![State Government Victoria logo] **Department of Education and Early Childhood Development**

Understanding the English Online Interview

Module 4: Video clip assessment notes

Every child, every opportunity

Module 4

The document describes the tasks in the English Online Interview which address particular literacy aspects as identified on the *Finalised Assessment Report.* This report can be generated for individual students from the English Online Interview application. A summary of the organisation for Module 4 is presented below.

Literacy Aspect	Tasks
Oral language and listening comprehension	1 and 3 (retell)
Reading accuracy and comprehension	2 and 3
Writing and spelling	4 and 5

Every question in the English Online Interview has a scoring rubric. These rubrics assist in making judgements on the responses students give to each question in the Interview.

Oral language and listening comprehension

In Module 4, questions that assess oral language and listening comprehension are covered by Task 1 and the retell questions of Task 3. The following table summarises the knowledge, skills and behaviours assessed in these tasks.

Task 1: Conversation	Task 3: Retell
• Participation/engagement • Spoken text structure • Use of volume, tone, pace, expression and non-verbal cues • Vocabulary • Strategies	• Context, key details of the plot including the complication and resolution • Number of logically sequenced events • Vocabulary • Sentence Complexity • Use of volume, tone, pace and expression • Participation

In Task 1 the student engages in a conversation with the teacher in order to assess the student's oral English language development. In Task 3, an illustrated story is read to the student and the student retells the story and answers comprehension questions.

Reading: accuracy, comprehension and concepts of print

In Module 4, questions that assess reading comprehension and reading accuracy are covered by Task 2 and Task 3. The following table summarises the knowledge, skills and understandings assessed in these tasks.

Task 2: Book student reads	Task 3: Story read to students
• Meaningful phrases, with expression and effective use of pausing, punctuation, stress and pacing • Self correction • Identification of prominent directly stated information • Linking of information from across the text to explain actions and events • Complex inferences	• Prominent directly stated information • Illustrations and text to explain events. • Complex analysis of characters • Reason for a character's feelings • Cause and effect • Opinion supported by evidence from the text

• Simple analysis of characters • Use of evidence from the text to support opinion	

Task 2 is based around an illustrated book that the student reads. The student reads the book and the teacher takes a running record as the students reads. The student is asked several comprehension questions after they have read the book or looked at the pictures. In Task 3, the student listens to another illustrated story that the teacher reads aloud. The student retells the story and then answers comprehension questions.

Writing and spelling

In Module 4, rubrics that assess writing and spelling are covered by Task 4 and Task 5. The following table summarises the knowledge, skills and behaviours assessed in these tasks.

Task 4: Writing	Task 5: Spelling
• Story with a beginning (including setting), development of ideas (including plot and character development) and an ending • Appropriate and varied vocabulary and verb tenses • Spelling all high frequency words and words with less regular spelling patterns • Punctuation including full stops, capital letters and additional punctuation	Ten words: • 2 x one syllable simple • 3 x one syllable consonant blend onsets + rimes • 2 x two syllable simple • 1 x one syllable irregular pattern • 2 x two/three syllable irregular pattern

In Task 4 students are asked to write a story based around one of the characters in the book that was read to them in Task 3. In Task 5, students write ten dictated words. The scoring rubrics differentiate correct spelling and stages in approximating the correct spelling for difficult words.

Note: Annotated writing samples are available from the English Online Interview to support teacher judgements when using the scoring rubrics to assess writing.