

## ASSESSMENT CONTEXT Speaking and Listening

### 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 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 English by listening to his reading from his 'take home' reader and by focusing on the high frequency words he is learning.

#### The task:

The student was asked to provide a personal recount of weekend activities. This is a regular task for the class at the beginning of each week. The teacher supports the class in this task by providing models of relevant linguistic resources for the task, including, adverbial phrases of time (for example, *On the week end...*), simple past tense forms (for example, *we went ..*), adverbial phrases of place (for example, *at the park*) and vocabulary about family members (for example *with my mother and father*) as well as modeling a recount of her own weekend activities. She provides pictures of weekend activities and allows the children to draw pictures of their weekend activities.

This task was conducted after the children had drawn pictures of their weekend activities and undertaken in a small group so as to provide a supportive and familiar learning and teaching environment.

The teacher was assessing:

- the student's ability to use spoken English to give some basic personal information, using learned formulas (for example, *My name is..*)
- the student's ability to use spoken English to recount a personal past event, specifically week-end activities (for example *on the week end I went to the park.*)
- the student's ability to expand on information when prompted by the teacher using visual cues or questions, such as '*who did you go with? What did you do at the park?*'
- the student's use of simple subject-verb-object sentence patterns and the use of some grammatical patterns to create new meanings, such as saying *played*, or even *goed*, or *eated*
- the student's ability to produce intelligible pronunciation in English.

#### 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.

**Speaking & Listening - A1 Standard Indicators of Progress**

| <b>Text and responses</b>   | <b>Example</b>    |
|---|-------------------|
| <b><i>At the end of Stage A1, students can routinely use spoken English to do the following things:</i></b>   |                   |
| <b>Receptive</b>  | <b>Receptive</b>  |
| <ul style="list-style-type: none"> <li>display attentive listening behaviour, i.e. sit on floor and listen for sustained periods with some visual support</li> </ul>  | ET                |
| <ul style="list-style-type: none"> <li>follow simple instructions in familiar school routines, relying on key words, non-verbal language and context</li> </ul>   | -                 |
| <ul style="list-style-type: none"> <li>respond appropriately with simple non-verbal language to comments, or indicate non-comprehension, e.g. smile when greeted, shake or nod head</li> </ul>                        | -                 |
| <ul style="list-style-type: none"> <li>participate in simple, familiar songs, rhymes and chants</li> </ul>  | -                 |
| <ul style="list-style-type: none"> <li>check on understanding of simple, familiar instructions and routines, e.g. T: It's playtime. S: Go outside?</li> </ul>   | -                 |
| <ul style="list-style-type: none"> <li>identify single items of information from short spoken texts, pictures or diagrams in a known context, e.g. number, colour, name, 'Point to the three little pigs.'</li> </ul> | -                 |
| <b>Productive</b>   | <b>Productive</b> |
| <ul style="list-style-type: none"> <li>give some basic personal information, using learned formulas or brief answers, e.g. My name is ..., I'm a boy/girl ...</li> </ul>  | 0:09-0:34         |
| <ul style="list-style-type: none"> <li>expand on basic personal information when prompted, supported and given adequate time</li> </ul>   | 0:34-0:54         |
| <ul style="list-style-type: none"> <li>make simple requests or express basic needs using learned sentence patterns or 2–3 word utterances, e.g. May I have a drink, please?, It's home time, Go now?</li> </ul>       | -                 |
| <ul style="list-style-type: none"> <li>use learnt phrases in play, e.g. give me, stop it, I don't like</li> </ul>   | -                 |
| <ul style="list-style-type: none"> <li>usually respond to questions with a single word or phrase, but can make longer utterances by substituting words in known sentence patterns</li> </ul>                          | 1:11-1:14         |
| <ul style="list-style-type: none"> <li>negotiate simple social or learning activities by suggesting, initiating or directing, e.g. Play football? Stop that!</li> </ul>   | -                 |
| <b>Linguistic structures and features</b>   | <b>Example</b>    |
| <b><i>At the end of Stage A1, students' understanding of the linguistic structures and features of spoken English is shown when they:</i></b>   |                   |
| <b>Receptive</b>  | <b>Receptive</b>  |
| <ul style="list-style-type: none"> <li>understand gender in common pronouns and possessive adjectives</li> </ul>  | -                 |
| <ul style="list-style-type: none"> <li>respond to key words in a range of common spoken instructions, e.g. Shut the door</li> </ul>   | -                 |
| <ul style="list-style-type: none"> <li>understand the tense of statements or instructions, mostly through time references, e.g. We went yesterday, Tomorrow we will go, Now we can eat lunch</li> </ul>               | 0:34-0:54         |
| <ul style="list-style-type: none"> <li>have difficulty understanding discussions between teacher and learners at native speaker speed</li> </ul>  | -                 |
| <b>Productive</b>   |                   |
| <ul style="list-style-type: none"> <li>create original utterances by substituting new words in learned patterns or formulas, e.g. It's home time. It's go time.</li> </ul>  | -                 |
| <ul style="list-style-type: none"> <li>use words from word sets related to need, interest or experience, e.g. family, school, colours, numbers, days, months</li> </ul>   | 0:40-0:53         |
| <ul style="list-style-type: none"> <li>use single word or phrase response to questions, e.g. Yes, No, I don't know</li> </ul>   | -                 |
| <ul style="list-style-type: none"> <li>use a range of formulas appropriately for different purposes and functions, e.g. What's the time? Oh, no! Very good!</li> </ul>  | -                 |
| <ul style="list-style-type: none"> <li>construct simple subject-verb-object sentences, largely using present tense, e.g. We buy house</li> </ul>  | 0:40-0:53         |
| <ul style="list-style-type: none"> <li>demonstrate variable placement of common adjectives to describe or add emphasis, e.g. big truck, car blue</li> </ul>   | -                 |

|   |                  |
|---|------------------|
| • use some grammatical patterns to create new meanings, e.g. played, eated, goed; to the farm, to the Australia.  | -                |
| • use intonation to enhance meaning or to distinguish statements from questions   | 11:6-1:22        |
| • use comprehensible pronunciation  | ET               |
| • speak with breakdowns in fluency and meaning due to limited English resources   | -                |
| • express negation using 'no' or 'not' e.g. I no like vegetable, I not go   | -                |
| • use 'telegraphic' speech patterns, where function words may be omitted or not used correctly, e.g. 'Me go to shopping and buyed many thing.'  | 0:14-0:19        |
| <b>Cultural conventions</b>   | <b>Example</b>   |
| <b><i>At the end of Stage A1, students' understanding of the contexts and purposes of spoken texts is shown when they:</i></b>  |                  |
| <b>Receptive</b>  | <b>Receptive</b> |
| • distinguish English from other languages, e.g. on hearing English, respond in English   | ET               |
| • tune in to the particular sounds of English, e.g. recognise rhyming words in a listening game, respond to known words in texts  | -                |
| • recognise that some particular words, gestures or intonations may be appropriate or inappropriate in certain contexts   | 1:40-1:44        |
| <b>Productive</b>   |                  |
| • use acceptable social formulas and gestures and interact appropriately in context, e.g. thank you, excuse me, please  | 0:10-0:19        |
| • recognise that conversation breakdown is not acceptable and repeat, re-pronounce or self-correct words in order to help the other person understand   | -                |
| • can tell when a response is required and attempt to respond either non-verbally or using known words  | 0:34-0:42        |
| • can appear to be interacting appropriately by copying the actions of other students.  | -                |
| <b>Maintaining and negotiating communication</b>  | <b>Example</b>   |
| <b><i>At the end of Stage A1, students may use the following strategies to maintain and negotiate spoken communication:</i></b>   |                  |
| <b>Receptive</b>  |                  |
| • listen to a sustained text, focusing on visual support, e.g. instructions and demonstrations about an art activity  | -                |
| • question to check meaning, to clarify, or to confirm, e.g. T: Stick it in your book, S: language book?  | -                |
| • check understanding of classroom conversations or instructions by asking other first language speakers to clarify   | -                |
| • use strategies such as watching and listening to what other students are doing, following them, watching the teacher's face   | -                |
| <b>Productive</b>   |                  |
| • ask for attention or assistance from the teacher or a friend, e.g. check understanding, ask for repetition  | -                |
| • use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture   | 1:10-1:15        |
| • substitute words or manipulate learned formulas to create new phrases e.g. in chants  | -                |
| • borrow key words from previous speaker, e.g. Child 1: Do you want to play chasey? Child 2: Yeah, play chasey  | -                |
| • imitate pronunciation, stress and intonation patterns, e.g. from stories, songs, rhymes, media  | -                |
| • rehearse or role play using formulas or short exchanges, e.g. from popular stories or songs; 'Little pig, little pig let me in.'  | -                |
| • provide the initial context for a conversation and then rely on another speaker to provide appropriate words in English, e.g. read with the teacher, interact through gestures, facial expressions, point to illustrations, repeat words. | 1:10-1:19        |

**NOTE:** ET = Evident Throughout