

ASSESSMENT CONTEXT Speaking and Listening

Student Sample: Stage A1 Standard Video 1

Student information:

This student was born in Vietnam, and is six years and ten months old. His first language is Vietnamese. He has been in Australia for five months attending an English language school in a Year one level class. He has age equivalent schooling having attended school in Vietnam for about two years. He has limited exposure to English.

The task:

The students visited the local supermarket the previous day and were asked to give a spoken recount of the excursion to their teacher. The aim of the activity was to give the students the opportunity to communicate a recent personal experience, using basic English structures and strategies, with teacher and visual support.

The excursion was part of a longer unit of work on 'Food', in which students were learning about different types of food. They regularly give simple recounts of their week-end activities in class at the beginning of each week or following other excursions in which they have participated.

The task is being completed one-on-one in a familiar environment, supported by photos taken on the excursion, and where necessary, prompts from the teacher.

The teacher was assessing:

- the student's ability to communicate and expand on basic information when prompted, supported, and given some time
- the student's ability to participate in a short, structured interaction
- the student's ability to expand on information when prompted and supported by the teacher and visuals
- the student's use of learned formulas
- the student's ability to use grammatical patterns to create new meanings eg *played, goed*
- the student's ability to comprehend and respond to questions
- the student's ability to produce intelligible pronunciation

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

Text and responses	Example
<i>At the end of Stage A1, students can routinely use spoken English to do the following things:</i>	
Receptive	
• display attentive listening behaviour, i.e. sit on floor and listen for sustained periods with some visual support	ET
• follow simple instructions in familiar school routines, relying on key words, non-verbal language and context	-
• respond appropriately with simple non-verbal language to comments, or indicate non-comprehension, e.g. smile when greeted, shake or nod head	0:09-0:11
• participate in simple, familiar songs, rhymes and chants	-
• check on understanding of simple, familiar instructions and routines, e.g. T: It's playtime. S: Go outside?	-
• 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.'	1:31-2:01
Productive	
• give some basic personal information, using learned formulas or brief answers, e.g. My name is ..., I'm a boy/girl ...	-
• expand on basic personal information when prompted, supported and given adequate time	-
• 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?	-
• use learnt phrases in play, e.g. give me, stop it, I don't like	-
• usually respond to questions with a single word or phrase, but can make longer utterances by substituting words in known sentence patterns	0:58-1:23
• negotiate simple social or learning activities by suggesting, initiating or directing, e.g. Play football? Stop that!	-
Linguistic structures and features	
<i>At the end of Stage A1, students' understanding of the linguistic structures and features of spoken English is shown when they:</i>	Example
Receptive	
• understand gender in common pronouns and possessive adjectives	-
• respond to key words in a range of common spoken instructions, e.g. Shut the door	-
• 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	-
• have difficulty understanding discussions between teacher and learners at native speaker speed	-
Productive	
• create original utterances by substituting new words in learned patterns or formulas, e.g. It's home time. It's go time.	0:25-0:30
• use words from word sets related to need, interest or experience, e.g. family, school, colours, numbers, days, months	1:31-2:00
• use single word or phrase response to questions, e.g. Yes, No, I don't know	0:32-0:37
• use a range of formulas appropriately for different purposes and functions, e.g. What's the time? Oh, no! Very good!	-
• construct simple subject-verb-object sentences, largely using present tense, e.g. We buy house	0:38-0:42

• demonstrate variable placement of common adjectives to describe or add emphasis, e.g. big truck, car blue	-
• 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	-
• use comprehensible pronunciation	ET
• speak with breakdowns in fluency and meaning due to limited English resources	2:15-2:40
• 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.'	-
Cultural conventions <i>At the end of Stage A1, students' understanding of the contexts and purposes of spoken texts is shown when they:</i>	Example
Receptive	
• 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	-
Productive	
• use acceptable social formulas and gestures and interact appropriately in context, e.g. thank you, excuse me, please	2:10-2:18
• 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	2:42-2:48
• can appear to be interacting appropriately by copying the actions of other students.	-
Maintaining and negotiating communication <i>At the end of Stage A1, students may use the following strategies to maintain and negotiate spoken communication:</i>	Example
Receptive	
• 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	1:47-1:53
Productive	
• 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	0:58-1:40
• 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.	0:12-0:43



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NOTE: ET = Evident Throughout