/don't know/don't need to know?
- Is everyone in your teaching team doing the same?

Reliability: results are consistent and dependable without the influence of bias, error or cheating. Consistent teacher judgement

- Are you doing your best to prevent students from cheating during the assessment?
- Are consequences for student malpractice clear and explicit to the students?
- Do you have your marking guidelines ready? Have you made them explicit?
- Do you meet with your colleagues to cross mark your assessment tasks? Or is one of you correcting all tasks?
- Did you notice any errors in the task? Not typos but something that could potentially mean students will get the wrong mark? E.g. refer to Text 1A instead of Text 1B.
- Can you rectify it?
- Will your assessment tasks allow ALL students to demonstrate their best skills on that day?
- Is everyone in the teaching team doing the same?

Transparency: explicit marking criteria; students understand purpose, meaning and requirements of the task

- Are the instructions clear and explicit?
- Have you checked with students if they have questions about the task before getting them started?
- Have you included the marking criteria?
- Are you using marking criteria modelled around the VCE marking criteria (especially if you're teaching Year 10)?
- Have you provided students with a detailed study advice/notification of the task in advance?
- Will you correct the task with the students and show them sample answers in class?

Timeliness: assessment is part of an ongoing monitoring process

- What other activities and tasks which focus on the same skill have you carried out before the assessment?
- Have you planned activities that are aimed at preparing the students for the task?
- Have you planned activities that are aimed at demonstrating student progress in the other skills not formally assessed by the summative task?
- Do you have evidence of student learning in case a student misses an assessment and will not be able to sit it within a limited timeframe?
- Have you planned for a practice tasks in advance?

Feedback:

specific, timely and clear.

- How did the students respond to the practice? Is there anything you should modify on the task?
- Did you manage to give students some feedback on the practice and ongoing class activities?
- What is the timeline for you to give feedback on your assessment task?
- Have you been clear on your feedback?
- Is your feedback task-centred or skill-centred? Can your feedback be applied in the future or is purely related to this task?

What do we do to ensure best practice at MGS?

- Current review of programs to fill in learning gaps. This includes a review of assessment tasks to ensure that we have covered a variety of topics, structures, text types and cultural elements.
- A variety of activities on all skills every fortnight. Regular opportunities to give students feedback and for formative tasks.
- Students provided with a Study advice two weeks before the task due date. Study advice includes specific information about the task purpose, requirements, due date and revision information for students. Marking criteria are also provided where applicable.
- Weekly programs and resources published on our learning platform. This includes learning intentions, success criteria, an outline of the activities and the PowerPoints and worksheets used in class. The practice with answer sheets, audio files. Students can re-do the practice at home if they wish. One person is in charge of a year level – this should ensure consistency of teaching and learning.
- Assessment practice one week before the task in general. Opportunity to explain how to tackle higher order questions, review the text type and give students feedback.

What do we do to ensure best practice at MGGs?

- Assessment tasks are provided to a member of the teaching team for feedback. Then they are submitted to our Head of Department for additional feedback.
- Moderation of results is an expectation.
- Feedback provided to students on the same day by all members of the teaching team, within 2 weeks after the task due date. Ongoing reporting – feedback published on our learning platform.
- Students who cannot re-sit an assessment within a week will be completing the task for feedback.
- Students are aware of the consequences for malpractice. A statement of integrity is included on the cover sheet of the task.

Use of AI in an assessment?

- We have a red-amber-green system for whether students can use AI in a class activity.
- At this point, we don't allow students to use AI in assessment tasks.
- You may be able to use AI to create resources for an assessment.
- Idea – topic of La casa: Maybe students could create the image of a house using AI and then refer to it during a speaking assessment task on the topic.
- Remember to operate within your school policy and guidelines.

Tips/Ideas you may find useful

- Ask for constructive feedback on the assessment task
- Do not take this feedback personally – it is not a judgement on you or your abilities.
- If possible, write your assessment first, plan later – you can always go back and modify it if needed. This will help you with your learning intentions, success criteria, pacing and to take unnecessary content out of your program. It will also help you decide what formative tasks you should do and when.
- Prepare a practice task that you can use as a learning tool.
- Do the task yourself and have the answer sheet ready. This will give you a clear idea of how long the students should be spending on the task and if you need to cut something out.
- Double check your students' learning needs.
- Provide opportunities for extension work where you can.
- Use the assessment task as an opportunity for reflection. How did your students go? Can you keep this task for next year (with minor adaptations) or do you need to change it completely?

Activity (5 minutes)

- With the person sitting next to you, have a look at the examples of assessment tasks provided in the pack.
- Based on what we discussed today, what can you notice? Can you find all the characteristics of an effective task?
- Would these assessment tasks work in your context? Is there anything you would need to change? Why?
- Is there anything you could take from them and include in your current assessment task?
- Are you planning an assessment now? Is there anything from this presentation that you could use?

Activity (10 minutes)

- Think of an assessment task you are planning or reviewing.
- Use this time to get working on it – jot down some ideas on what you would like to do.
- Then choose one component of the task – this could be the marking criteria, or the instructions, or the checklist, or the questions or the texts. Focus on that and get it done. You can continue working on the rest of the task another day.
- I will come around to help you/check in with you. Happy to provide you with some ideas.

Questions? (5 minutes)

- Please also feel free to come and chat with me before leaving the session or during the day if you have questions or some feedback.

Contact

- If would like to contact me at any point:

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References

- **Victorian Curriculum and Assessment Authority – Home Version 2.0, Languages, Italian**
- <https://f10.vcaa.vic.edu.au/learning-areas/languages/italian/introduction>
- <https://f10.vcaa.vic.edu.au/learning-areas/languages/italian/curriculum-7-10-sequence>

- NSW Education: **Strengthening assessment – Elements of effective assessment**
- <https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment/effective-assessment-practice/elements-of-effective-assessment#:~:text=The%20elements%20of%20effective%20assessment>