

ASSESSMENT CONTEXT

Reading

Student Sample: Stage B2 Progressing Towards Video 1

Student information:

The student was born in Thailand and is eleven years and ten months old with a history of disrupted schooling within refugee camps prior to arriving in Australia. The main language spoken at home is Burmese. He has been in Australia for two years spending most of that time in school this period includes about six months in an English language school and about three months in another primary school prior to his current setting. He is currently in a Year five mainstream class.

The task:

The class has previously participated in three literacy lessons. At the beginning of each literacy session, the teacher reads a picture storybook and models text-to-self connections. During guided readings, students have been encouraged to volunteer their own connections to the text.

In this task, the student was asked to choose a part of the story to which he had a connection. He re-read this choice to the group explaining the reason for his choice and then independently completed a T-Chart to show his understanding as a personal response.

The teacher was assessing:

- the student's ability to express a personal response to a text by making connections via personal experience
- the student's ability to express a personal point of view about a character's actions and speculate on their own experience in a similar situation
- the student's ability to read fluently some common words and familiar phrases
- the students' ability to read compound sentences

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 B2 Standard Indicators of Progress

Text and response <i>At the end of Stage B2, students can routinely read the following kinds of texts, and respond to them in the following ways:</i>		Example
• read simple unfamiliar texts with support		ET
• make and substantiate predictions about likely events or sequences when reading or listening to a text read aloud		-
• identify the main idea in a text, e.g. give a story title, match titles to videos/DVDs		-
• gain information from illustrations, tables, maps, graphs, diagrams		-
• express a personal response to a text or elements of a text, e.g. express a point of view about a character's actions		-
• identify and name major and minor characters in a narrative		1:40-2:25
• express personal point of view about a character's actions and speculate on own experience in a similar situation		2:52-3:17
• describe the feelings of a character in simple terms		2:05-2:18; 2:40-2:52
• make comparisons with own country and cultures when reading, e.g. In my country ..., When I ...		2:52-3:17
• retell ideas and events from well-known texts or a text on a familiar topic		1:40-2:25
• follow simple instructions and questions in printed or computer-generated texts, e.g. Fill the ..., Measure the ..., Record the ..., How many ...?		-
• recall sequence of a narrative, process or recount.		1:40-2:25
Linguistic structures and features <i>At the end of Stage B2, students' understanding of the linguistic structures and features of the texts they read is shown when they:</i>		Example
• read fluently some common words or familiar phrases, e.g. next to the, she said		-
• read texts that contain compound and complex sentences		(see supplied text read by student)
• follow simple time and logical relationships between events/ideas expressed by common cohesive devices, e.g. after that, because		-
• follow pronoun references for people and things, e.g. The dogs ... They		-
• sequence sentences from known texts or a text on a familiar topic or experience		-
• identify and name important features of text organisation, e.g. chapters/paragraphs, paragraphs/topic sentences, icons		-
• modify intonation to differentiate questions, exclamations or dialogue.		-
Cultural conventions <i>At the end of Stage B2, students' understanding of the contexts and purposes of the texts they read is shown when they:</i>		Example
• recognise that texts have a structure, e.g. orientation, complication, resolution in a narrative text		2:24-2:40
• recognise some features of common text types, e.g. through subject matter, layout of print, illustrations, computer icons		-
• identify some of the differences between the various types of texts		-

• make links between the purpose of a text and its organisation	-
• make simple connections between text layout and text types	-
• identify organisational features of non-fiction texts	-
• follow text through a range of conventions of organisation/layout, e.g. paragraphs, chapters, captions, columns, web pages	-
• identify stories, poems, reports when reading or listening to text read aloud, e.g. through rhythm or intonation, text structure.	-
Maintaining and negotiating communication	Example
<i>At the end of Stage B2, students may use the following strategies to assist them to read and comprehend texts:</i>	
• use knowledge of simple tense and negation to interpret meaning of written text	1:40-2:25
• use knowledge of sentence structure to predict words or to self-correct	-
• use knowledge of common letter-sound patterns to enhance fluency, e.g. ing, sh	-
• identify fiction books from factual ones by looking at the cover, title and illustrations	-
• assess readability of a new text by sampling, e.g. look at captions, diagrams, scan for known words	-
• use diagrams, graphs, or pictures to help interpret meaning	2:40-2:48
• slow down when reading an unfamiliar text, e.g. read word by word and clarify if meaning breaks down, by pausing, re-reading and/or reading on	-
• locate information in texts using organisational features (such as headings or diagrams) with limited teacher support.	-

NOTE: ET = Evident Throughout



"Wow!" said Buster. But Holly was not amused. Her seal looked like an old plastic bag.

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Buster dived under the water when his father pointed an angry finger at him.



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Source:

Horsefield, A. (1999). *Bubble Buster*. Clayton South, Australia: Blake Education.