

ASSESSMENT CONTEXT Speaking and listening

Student Sample: Stage A2 Standard Video 1

Student information:

This student was born in Thailand to Burmese parents and Burmese is the home language. She is six years and four months old, and has been in Australia for four years and nine months. 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 support program. Her family speaks Burmese at home.

The task:

The task involves the student retelling the story of *Little Red Riding Hood* following a class reading of the book. The students in the group are retelling parts of the story, following prompts from the teacher and using the pictures in the big book the teacher read to them. This is a genre that is familiar to the students as they have previously read other folk tales and children's stories, including other versions of this story. The children went on to further activities that involved them re-telling and demonstrating their comprehension of the story.

The teacher was assessing how well the student, with some teacher guidance, could use sequence markers and retell parts of the text. In particular, the teacher was observing how well the student:

- actively listens in her interactions;
- responds and acts in ways that are appropriate to the context of the interaction;
- describes a sequence of events or actions;
- speaks clearly and intelligibly.

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 A2 Standard Indicators of Progress

Text and response	Example
<i>At the end of Stage A2, students can routinely use spoken English to do the following things:</i>	
Receptive	
• follow a classroom discussion about familiar topics or new topics that are well supported by visual material	ET
• follow a short sequence of instructions related to classroom procedures or learning activities, e.g. book borrowing procedures, rules for using the class computer, order information from a short spoken text using pictures	-
• listen to a story then retell or sequence using pictures	-
• identify key points of information from short spoken texts with reduced visual support, e.g. the day the excursion will take place	2:50-2:56
• understand key information from viewing a range of media, e.g. computer programs, TV, DVDs	-
• demonstrate active listening	ET
Productive	
• talk about class topics in class discussions	3:10-3:30
• negotiate simple transactions, e.g. at the school canteen	-
• participate in short, structured social interactions, e.g. exchanging basic information about family, school	-
• negotiate activities with peers in small group tasks, e.g. suggesting, agreeing, disagreeing, clarifying	-
• speak in front of a group on a familiar topic, e.g. sharing, recounting personal experience	3:10-3:30
• describe a series of events or actions	3:10-3:30
• express ideas, humour, simple opinions and describe feelings, e.g. I am very happy	-
• participate in discussions between teacher and learners, but still have some difficulty with discussions at native speed, or with idiomatic or figurative language.	0:40-1:16
Linguistic structures and features	
<i>At the end of Stage A2, students' understanding of the linguistic structures and features of spoken English is shown when they:</i>	Example
Receptive	
• understand common sequence markers in speech, e.g. first, next, then	-
• understand phrases of place or location, e.g. over here, next to the chair	-
• recognise questions or statements through word order and vocabulary as well as through intonation, e.g. Do you ...? Can anybody ...? Anybody can ...	1:44-1:57
• understand some common phrases in both their full and contracted forms, e.g. I'm/I am, You're/you are	-
Productive	
• combine known formulas, structures and other vocabulary to communicate, e.g. Yesterday I went to the swim	2:07-2:42
• apply some grammatical rules, but may overgeneralise for irregular forms, e.g. formation of plurals (mouses); past tenses (swimmed, buyed)	-
• use common prepositions, e.g. in, at, on, near	2:40

• use appropriate verb and noun endings with some consistency, e.g. -ing, -ed, -s	-
• use correctly some forms of the verbs to be, to have, e.g. Her name is Maria.	-
• express simple negation correctly, e.g. don't, can't	-
• regularly use appropriate pronouns, e.g. I/me/he/him/she/he/it	-
• regularly use appropriate possessive pronouns, e.g. his, her, its, our, their, my	-
• use sequence markers to link ideas. e.g. next, and then, after that	-
• use how, when, where, why, who question forms.	-
• 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 spoken texts is shown when they:</i>	Example
Receptive	
• identify a number of spoken text types and forms, e.g. stories, poems, plays	-
• understand instructions or explanations, when supported by clear contexts in the classroom	-
• understand that intonation, volume or stress affects spoken interaction, e.g. modify own pronunciation appropriately	3:30-3:55
Productive	
• adjust speech according to audience and purpose, e.g. giving a talk, speaking to a friend, adult etc, giving an apology	-
• negotiate familiar social and learning situations, using language appropriate to the situation, e.g. explaining a problem to a teacher, negotiating the rules of a game with a friend, participating in a class discussion, describing an object	-
• initiate and manage interaction through conversational formulas, e.g. Oh no? Very lucky! 'Oh sorry, I don't know where is the book. I lost it'	-
• use modality to express possibility or obligation, e.g. must, should, might.	-
Maintaining and negotiating communication <i>At the end of Stage A2, students may use the following strategies to maintain and negotiate spoken communication:</i>	Example
Receptive	
• ask a speaker to repeat or speak slowly, e.g. Say again, please	-
• predict meaning from context, e.g. of an unknown word in a conversation	-
• ask what a word means, e.g. I don't understand. What's 'fete'?	-
• ask for the translation of specific words from other first language speakers	-
Productive	
• initiate and maintain simple conversations, incorporating courtesy formulas, e.g. for turn taking, leave taking	-
• repeat or modify a sentence or phrase, modelling rhythm, intonation and pronunciation on the speech of others	3:30-3:35
• use communicative strategies, for example the use of intonation or gesture, to enhance meaning	-
• use a repertoire of common classroom formulas, e.g. Just a minute, Give me hand, Be quiet, please, Can I have a brush, please?	-
• use vocabulary learned from written texts in speech.	1:46-2:00

NOTE: ET = Evident Throughout