

ASSESSMENT CONTEXT

Reading

Student Sample: Stage B1 Standard Video 1

Student information:

The student is almost eleven years old and has been in Australia for about six months. Her first language is Vietnamese and she attended school for five years in Vietnam prior to coming to Australia. She has been attending an English language school for five and a half months.

The task:

The class has been studying a unit of work on different occupations and jobs. This reading activity involved three parts. The first is a shared class reading of a book in which different jobs are described. In the second part of the activity the students match flashcards with descriptions of various occupations with the title of the occupation. Finally the students cut out, match and paste the names of the occupations with descriptions of the role. The students had previously learned the vocabulary related to a range of different occupations and they had read a variety of texts about different people and their work. Students had also delivered oral presentations to the class about the work done by people in different occupations.

In this reading task the teacher is assessing how well the student recognizes and gains meaning from short texts to demonstrate her understanding of the texts. She is observing the extent to which the student uses sight vocabulary of familiar topic-related words to comprehend texts, as well as, how successfully the student can read and work with sentences that use a basic subject-verb-object pattern. The teacher is specifically interested in how well the student can:

- complete a simple task to demonstrate her comprehension of a text;
- recreate a text that had been cut-up, in the original sequence;
- use key words in constructing an understanding of texts;
- independently read sentences about different occupations related to her community;
- read aloud in order to demonstrate her reading skills

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 B1 Standard Indicators of Progress

Text and response <i>At the end of Stage B1, students can routinely read the following kinds of texts, and respond to them in the following ways:</i>	Example
<ul style="list-style-type: none"> read independently simple familiar texts and respond appropriately, e.g. talk about a favourite page, indicate name of characters, describe an incident 	-
<ul style="list-style-type: none"> read some previously encountered words and phrases in new contexts, e.g. words from high frequency word list, sentence starters such as 'Once upon a time ...', 'Today is ...' 	2:10-2:21
<ul style="list-style-type: none"> make predictions when reading a simple well illustrated text, e.g. using picture cues, letter/sound cues 	-
<ul style="list-style-type: none"> gain some information from illustrations, tables, simple maps, diagrams, graphs 	-
<ul style="list-style-type: none"> recognise and gain meaning from short texts, i.e. familiar words and chunks of text in English, using visual clues, e.g. whole word shape, picture clues, recent experiences 	3:39-3:43
<ul style="list-style-type: none"> complete simple tasks to show understanding of text, e.g. recall information 	-
<ul style="list-style-type: none"> identify main character/s in a narrative 	-
<ul style="list-style-type: none"> simply describe the setting of a narrative 	-
<ul style="list-style-type: none"> respond appropriately to simple written directions and well-known texts through tasks such as performing actions or drama; answering simple questions; drawing; making links with parts of text; distinguishing yes/no; recalling ideas; sequencing; arranging pictures, words/phrases. 	-
Linguistic structures and features <i>At the end of Stage B1, students' understanding of the linguistic structures and features of the texts they read is shown when they:</i>	Example
<ul style="list-style-type: none"> identify repetitive words and letter patterns in sentences/phrases 	-
<ul style="list-style-type: none"> recognise the difference between English texts and texts in other languages 	-
<ul style="list-style-type: none"> read sentences that use basic subject, verb, object patterns, where content and vocabulary are familiar, e.g. 'The dog ate the bone'. 	2:10-2:21
<ul style="list-style-type: none"> use some of the terminology of reading, e.g. author, title, letter, word, sentence 	-
<ul style="list-style-type: none"> imitate the teacher's model when reading familiar texts aloud, e.g. use similar emphasis, intonation and repetition 	3:11-3:29
<ul style="list-style-type: none"> recognise function of and use capital letters and full stops, e.g. pausing at a full stop when reading 	2:10-2:23
<ul style="list-style-type: none"> recreate a cut-up text in sequence 	3:33-4:05
<ul style="list-style-type: none"> use knowledge of base words to read new forms, e.g. walk, walked, walks, etc. 	-
<ul style="list-style-type: none"> sort and organise simple sentences under headings. 	-
Cultural conventions <i>At the end of Stage B1, 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 basic purposes and likely audiences of different text types, e.g. newspapers, books, catalogues, answer simple questions like 'is this for children?' 	-
<ul style="list-style-type: none"> understand that people read texts for a variety of purposes 	-
<ul style="list-style-type: none"> gain information when listening to or reading new texts 	2:10-2:23

<ul style="list-style-type: none"> match familiar spoken words with written words 	3:13-3:30
<ul style="list-style-type: none"> identify the difference between factual and fictional texts, e.g. through language, layout or topic 	-
<ul style="list-style-type: none"> locate specific information in a shared reading text. 	-
Maintaining and negotiating communication <i>At the end of Stage B1, students may use the following strategies to assist them to read and comprehend texts:</i>	Example
<ul style="list-style-type: none"> select suitable books to read, e.g. on basis of familiar English content, illustrations, size, amount of print and layout 	-
<ul style="list-style-type: none"> use key words to understand texts read or listened to 	-
<ul style="list-style-type: none"> use text organisational features to find some information in texts, e.g. headings, labels, diagrams, contents, etc. with teacher support 	-
<ul style="list-style-type: none"> re-read familiar texts to increase accuracy and fluency and to enhance understanding 	3:22-3:30
<ul style="list-style-type: none"> use some word attack skills to decode, e.g. initial letters, common letter patterns 	3:49-3:57
<ul style="list-style-type: none"> build a sight vocab which draws on words of interest, topic words etc. 	-
<ul style="list-style-type: none"> attempt to self correct. 	-

NOTE: ET = Evident Throughout