

## ASSESSMENT CONTEXT Speaking and listening

### 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 and has spent most of that time in school, this 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:

This task involves a language game, the student has two sets of cards one set contains a time marker word (e.g., yesterday) other contains verbs (e.g., walk). The student chooses one word from each pile and combines the words to form a sentence, (e.g., Yesterday was hot so I walked to the beach). The student scores two points for using past tense correctly, one for using a compound sentence and bonus points for correct use of plurals.

Students in the class are familiar with oral language activities that teach and practice the use of past tense including irregular verbs, time markers and compound sentences, concentration games and a variety of other online games.

The teacher is assessing:

- the student's ability to correctly use some forms of the verbs (to be, to have) and verb endings with some consistency
- the student's ability to use specific time markers in speech e.g. *yesterday, last week, on the weekend*
- the student's ability to begin producing more complex language using subordination conjunctions e.g. *because when that*

#### 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 B2 Standard Indicators of Progress**

<b>Text and response</b>	<b>Example</b>
<b><i>At the end of Stage B2, students can routinely use spoken English to do the following things:</i></b>	
<b>Receptive</b>	
<ul style="list-style-type: none"> <li>follow a short sequence of instructions related to classroom procedures or learning activities, e.g. rules for using class computer, locating places on a map</li> </ul>	ET
<ul style="list-style-type: none"> <li>identify key points of information from short spoken texts</li> </ul>	-
<ul style="list-style-type: none"> <li>follow teacher explanations that use familiar English, and follow simple recounts of shared activities</li> </ul>	-
<ul style="list-style-type: none"> <li>follow classroom task-related instructions with clear steps and modelling of the task</li> </ul>	ET
<ul style="list-style-type: none"> <li>order information using pictures</li> </ul>	-
<ul style="list-style-type: none"> <li>understand social English in most familiar contexts, but still need additional help from conversation partner, e.g. gestures, modified speech, provision of wait-time</li> </ul>	-
<b>Productive</b>	
<ul style="list-style-type: none"> <li>participate in short, structured social interactions with increasing grammatical accuracy, e.g. by introducing self and others</li> </ul>	-
<ul style="list-style-type: none"> <li>express simple opinions, humour and describe feelings</li> </ul>	3:00
<ul style="list-style-type: none"> <li>identify true or false information from spoken texts</li> </ul>	-
<ul style="list-style-type: none"> <li>negotiate simple transactions, e.g. borrowing a library book, asking for directions or assistance</li> </ul>	-
<ul style="list-style-type: none"> <li>describe a series of events or actions using some detail, e.g. time, context</li> </ul>	-
<ul style="list-style-type: none"> <li>describe and identify people, places and things using simple vocabulary for colour, size, place, location, time</li> </ul>	1:51
<ul style="list-style-type: none"> <li>answer subject-specific questions using a familiar structure on a familiar topic, e.g. T: Which shape has three sides? S: A triangle</li> </ul>	-
<ul style="list-style-type: none"> <li>interact socially with peers and familiar adults in most informal school contexts</li> </ul>	-
<ul style="list-style-type: none"> <li>participate in academic learning activities on familiar topics if teacher and contextual support (modelling, scaffolding, recycling of language etc.) and time are provided, e.g. can describe processes such as The Water Cycle in simple terms.</li> </ul>	ET
<b>Linguistic structures and features</b>	
<b><i>At the end of Stage B2, students' understanding of the linguistic structures and features of spoken English is shown when they:</i></b>	<b>Example</b>
<b>Receptive</b>	
<ul style="list-style-type: none"> <li>understand adverbial phrases of place, location, time, e.g. over there</li> </ul>	-
<ul style="list-style-type: none"> <li>understand and use some common contractions, e.g. I'm, you're, we'll, we won't</li> </ul>	-
<b>Productive</b>	
<ul style="list-style-type: none"> <li>use negative form, e.g. I don't go</li> </ul>	-
<ul style="list-style-type: none"> <li>use common prepositions, e.g. in, at, on, near</li> </ul>	-
<ul style="list-style-type: none"> <li>use some grammatical rules consistently, e.g. may overgeneralise in formation of plurals: mouses, sheeps</li> </ul>	-
<ul style="list-style-type: none"> <li>use correctly some forms of the verbs to be, to have, and verb endings with some consistency, e.g. -ing, -ed</li> </ul>	-
<ul style="list-style-type: none"> <li>use some articles correctly, e.g. a dog/the dog</li> </ul>	-

• use some non-contracted forms, e.g. for stress, I am not!	:-
• use specific time markers in speech, e.g. yesterday, last week, on the weekend, but may not also mark the verbs for tense, e.g. first is good, after is boy want fight	241
• pronounce familiar words comprehensibly	ET
• begin to produce more complex language, e.g. using subordinating conjunctions such as because, when, that	1:51
• show signs of early modality, e.g. if ..., could, might, will, must, perhaps.	
<b>Cultural conventions</b> <i>At the end of Stage B2, students' understanding of the contexts and purposes of spoken texts is shown when they:</i>	<b>Example</b>
<b>Receptive</b>	
• identify and use some terminology of a number of spoken text types and forms, e.g. stories, poems, recipes	-
• understand that intonation, volume or stress are used with different effects in different situations, e.g. shouting a warning, talking softly in group/play activities	-
<b>Productive</b>	
• respond appropriately for the context, e.g. listen and respond to other students during a class discussion	ET
• participate appropriately in social and learning situations, e.g. through conversational formulas, turn-taking, affirming, suggesting, discussing.	-
<b>Maintaining and negotiating communication</b> <i>At the end of Stage B2, students may use the following strategies to maintain and negotiate spoken communication:</i>	<b>Example</b>
<b>Receptive</b>	
• predict meaning from context	-
• ask for the translation of specific words from other first language speakers, e.g. to check context, match concepts	-
<b>Productive</b>	
• ask speaker to repeat or speak slowly, or ask what a word means, e.g. What you mean? What mean 'festival'? What ostrich?	-
• initiate and maintain common social exchanges, e.g. by using simple conversation openers, turn-taking, leave-taking	3:38
• repeat another speaker's words in subsequent conversation, e.g. Where did you plant the seeds? Plant the seeds in pot.	-
• use a repertoire of common classroom and playground language, e.g. Wait a minute. Be quiet please. My turn.	-
• practise pronunciation and phrasing	-
• repeat a word, phrase or sentence, modelling rhythm, intonation and pronunciation on the speech of others	-
• use vocabulary and structures learned from written texts in speech.	3:19

**NOTE:** ET = Evident Throughout