

## ASSESSMENT CONTEXT

## Reading

### Student Sample: Stage B3 Standard Video 1

#### Student information:

The student was born in Afghanistan and Dari is the main language spoken at home. She is twelve years and nine months old and has spent three years and ten months in Australia with most of this period in a mainstream school. The student lived in Pakistan prior to arriving in Australia but has no prior experiences of schooling overseas. She attended Year four in another primary school before transferring to her current school where she is in Year six. She had limited ESL support before coming to Australia.

#### The task:

Students have studied “Multicultural Stories” activities included; reading picture books (modeled, shared and independent reading), radio scripts, watching a DVD movie of *Hansel and Gretel*, listening to *Peter and the Wolf* on CD, and a school incursion of the *Hansel and Gretel Opera*. They have also made puppets and retold both stories using the puppets. Students have completed cloze activities and tasks to identify the structure of a narrative. Oral activities included students discussing characters and answering oral and written comprehension questions and examined sound-letter patterns.

For this task, the student read jumbled sentences from a new version of a familiar story of *Peter and the Wolf*. She then sequenced those sentences to retell the story, describing the main parts of the narrative and answered oral comprehension questions about the plot.

The teacher was assessing:

- the student’s ability to comprehend a fictional text
- the student’s ability to draw inferences from the text to discuss characters
- the student’s ability to understand the main storyline and key points from a text to answer 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.

## Reading B3 Standard Indicators of Progress

<b>Text and response</b> <i>At the end of Stage B3, students can routinely read the following kinds of texts, and respond to them in the following ways:</i>	<b>Example</b>
<ul style="list-style-type: none"> <li>scan a text to identify the topic and predict what the text might be about</li> </ul>	
<ul style="list-style-type: none"> <li>compare some detail in texts, e.g. characters, complications, resolutions</li> </ul>	4:39 – 5:05
<ul style="list-style-type: none"> <li>recall and summarise the main ideas from fiction and non-fiction texts</li> </ul>	ET
<ul style="list-style-type: none"> <li>draw basic inferences from texts</li> </ul>	
<ul style="list-style-type: none"> <li>discuss texts with some understanding of meaning beyond the literal level</li> </ul>	4:29- 4:37
<ul style="list-style-type: none"> <li>talk about emotions and motivation of characters in narratives</li> </ul>	3:29 – 4;17
<ul style="list-style-type: none"> <li>demonstrate understanding of the main storyline and most key information points when retelling, paraphrasing or answering questions</li> </ul>	ET
<ul style="list-style-type: none"> <li>follow a series of task instructions with some detail, e.g. making a mathematical shape, setting up an experiment</li> </ul>	
<ul style="list-style-type: none"> <li>interpret and explain information from diagrams, graphs, charts or timetables</li> </ul>	
<ul style="list-style-type: none"> <li>classify information under appropriate headings</li> </ul>	
<ul style="list-style-type: none"> <li>read for information or recreation in or out of classroom</li> </ul>	ET
<ul style="list-style-type: none"> <li>access information from a range of visual or electronic media</li> </ul>	
<b>Linguistic structures and features</b> <i>At the end of Stage B3, students' understanding of the linguistic structures and features of the texts they read is shown when they:</i>	<b>Example</b>
<ul style="list-style-type: none"> <li>show understanding of meaning and relations between sentences in a paragraph, e.g. re-order sentences in a paragraph</li> </ul>	1:42 – 2:07
<ul style="list-style-type: none"> <li>follow ideas in and between paragraphs making use of a range of conjunctions, e.g. then, next, first, after, and reference items such as pronouns</li> </ul>	
<ul style="list-style-type: none"> <li>recognise how relationships such as cause/ effect, comparison are signalled by conjunctions, e.g. because, like, different from</li> </ul>	
<ul style="list-style-type: none"> <li>follow the meaning of complex sentence patterns, e.g. heard the explosion that wrecked the car</li> </ul>	
<ul style="list-style-type: none"> <li>understand and use the appropriate metalanguage to talk about the structures and features of a text, e.g. chapter, index, orientation, pronouns, conjunctions</li> </ul>	3:00 – 3:24
<ul style="list-style-type: none"> <li>follow direct and indirect speech</li> </ul>	
<b>Cultural conventions</b> <i>At the end of Stage B3, students' understanding of the contexts and purposes of the texts they read is shown when they:</i>	<b>Example</b>

<ul style="list-style-type: none"> <li>• discuss a text by relating ideas to personal experiences or previous learning</li> </ul>	4:19 – 4:27
<ul style="list-style-type: none"> <li>• identify social and literary stereotypes, e.g. villains and heroes</li> </ul>	
<ul style="list-style-type: none"> <li>• identify unfamiliar cultural references, e.g. What's a Bunyip?</li> </ul>	
<ul style="list-style-type: none"> <li>• compare organisation of information in texts, e.g. procedures, explanations.</li> </ul>	
<p><b>Maintaining and negotiating communication</b> <i>At the end of Stage B3, students may use the following strategies to assist them to read and comprehend texts:</i></p>	<b>Example</b>
<ul style="list-style-type: none"> <li>• use knowledge of sentence structure and content to infer the meaning of unfamiliar words</li> </ul>	
<ul style="list-style-type: none"> <li>• locate a topic sentence to identify main idea of a paragraph</li> </ul>	
<ul style="list-style-type: none"> <li>• read on when encountering unfamiliar words</li> </ul>	1:03 – 1:04
<ul style="list-style-type: none"> <li>• use an accessible English dictionary to check the meaning of new words</li> </ul>	5:14 – 5:34
<ul style="list-style-type: none"> <li>• use contents page, index, glossary, and headings to find information.</li> </ul>	

**NOTE:** ET = Evident Throughout