

ASSESSMENT CONTEXT

Reading

Student Sample: Stage A2 Standard Video 1

Student information:

The first student is six years and three months old, and has been in Australia for four months. She is from the Philippines, and Filipino is the main language spoken at home. She has been in a Prep level class in an English language school for four months in Australia. She attended school for one year in the Philippines, where she had a little exposure to English. She will exit into a mainstream school in a few weeks after completing this assessment task.

The task:

The student was asked to complete a computer-based task following a reading of *The Very Hungry Caterpillar* by Eric Carle. The reading and follow-up activity is part of a larger unit of class work on 'Food' which followed a unit on 'Minibeasts'. In the computer-based task in this video the student matches; pictures to what the caterpillar ate on different days, numbers to food eaten, sentences to pictures of food eaten and places pictures of stages of the caterpillar's life cycle on a diagram depicting the life cycle. The student also read sets of instructions to complete these tasks.

Parts of this task, matching numbers to pictures of the food items and demonstrations of the student's ability to remember the food eaten by the caterpillar on each day, have been omitted to keep the video of a suitable duration.

The teacher was using the task to assess the student's ability to respond to a familiar text with limited support as well as the student's use of cues and strategies to decipher unknown words. The teacher wanted to know the extent to which the student could:

- demonstrate her understanding of a familiar text;
- retell the main events of the story she had read;
- recognize familiar words in new or different contexts.

The computer-based materials in this video were downloaded from the SMART Exchange USA website at <http://exchange.smarttech.com>

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	Example
<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	ET
• consistently read back own writing or sentences scribed by another	-
• participate in simple group activities based on shared texts	-
• 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	-
• recall factual information from texts read and viewed in class	ET
• retell main events in sequence with guidance and prompts from teacher	1:04 – 2:15
• express opinions about the actions of key characters	-
• understand main ideas and recognise characters in a well illustrated story read aloud	-
• 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	ET
• modify intonation when reading to differentiate questions, exclamations or dialogue	2:22 – 2:35
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>	Example
• sequence a familiar text, e.g. narrative, recount, procedure, explanation	4:48 - 5:11
• read frequently heard phrases fluently, e.g. 'and then', 'and he said'	ET
• recognise familiar words in different contexts	ET
• 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	0:15 – 0:17
• recognise some common prefixes and suffixes and how they change the meaning of words, e.g. un, -er	-

<ul style="list-style-type: none"> recognise rhyming words 	-
<ul style="list-style-type: none"> recognise beginning, middle or final sounds in words 	3:36 - 3:40
<ul style="list-style-type: none"> recognise the difference between upper and lower case letters 	-
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> identify the basic purpose of a new text 	0:28 – 1:04
<ul style="list-style-type: none"> identify texts as factual or fictional and make comparisons, e.g. using topic, content, layout, illustrations 	4:27 – 5:13
<ul style="list-style-type: none"> identify stories, lists, poems or songs when reading or listening to text read aloud 	ET
<ul style="list-style-type: none"> 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 	ET
<ul style="list-style-type: none"> relate something learned from a text to own experience, e.g. by commenting or by identifying with the characters in a story 	-
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> draw upon experiences and oral repertoire to anticipate words or phrases 	-
<ul style="list-style-type: none"> choose books that are appropriate and interesting by looking at cover, illustrations or amount of text 	-
<ul style="list-style-type: none"> re-read well-known books and texts 	ET
<ul style="list-style-type: none"> sub-vocalise when reading silently 	-
<ul style="list-style-type: none"> use picture cues when reading, e.g. pictures in narratives or in information texts 	ET
<ul style="list-style-type: none"> use a range of cues when reading, i.e. meaning, visual, structure 	ET
<ul style="list-style-type: none"> use developing knowledge of the patterns of English to predict some words or phrases 	
<ul style="list-style-type: none"> use knowledge of letters and sounds to read a new word or locate key words 	ET
<ul style="list-style-type: none"> read, modelling rhythm, intonation and pronunciation on the example of other readers find words in a dictionary or from class word lists. 	-

NOTE: ET = Evident Throughout