

## ASSESSMENT CONTEXT Speaking and Listening

### Student Sample: Stage B3 Standard Video 1

#### Student information:

The student was born in the Congo, and is eleven years and one month old with no previous experience of schooling before arriving in Australia. The main language spoken at home is Kishwahili. She has been in Australia for one year and eleven months having spent all but one month of this time in school. She attended an English language school to complete Year four and is currently in Year five.

#### The task:

Students have studied a range of multicultural stories, teaching activities have included reading picture books (modeled, shared and independent reading), radio scripts, watching a DVD movie of *Hansel and Gretel*, and listening to *Peter and the Wolf* on CD.

Based on these readings, students then made puppets. In this task students are required to describe their puppet, explain how it was made and then retell a story in groups using their puppets.

The teacher was assessing:

- the student's ability to use descriptive language, prepositions, correct use of verbs and article
- the student's ability to follow short instructions and answer relevant questions, including understanding adverbial phrases of place and location
- the student's ability to use time markers and beginning use of more complex language using conjunctions, e.g. *because when*

#### 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 B3 Standard Indicators of Progress

Text and response <i>At the end of Stage B3, students can routinely use spoken English to do the following things:</i>	Example
<b>Receptive</b>	
<ul style="list-style-type: none"> <li>understand teacher questions on familiar topics or themes and respond appropriately</li> </ul>	
<ul style="list-style-type: none"> <li>follow a set of oral instructions or directions, understanding the difference between directives and suggestions</li> </ul>	
<ul style="list-style-type: none"> <li>extract information from extended spoken text, e.g. from a video, from the radio or an announcement</li> </ul>	
<ul style="list-style-type: none"> <li>comprehend English in most social situations</li> </ul>	
<ul style="list-style-type: none"> <li>understand increasingly more decontextualised spoken language, e.g. text without illustrations, conversation and text accompanying visual medium</li> </ul>	
<ul style="list-style-type: none"> <li>grasp the gist of a new topic delivered with extensive contextual and teacher support including paraphrasing and explanation</li> </ul>	
<b>Productive</b>	
<ul style="list-style-type: none"> <li>initiate and participate in casual exchanges and in learning contexts, e.g. contribute information and express ideas in group tasks/classroom discussions</li> </ul>	
<ul style="list-style-type: none"> <li>retell what has been learned from classroom texts, e.g. a student presentation, a discussion, a talking book or guest speaker</li> </ul>	
<ul style="list-style-type: none"> <li>relate a series of events in a time sequence giving details involving where, when, who, and what</li> </ul>	0:08 - 0:35
<ul style="list-style-type: none"> <li>give reasons for opinions</li> </ul>	
<ul style="list-style-type: none"> <li>relay messages e.g. from teacher to teacher</li> </ul>	
<ul style="list-style-type: none"> <li>give a short sequence of instructions related to classroom procedures, games, tasks, e.g. first you ... then you</li> </ul>	
<ul style="list-style-type: none"> <li>prepare a short talk for presentation to group or the class</li> </ul>	1:03 – 3:09
<ul style="list-style-type: none"> <li>contribute information and express ideas in group task/classroom discussions.</li> </ul>	
<b>Linguistic structures and features</b> <i>At the end of Stage B3, students' understanding of the linguistic structures and features of spoken English is shown when they:</i>	<b>Example</b>
<b>Receptive</b>	
<ul style="list-style-type: none"> <li>respond appropriately to structures such as questions, statements and negation through word order and vocabulary rather than through intonation, e.g. Do you ...? What is ...? Can anybody ...?</li> </ul>	
<ul style="list-style-type: none"> <li>follow instructions that include sequential discourse markers, e.g. first, then, after that, finally</li> </ul>	
<ul style="list-style-type: none"> <li>understand how modals express probability and possibility, e.g. may, will, could, must</li> </ul>	

<b>Productive</b>	
<ul style="list-style-type: none"> <li>ask and answer open-ended questions, e.g. how and why questions</li> </ul>	0:08 – 1:01
<ul style="list-style-type: none"> <li>use appropriate sequence markers, e.g. first, finally, until, when</li> </ul>	
<ul style="list-style-type: none"> <li>use the correct form of pronouns for subject, object or possessive, e.g. I, me, my, mine, with some consistency</li> </ul>	
<ul style="list-style-type: none"> <li>consistently use most common, irregular, past tenses, e.g. came, gave thought, said</li> </ul>	ET
<ul style="list-style-type: none"> <li>speak with some lapses in tense usage</li> </ul>	
<ul style="list-style-type: none"> <li>employ a range of vocabulary to convey shades of meaning, e.g. good, fine, terrific, excellent, however occasional gaps in vocabulary will be evident</li> </ul>	
<ul style="list-style-type: none"> <li>use tag questions, e.g. You're going, aren't you?</li> </ul>	
<ul style="list-style-type: none"> <li>use comprehensible pronunciation, stress and intonation.</li> </ul>	ET
<b>Cultural conventions</b> <i>At the end of Stage B3, students' understanding of the contexts and purposes of spoken texts is shown when they:</i>	<b>Example</b>
<b>Receptive</b>	
<ul style="list-style-type: none"> <li>respond to different registers appropriately, e.g. match a formal response to a formal request</li> </ul>	
<ul style="list-style-type: none"> <li>respond appropriately in different classroom activities, e.g. participate in brainstorming</li> </ul>	
<ul style="list-style-type: none"> <li>identify when intonation, volume stress, pacing and repetition in English support and convey meaning (for emphasis in storytelling, recounting news)</li> </ul>	
<b>Productive</b>	
<ul style="list-style-type: none"> <li>use appropriately a variety of registers</li> </ul>	2:17 – 2:35
<ul style="list-style-type: none"> <li>identify and use features of formal and informal spoken texts, e.g. different politeness formulas, use of modal forms such as could, should</li> </ul>	
<ul style="list-style-type: none"> <li>give relevant and appropriate detail when recounting stories/events, giving instructions, expressing opinions, contributing information</li> </ul>	ET
<ul style="list-style-type: none"> <li>open and close an interaction in formal and informal situations, e.g. greet, give a message, leave take, introduce and conclude a talk</li> </ul>	
<ul style="list-style-type: none"> <li>assess the grammatical correctness of own utterances and attempt some self correction</li> </ul>	
<ul style="list-style-type: none"> <li>initiate and manage interaction appropriately in social and learning situations, e.g. through conversational formulas, turn-taking, affirming, suggesting.</li> </ul>	
<b>Maintaining and negotiating communication</b> <i>At the end of Stage SL, students may use the following strategies to maintain and negotiate spoken communication:</i>	<b>Example</b>
<b>Receptive</b>	
<ul style="list-style-type: none"> <li>use visual cues to make meaning of spoken text, e.g. pay attention to diagrams or graphs during a discussion</li> </ul>	

<ul style="list-style-type: none"> <li>understand more complex spoken language, e.g. text without illustration, conversation and text accompanying visual medium (films etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>acquire new English from sources other than the classroom, e.g. media, friends, family</li> </ul>	
<b>Productive</b>	
<ul style="list-style-type: none"> <li>use English acquired from a variety of media, conversations</li> </ul>	
<ul style="list-style-type: none"> <li>self-correct or reformulate language to convey meaning more clearly, e.g. 'My mum say ...' and 'My mum said ...'</li> </ul>	
<ul style="list-style-type: none"> <li>plan, rehearse and present a short talk, e.g. report back to class on group work</li> </ul>	
<ul style="list-style-type: none"> <li>rehearse or role-play, e.g. giving instructions, giving short talks</li> </ul>	
<ul style="list-style-type: none"> <li>use a variety of registers in speech, plan what to say and how to say it</li> </ul>	
<ul style="list-style-type: none"> <li>practise pronunciation of polysyllabic words.</li> </ul>	

**NOTE:** ET = Evident Throughout