

ASSESSMENT CONTEXT

Reading

Student Sample: Stage BL Progressing Towards Video 1

Student information:

The student is eleven years and eight months old and was born in Kenya. Her mother-tongue is Oromo, which is a language spoken by many people, mainly in southern Ethiopia, but also in parts of Kenya and Somalia. She has been in Australia for ten months and attended an English language school for nine and half months. Prior to coming to Australia she had four years of schooling, however, this was interrupted and she cannot read or write in her first language.

The task:

The class has been working on the topic of 'Sea Creatures'. They learned about the topic from posters, a big book, short factual films from the internet and a variety of class texts. There was also a 'Rockpool' incursion at the school. As part of this unit the students have learned the relevant vocabulary for naming and describing the animals and their habitats. There has been work on recognition of words and the writing of simple sentences using this vocabulary.

In this reading task the student was consolidating her understanding and showing the teacher what she had learned in the unit. In particular the teacher was assessing how well the student could:

- identify the written labels for the animals;
- use the technical terminology in describing the animals;
- understand and read familiar linguistics structures, such as 'This is..' 'It has...', 'It lives in the ...', 'It eats...';
- read familiar texts with fluency

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 BL Standard Indicators of Progress

Text and response <i>At the end of Stage BL, students can routinely read the following kinds of texts, and respond to them in the following ways:</i>	Example
<ul style="list-style-type: none"> • read simple, familiar texts with assistance, e.g. The book is red. The book is green 	ET
<ul style="list-style-type: none"> • read some environmental print, e.g. words, signs, letters, numbers 	
<ul style="list-style-type: none"> • read own writing or text written by a teacher 	ET
<ul style="list-style-type: none"> • gain information from simple illustrations with teacher direction and support 	
<ul style="list-style-type: none"> • read some familiar words in different contexts, e.g. recognise a friend's name on a birthday calendar 	
<ul style="list-style-type: none"> • read a short text learned independently, e.g. rhyme, song, repetitive texts 	
<ul style="list-style-type: none"> • join in with key repetitive phrases or choruses in shared reading activities 	
<ul style="list-style-type: none"> • complete activities around class texts, e.g. sequence pictures in order 	
<ul style="list-style-type: none"> • respond to and engage in an increasing range of texts about familiar and new content, e.g. enjoyment, through drawing. 	
Linguistic structures and features <i>At the end of Stage BL, students' understanding of the linguistic structures and features of the texts they read is shown when they:</i>	Example
<ul style="list-style-type: none"> • are able to distinguish Roman script from non-Roman script 	
<ul style="list-style-type: none"> • show reading like behaviour, e.g. tracking with finger, turn pages 	0:34 – 0:40
<ul style="list-style-type: none"> • show awareness of directionality of reading in English 	ET
<ul style="list-style-type: none"> • show awareness that words are separated by spaces, e.g. count words, point to words while reading 	
<ul style="list-style-type: none"> • recognise and name some letters of the alphabet 	
<ul style="list-style-type: none"> • relate some letters and letter groups to sounds 	3:27 – 3:36
<ul style="list-style-type: none"> • identify common letters consistently, e.g. point to all the 't's in a sentence 	
<ul style="list-style-type: none"> • understand some basic conventions of book layout, e.g. the role of illustrations, titles, headings, diagrams 	ET
<ul style="list-style-type: none"> • recognise some common words or phrases, e.g. from charts, labels, books 	Et
<ul style="list-style-type: none"> • locate a word beginning with a particular letter 	
<ul style="list-style-type: none"> • recognise the function of capital letters and full stops, e.g. count sentences 	
<ul style="list-style-type: none"> • distinguish between text and illustrations. 	ET
Cultural conventions <i>At the end of Stage BL, students' understanding of the contexts and purposes of the texts they read is shown when they:</i>	Example

• show awareness that texts (books, illustrations, class writing etc.) carry meaning e.g. weekend diary writing	
• understand that printed words contain a consistent message	
• begin to understand the information that is given in titles and headings, and that illustrations and diagrams also provide information	
• identify a familiar text that tells a story or gives information, e.g. diary writing vs. traditional tales	
• show awareness of the purpose of some environmental print, e.g. classroom charts, stop signs	
• recognise some personally significant words in context e.g. names	
• show an interest in books, focusing on illustrations	
• show an interest in borrowing books	
• need explicit instruction and more time to make links between letters and sounds	2:36 – 2:48
• handle and look after books appropriately.	
Maintaining and negotiating communication	Example
<i>At the end of Stage BL, students may use the following strategies to assist them to read and comprehend texts:</i>	
• select suitable books to read, e.g. on basis of familiar English content, illustrations, size, amount of print and layout	
• use key words to understand texts read or listened to	
• use text organisational features to find some information in texts, e.g. headings, labels, diagrams, contents, etc. with teacher support	
• re-read familiar texts to increase accuracy and fluency and to enhance understanding	
• use some word attack skills to decode, e.g. initial letters, common letter patterns	1:49 – 2:02
• build a sight vocab which draws on words of interest, topic words etc.	
• attempt to self correct.	2:20 – 2:26

NOTE: ET = Evident Throughout