

ASSESSMENT CONTEXT Speaking and Listening

Student Sample: Stage BL Standard Video 2

Student information:

The student was born in Sudan and speaks Arabic at home. He is eleven years and nine months old and has been in Australia for four months. He has been attending an English language school for twenty weeks. He had two years of schooling in Sudan, but this was interrupted.

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 speaking and listening task the student was consolidating his understanding and showing the teacher what he had learned in the unit. In particular, the teacher was assessing how well the student could:

- follow simple instructions;
- identify basic information about the animals they have been learning about;
- respond to key words in spoken instructions;
- demonstrate active listening, attending to words they hear and other features of spoken language, such as intonation;
- clearly say the names of the animals;
- clearly describe basic information about the animals and their habitats.

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 BL Standard Indicators of Progress

| Text and response <i>At the end of Stage BL, students can routinely use spoken English to do the following things:</i> | Example |
|---|----------------|
| Receptive | |
| <ul style="list-style-type: none"> identify basic items of information from short spoken texts, e.g. known vocabulary (identifying animal names, colours), time markers | |
| <ul style="list-style-type: none"> attend to tone, intonation and context when listening, e.g. differentiating between questions, instructions and statements | ET |
| <ul style="list-style-type: none"> follow simple instructions and understand simple, predictable questions | ET |
| <ul style="list-style-type: none"> respond appropriately verbally or non verbally when spoken to, e.g. indicate agreement/non-agreement | ET |
| Productive | |
| <ul style="list-style-type: none"> make simple requests/express needs using actions, single words and short phrases, e.g. go toilet? This my pencil? Drink? | |
| <ul style="list-style-type: none"> give some basic information about self using short formulaic or single word responses, e.g. name, age, family details, likes/dislikes | |
| <ul style="list-style-type: none"> use intonation to enhance the meaning of simple utterances, e.g. my pen?/my pen!/my pen | |
| <ul style="list-style-type: none"> negotiate familiar social situations and learning activities with the teacher or with friends, by initiating, suggesting, agreeing, disagreeing, requesting assistance | |
| <ul style="list-style-type: none"> enhance own spoken texts with appropriate gestures and facial expression | ET |
| <ul style="list-style-type: none"> when talking about pictures, identify basic items of information, e.g. known vocabulary (names of people or animals in the picture, single words for how they are feeling, colours, sizes). | ET |
| Linguistic structures and features <i>At the end of Stage BL, students' understanding of the linguistic structures and features of spoken English is shown when they:</i> | Example |
| Receptive | |
| <ul style="list-style-type: none"> distinguish spoken English from other languages, e.g. on hearing English, attempt to respond using basic English | ET |
| <ul style="list-style-type: none"> understand simple past, present and future tense in context, e.g. 'yesterday we went', 'now we can eat lunch', 'tomorrow we will go' | |
| <ul style="list-style-type: none"> respond to key words in a range of common spoken instructions, e.g. Shut the door. | |
| Productive | |
| <ul style="list-style-type: none"> construct two or three word utterances with the support of actions, gestures or visuals, e.g. 'shut door' | |
| <ul style="list-style-type: none"> express needs using learned word patterns, e.g. 'go toilet', 'me eat', 'me drink' | |
| <ul style="list-style-type: none"> create original expressions, substituting new words in learned patterns or formulas, e.g. 'It's time to go football.' 'It's time go eat.' | 0:34 – 0:44 |
| <ul style="list-style-type: none"> use comprehensible pronunciation | ET |
| <ul style="list-style-type: none"> use a range of formulas for appropriate purposes, e.g. What's the time? Oh, no! Very good! Excellent work | |
| <ul style="list-style-type: none"> use common adjectives, e.g. beautiful, sad, happy, angry | 3:08 – 3:11 |
| <ul style="list-style-type: none"> use common adverbs, e.g. slowly, very, yesterday | |
| <ul style="list-style-type: none"> express negation through use of no, not, e.g. No hot today, Not me. | |

| Cultural conventions <i>At the end of Stage BL students' understanding of the contexts and purposes of spoken texts is shown when they:</i> | Example |
|---|----------------|
| Receptive | |
| <ul style="list-style-type: none"> follow simple instructions by relying on key words and immediate context, e.g. line up, stand up, sit down | |
| <ul style="list-style-type: none"> respond to context and intonation, e.g. know when a conversation is serious or humorous | ET |
| <ul style="list-style-type: none"> know when it is appropriate to speak or to listen during class interactions | ET |
| <ul style="list-style-type: none"> begin to recognise word patterns/rhyming words | |
| Productive | |
| <ul style="list-style-type: none"> initiate social interactions and use appropriate social expressions, e.g. please, thank you, may I play? | |
| <ul style="list-style-type: none"> use acceptable social formulas, e.g. know that some words, gestures or intonation are inappropriate in certain contexts | |
| <ul style="list-style-type: none"> interact appropriately in context, e.g. continue an interaction in the same manner as begun by the other speaker | ET |
| <ul style="list-style-type: none"> use intonation appropriately to assist meaning.. | ET |
| Maintaining and negotiating communication <i>At the end of Stage BL, students may use the following strategies to maintain and negotiate spoken communication:</i> | Example |
| Receptive | |
| <ul style="list-style-type: none"> demonstrate active listening, attending to tone, intonation and visual stimuli | ET |
| <ul style="list-style-type: none"> tune in to particular sounds of English and to English intonation, e.g. recognise rhyming words (play, stay) and emotions expressed through intonation (happy, angry) | |
| <ul style="list-style-type: none"> ask for repetition, or question to check meaning, to clarify, to confirm or to elicit help | |
| <ul style="list-style-type: none"> use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture | ET |
| Productive | |
| <ul style="list-style-type: none"> repeat or re-pronounce words or phrases after recognising they have not been understood | |
| <ul style="list-style-type: none"> imitate pronunciation, stress, intonation or familiar repetitive patterns, e.g. stories, songs, rhymes, the media | ET |
| <ul style="list-style-type: none"> borrow key words from previous speaker, e.g. T: 'Don't be silly Tim', S: 'Tim silly' | 3:16 – 3:17 |
| <ul style="list-style-type: none"> memorise new words and phrases | |
| <ul style="list-style-type: none"> rely on other speakers to scaffold the conversation, to interpret, to clarify or to elaborate. | ET |

NOTE: ET = Evident Throughout



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