

ASSESSMENT CONTEXT

Reading

Student Sample: Stage A2 Progressing Towards Video 1

Student information:

The student was born in Thailand to parents who had left Burma (Myanmar) and Burmese is the main language spoken at home. She is now six years and nine months old and has been in Australia for four years. The student has been attending school in Australia for one year and nine months. Previously she attended an English language school for one year before moving to her current school, where she is in Year one participating in a refugee bridging program.

The task:

The task involves the students participating in some activities based on a class reading of *Little Red Riding Hood*. This is a genre that is familiar to the class, as they have previously read other folk tales and children's stories, including other versions of this story. The teacher read the story to the whole class, using a big book, and then the students retold the story with reference to the pictures. The class then re-read the story with students reading the parts for the different characters. Following these class readings, the students then chose some statements, which they classified as true or false and then shared their evaluations of the statements with the teacher.

The teacher wanted to assess how well the student could read a familiar text and read simple statements to confirm her understanding of the longer text (*Little Red Riding Hood*) she had read.

In particular, she wanted to see how well the student:

- participated in a simple group task based on the shared reading of the text;
- recalled factual information from texts read and viewed in class;
- used a range of cues when reading;
- read a well-known text with some fluency.

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 A2 Standard Indicators of Progress

Text and response	
<i>At the end of Stage A2, students can routinely read the following kinds of texts, and respond to them in the following ways:</i>	
• read a range of topic related classroom texts with support	ET
• read well-known words or phrases in new contexts, e.g. Tuesday, Once upon a time	-
• demonstrate understanding of new texts, and respond, e.g. read along with repetitive sections, predict	-
• consistently read back own writing or sentences scribed by another	-
• participate in simple group activities based on shared texts	ET
• ask questions, retell and talk about texts read and viewed in class, or give factual information from texts read and viewed in class, e.g. can tell who does what and why	3:47 – 4:06
• recall factual information from texts read and viewed in class	4:32 – 4:39
• retell main events in sequence with guidance and prompts from teacher	-
• express opinions about the actions of key characters	-
• understand main ideas and recognise characters in a well illustrated story read aloud	1:30 – 1:34
• obtain information from simple diagrams or graphs	-
• respond to texts through art, drama, movement and music	-
• talk about features of a story or poem that have personal appeal, e.g. fantasy elements, favourite characters, interesting words/phrases	-
• identify features of a range of text types, e.g. recount, report, procedure, narrative	-
• read well known texts with some fluency, e.g. appropriate pauses and intonation	-
• modify intonation when reading to differentiate questions, exclamations or dialogue	-
Linguistic structures and features	
<i>At the end of Stage A2, students' understanding of the linguistic structures and features of the texts they read is shown when they:</i>	
• sequence a familiar text, e.g. narrative, recount, procedure, explanation	-
• read frequently heard phrases fluently, e.g. 'and then', 'and he said'	2:18 – 2:21
• recognise familiar words in different contexts	4:47- 4:53
• sequence words or phrases in a familiar sentence	-
• match a range of familiar spoken words with written words	ET
• recognise and name all letters of the alphabet	-
• relate most letters of the alphabet to sounds	-
• recognise some common syllables and patterns within words, e.g. in, on, ing	-
• recognise some common prefixes and suffixes and how they change the meaning of words, e.g. un, -er	-

• recognise rhyming words	-
• recognise beginning, middle or final sounds in words	1:54 – 1:59
• recognise the difference between upper and lower case letters	-
• demonstrate that full stops and question marks break up text, e.g. pause appropriately when reading.	-
Cultural conventions <i>At the end of Stage A2, students' understanding of the contexts and purposes of the texts they read is shown when they:</i>	Example
• identify the basic purpose of a new text	-
• identify texts as factual or fictional and make comparisons, e.g. using topic, content, layout, illustrations	
• identify stories, lists, poems or songs when reading or listening to text read aloud	-
• use texts purposefully, e.g. follow simple procedural texts, find basic information in texts, locate specific information from a known text, use a simple contents page and index to locate information	
• relate something learned from a text to own experience, e.g. by commenting or by identifying with the characters in a story	-
• choose books to read that are appropriate and of interest.	-
Maintaining and negotiating communication <i>At the end of Stage A2, students may use the following strategies to assist them to read and comprehend texts:</i>	Example
• draw upon experiences and oral repertoire to anticipate words or phrases	3:39-3:48*
• choose books that are appropriate and interesting by looking at cover, illustrations or amount of text	-
• re-read well-known books and texts	ET
• sub-vocalise when reading silently	-
• use picture cues when reading, e.g. pictures in narratives or in information texts	-
• use a range of cues when reading, i.e. meaning, visual, structure	1:45 – 1:51
• use developing knowledge of the patterns of English to predict some words or phrases	4:16 – 4:23*
• use knowledge of letters and sounds to read a new word or locate key words	4:17
• read, modelling rhythm, intonation and pronunciation on the example of other readers find words in a dictionary or from class word lists.	-

* Use of the strategy leads to a miscue

NOTE: ET = Evident Throughout