

ASSESSMENT CONTEXT

Reading

Student Sample: Stage A1 Progressing Towards Video 1

Student information:

The student was born in Iraq, and is seven years old. His first language is Arabic. He has been in Australia for ten and a half months, and has been attending an English language school since he arrived. He did not attend school in Iraq. He is the youngest of four boys in his family. His father speaks fluent English and supports the student's learning of reading by listening to his reading at home.

The task:

The students were asked to retell the story of *The Three Little Pigs* after they had read it with the teacher. They were then asked to match words and phrases from the story to pictures of the items they refer to.

The story has been read to the students as part of a larger unit of work on 'Houses'. The students read the story as the initial activity of the unit. Unfamiliar vocabulary was introduced using flash cards and realia of different building materials (straw, sticks, bricks). Different types of houses were explored by the class using images on an interactive whiteboard, including pictures of homes in the students' countries of origin. The class talked about different rooms in houses and labelled rooms in pictures of houses and a dolls' house. The students made models of their homes using clay, Lego and play dough. Language for describing the model was modelled e.g. *This is the bedroom* and the students presented and described their models at the centre primary assembly. The students also produced simple descriptive texts of their presentation following a model developed by the teacher.

In the assessment task the teacher wanted to know whether the students understood some metalanguage about the text, were aware of some sound/letter relationships, were able to participate in a shared reading, could understand the main ideas of a story and could demonstrate their understanding of some key written words and phrases in the story.

In the task the teacher was assessing how well the students:

- identified some sound/letter relationships
- understood a familiar story through a retelling
- recognized and read familiar word and phrases (e.g. *house of straw*, *house of bricks*, *first little pig*) and match these with pictures.

PLEASE NOTE:

Each video sample represents one performance on a specific task within a unit of work, produced by each student with scaffolding at the level appropriate to the student's current stage of language development.

When making judgements to assign a student to a particular **ESL Stage** (A1 to S4) and a **level** within the stage (beginning, progressing towards, at standard), teachers need to consider:

- **a range of tasks.** Not all Indicators of Progress can be demonstrated within one task or activity.
- **the amount of scaffolding** provided to the student in performing these tasks, based on the type of teaching context, the texts used, and the tasks performed. Table 1: The Criteria for the differentiation between stages of the ESL standards on page 10 of the *English as a Second Language (ESL) Companion to the Victorian Essential Learning Standards*, VCAA 2005, may assist in determining the level of appropriate scaffolding.
- **the consistency of student performance.** A clustering of a number of performances over time at or around the stage and level should be collected as evidence to support the judgement.
- **the student's control of language across the four aspects** of texts and responses to texts, cultural understandings of language use, linguistic structures and features and maintaining and negotiating communication.

The ESL VELS *Learning Focus*, *Standards and Progression Profile* and *Indicators of Progress* are designed to work together and will assist in making judgements about the stage and level of a student's performance at a particular point in time.

Assignment of a student to a stage and level is an 'on balance' judgement of the student's stage at that point in time. The student should be constantly monitored to determine the ways in which she or he is making progress towards indicators consistent with a higher level or stage.

Reading - A1 Standard Indicators of progress

Text and responses:	
<i>At the end of Stage A1, students can routinely read the following kinds of texts, and respond to them in the following ways:</i>	Example
• read short, learned texts, e.g. simple rhymes, songs, repetitive texts	-
• read some environmental print and familiar words in context, e.g. recognise names, some letters, some common signs and logos, numbers	-
• read their own writing, or a simple text written by the teacher, e.g. about a shared experience	-
• join in with shared reading activities e.g. whole class reading of repetitive Big Book	-
• complete simple activities based around texts, e.g. sequence pictures to retell story, dramatise a story, paint or draw characters,	2:54-3:06
• adopt teacher's intonation patterns when reading familiar texts	-
• show a personal response to a text, e.g. look at or read a book in own time, role-play, draw a picture	-
• recognise some familiar vocabulary, mainly content words in supported context, e.g. shared reading	2:34-2:38
• follow simple written texts that are read to them	-
• identify characters in a narrative	1:26-1:43
• draw pictures of the stages of a narrative; match pictures and words of a procedure	-
• concentrate during group reading activities understand some main ideas in a simple story read aloud, supported by visuals.	-
Linguistic structures and features	Example
<i>At the end of Stage A1, students' understanding of the linguistic structures and features of the texts they read is shown when they:</i>	
• are able to distinguish Roman script from non-Roman script	-
• recognise the function of capital letters and full stops , e.g. count sentences	-
• show awareness of basic conventions of print in English, e.g. follow text with finger from left to right and from the top to the bottom of the page	-
• show awareness that words are separated by spaces, e.g. by pointing to words, counting words	-
• understand and use the metalanguage for some basic conventions of book layout and aspects of reading, e.g. word, letter, page, title, cover	-
• recognise and name some letters of the alphabet	0:35-0:53
• identify common letters in different words consistently, e.g. point to all the 't's in a sentence	0:35-0:53
• relate some letters of the alphabet to sounds, e.g. relate some non-consonants to their usual/common sounds	0:35-0:53
• identify some sounds in words	0:35-0:53
• recognise some common letters and letter patterns in words, e.g. refer to charts, books	-
• identify repetitive word or letter patterns in sentences and phrases	-
• recognise some familiar personally significant words in context, e.g. own name, peers' names, 'today is'	-
• match words to sentence in a known text	3:00-3:06
Cultural conventions	Example

<i>At the end of Stage A1, students' understanding of the contexts and purposes of the texts they read is shown when they:</i>	
• show awareness that written and visual texts are created to share a message	ET
• can recognise that environmental print is significant, e.g. asks the teacher to read a sign	-
• identify whether a text tells a story or gives information	-
• understand that print contains a consistent message, e.g. indicates when the ending of a well-known story varies	-
• identify reading purposes of texts, e.g. enjoyment, information	-
• choose books to look at or read independently.	-
Maintaining and negotiating communication	
<i>At the end of Stage A1, students may use the following strategies to assist them to read and comprehend texts:</i>	Example
• use illustrations to discern the story line of a text	-
• use illustrations to predict individual words in texts about familiar topics	-
• read with or slightly after the teacher, e.g. join in the familiar part of a story	-
• focus on reading repetitive words or phrases in known texts	-
• listen for key words in a shared reading text, e.g. names of characters	-
• memorise a familiar or favourite part of a text	-
• practise by re-reading their favourite texts	-
• choose texts to read that are familiar or well supported by illustrations	-
• attempt to decode known and unknown words using initial sounds and other early decoding skills	-
• focus on meaning of content words (particularly nouns and verbs) associated with accompanying pictures or words pointed to by teacher,	3:20-3:22
• tend to ignore meaning carried by structural words such as the, and, as, in, of and other language not pointed out or supported by illustrations	-
• show comprehension through appropriate contextual activities, e.g. sequencing pictures	-
• use simple dictionaries and word charts.	-

NOTE: ET = Evident Throughout