

ASSESSMENT CONTEXT

Listening and Speaking

Student Sample: Stage B1 Progressing Towards Video 1

Student information:

The student was born in Afghanistan. He attended one year of school in Afghanistan and a further three years in Iran before coming to Australia. He has been in Australia for four months and has been studying in an English language school in a Year five level class for four months. His first language is Hazaraggi, a language spoken by many Hazara people in Afghanistan. He also speaks Farzi and Dari. The student has two brothers and two sisters who all attend the English language school.

The task:

This activity is part of a unit of work on occupations. The students were asked to choose a coloured cut-out picture of a person and describe the occupation of the person to the class and other students were invited to ask questions of the presenter. 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. Some more competent students had modelled a presentation to the class about a particular occupation in previous lessons and the students had used the cut out pictures previously so they were familiar with them.

In this task the teacher was assessing how well the students used spoken language to communicate what they knew about a particular occupation and their ability to understand and respond to simple and predictable questions. The teacher also wanted to know how well the students used vocabulary relevant to the themes of occupations in their speaking, their use of adjectives and the complexity of the language they used. More specifically, the teacher was evaluating how well the students:

- used words they had previously learned in their speaking;
- used non-verbal language to sustain interaction with others;
- listened and responded to what others said;
- used a range of speaking skills in asking and responding to questions.

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 B1 Standard Indicators of Progress

Text and response <i>At the end of Stage B1, students can routinely use spoken English to do the following things:</i>	Example
Receptive	
<ul style="list-style-type: none"> identify single items of information from short spoken texts or when talking about pictures, e.g. basic vocabulary, identifying animal names, colours, etc. 	-
<ul style="list-style-type: none"> listen appropriately and attend to tone, intonation and context when listening, e.g. differentiating between questions and instructions 	ET
<ul style="list-style-type: none"> follow simple instructions 	-
<ul style="list-style-type: none"> understand simple, predictable questions 	2:07-2:10
Productive	
<ul style="list-style-type: none"> interact and respond appropriately verbally and non-verbally when spoken to, e.g. indicate agreement/non-agreement 	4:00-4:10
<ul style="list-style-type: none"> make simple requests and express needs, thoughts and opinions, e.g. 'May I go to the toilet?', 'I liked/I didn't like ...' 	-
<ul style="list-style-type: none"> answer simple questions and give basic information about self, e.g. name, age, family details, likes/dislikes 	-
<ul style="list-style-type: none"> initiate social interactions and use social expressions, e.g. 'please', 'thank you', 'may I play?' 	-
<ul style="list-style-type: none"> enhance own spoken texts with appropriate gestures and facial expressions 	-
<ul style="list-style-type: none"> use intonation to enhance the meaning of simple utterances, e.g. my pen?/my pen!/my pen. 	-
Linguistic structures and features <i>At the end of Stage B1, students' understanding of the linguistic structures and features of spoken English is shown when they:</i>	Example
Receptive	
<ul style="list-style-type: none"> understand simple past, present and future tense in context, e.g. 'yesterday we went', 'now we can eat lunch', 'tomorrow we will go' 	-
<ul style="list-style-type: none"> respond to key words in a range of common instructions, e.g. Shut the door 	-
<ul style="list-style-type: none"> distinguish spoken English from other languages, e.g. on hearing English, respond in English 	ET
Productive	
<ul style="list-style-type: none"> create original expressions, substituting new words in learned patterns or formulas, e.g. it's home time – it's go time 	2:11
<ul style="list-style-type: none"> construct two or three word utterances that use common adjectives to describe or add emphasis, e.g. very hot, beautiful picture 	2:57
<ul style="list-style-type: none"> use comprehensible pronunciation 	ET
<ul style="list-style-type: none"> express needs using learned word patterns, e.g. 'I want to go toilet.' 	-
<ul style="list-style-type: none"> express negation using 'no' or 'not', e.g. me no , not play 	-
<ul style="list-style-type: none"> use a range of formulas for appropriate purposes, e.g. What's the time? Oh no! Very good, Excellent work, Well done 	-
<ul style="list-style-type: none"> use simple conjunctions, e.g. join ideas using 'and'. 	-
Cultural conventions <i>At the end of Stage B1, students' understanding of the contexts and purposes of the texts At the end of Stage B1, students' understanding of the contexts and purposes of spoken texts is shown when they:</i>	Example
Receptive	

<ul style="list-style-type: none"> respond and use simple intonation, e.g. know when a conversation is serious or humorous and respond accordingly 	ET
<ul style="list-style-type: none"> understand the context and purpose of different classroom interactions, e.g. listen to instructions, joins in a discussion 	ET
<ul style="list-style-type: none"> are able to follow simple instructions by relying on key words/phrases in context, e.g. line up in pairs, stand up, sit down on the carpet, etc. 	0:09-0:10
<ul style="list-style-type: none"> recognise word patterns/rhyming words 	-
Productive	
<ul style="list-style-type: none"> use acceptable social formulas, e.g. please, thank you, may I? 	-
<ul style="list-style-type: none"> know that some words, gestures or intonation are inappropriate in certain contexts 	-
<ul style="list-style-type: none"> know when it is appropriate to speak or to listen during class interactions. 	ET
Maintaining and negotiating communication	Example
<i>At the end of Stage B1, students may use the following strategies to maintain and negotiate spoken communication:</i>	
Receptive	
<ul style="list-style-type: none"> demonstrate listening, attending to tone and intonation 	ET
<ul style="list-style-type: none"> tune in to particular sounds of English and to English intonation, e.g. recognise rhyming words (play, stay) and emotions expressed through intonation (happy, angry) 	-
<ul style="list-style-type: none"> check understanding of classroom English, e.g. by asking for clarification from other first language speakers, or by watching what others do 	-
<ul style="list-style-type: none"> use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture 	-
<ul style="list-style-type: none"> ask for repetition, or question to check meaning, to confirm or to elicit help 	-
Productive	
<ul style="list-style-type: none"> repeat or re-pronounce words or phrases after recognising they have not been understood 	-
<ul style="list-style-type: none"> imitate pronunciation, stress, intonation or familiar repetitive patterns, e.g. stories, songs, rhymes, the media 	-
<ul style="list-style-type: none"> borrow key words from previous speaker, e.g. 'Don't be silly Tim', 'Tim silly' 	-
<ul style="list-style-type: none"> initiate and sustain simple conversations in English with teachers or peers 	-
<ul style="list-style-type: none"> rehearse or role play formulas or short exchanges 	-
<ul style="list-style-type: none"> understand the language of classroom routines, e.g. 'Put your maths book away. It's time to pack up.' 	-
<ul style="list-style-type: none"> use learned words in speech, e.g. colours, numbers, days, etc. 	3:55
<ul style="list-style-type: none"> rely on other speakers to scaffold the conversation, to interpret, to clarify or to elaborate. 	1:44-2:00

NOTE: ET = Evident Throughout