

ASSESSMENT CONTEXT

Reading

Student Sample: Stage S1 Standard Video 2

Student information:

The student is from Burma, her first language is Karen. She is fifteen years and four months old and has been in Australia for one year. Prior to coming to Australia she had limited education, learning to read and write Karen in a refugee camp in Thailand. In Australia, she has been attending an English language school for eleven months.

The task:

The whole class has been working on a unit of work that examined multiculturalism and countries of the world. The students read texts about a Russian emigrant and used that text to compile a list of facts about Russia. The students then worked with ten headings to research facts about their own countries and compiled a 'Fact File' text about their country of origin which they also presented in a poster format. These were used to deliver spoken presentations to the class.

In this task the student is reading an information text containing facts about Australia. The student is asked to read the instructions and the information sections in the text. She is asked to locate where in the text certain information is provided, evaluate true/false statements, and answer comprehension questions with some teacher support. The teacher is evaluating how well the student understands the layout and conventions of the text such as, the title, subheadings and tables. The teacher also wants to know how well the student can read aloud, understand specific words and phrases and relate what she reads to other contextual support in the classroom to support her understanding of the text.

In particular the teacher is observing how well the student can:

- extract specific information from simple charts and tables (this relates to *texts and responses to texts*);
- find information presented in the text (this relates to *texts and responses to texts*);
- indicate her understanding of basic information presented in the text through a variety of tasks, including evaluating true/false statements, answering questions using information in the text, or locating information in the text (this relates to the *texts and responses to texts*);
- gain meaning using headings, captions (this relates to *cultural conventions of language*);
- draw on background knowledge to perform text-related tasks (this relates to the *texts and responses to texts*);
- identify the purpose of a task in written instruction (this relates to the *texts and responses to texts*);
- show an understanding of simple coordinating conjunctions and recognizes and can follow simple imperatives (this relates to *linguistic structures and features*);
- identify key vocabulary in instructions (this relates to *maintaining and negotiating communication*);
- use visual support to interpret meaning (this relates to *maintaining and negotiating communication*).

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 S1 Standard Indicators of Progress

Text and response	Example
<i>At the end of Stage S1, students can routinely read the following kinds of texts, and respond to them in the following ways:</i>	
• retell ideas from short familiar factual or fictional texts	
• recall sequence of key events in narratives, recounts and other texts	-
• understand common familiar signs and labels in the classroom and school environment	-
• extract specific information from simple charts, tables or maps	-
• find directly stated information in text or illustration	2:05-2:15; 4:35-4:40
• give a personal response to a short familiar text	-
• demonstrate understanding of texts by, e.g. answering simple questions, indicating true/false statements, sequencing information	-
• answer literal comprehension questions based on simple factual or fictional texts	2:05-2:22; 4:35-5:07
• answer basic interpretive comprehension based on simple factual or fictional texts	-
• read with understanding a range of simple texts based on predictable language structures and vocabulary	-
• follow simple written texts while listening to them read aloud at a moderate pace	2:05-2:22
• demonstrate understanding by performing task, e.g. follow written instructions	-
• read aloud unfamiliar texts of an appropriate level, e.g. graded novels	0:27-0:30
• attempt to read aloud fluently familiar texts, e.g. short teacher developed texts and basic published texts that have been introduced in class	-
• read fluently basic vocabulary or phrases, or those learnt in spoken contexts with comprehensible pronunciation	1:23-2:05
• read structures which have been practised orally.	1:23-1:30
Linguistic structures and features	
<i>At the end of Stage S1, students' understanding of the linguistic structures and features of the texts they read is shown when they:</i>	-
• show an understanding of sentences which use basic subject–verb–object sentence patterns	1:55-2:22
• recognise basic word order in sentences	1:37-1:50
• identify the referents of some simple cohesive devices, e.g. this, that, those	-
• show an understanding of the function of basic coordinating and subordinating conjunctions, e.g. and, but, within or between sentences	-
• recognise and follow common imperatives	-
• recognise paragraphs in texts	-
• follow simple time sequencing and recognise time adverbials	-
• show an understanding of simple punctuation, e.g. pause appropriately at full stops and commas.	1:37-1:50

Cultural conventions	Example
<i>At the end of Stage S1, students' understanding of the contexts and purposes of the texts they read is shown when they:</i>	
<ul style="list-style-type: none"> identify the basic purposes and likely audiences of different text types, e.g. magazines, books, comics 	-
<ul style="list-style-type: none"> gain meaning using headings, captions or illustrations in short, simple texts 	-
<ul style="list-style-type: none"> draw on background or content knowledge to perform text-related tasks, e.g. sequencing activity matching sentences to visuals 	-
<ul style="list-style-type: none"> use background knowledge to predict the content of a text, e.g. examining front cover 	-
<ul style="list-style-type: none"> discuss the relationship of texts read and viewed to previous experience and culture 	-
<ul style="list-style-type: none"> identify purpose of task in written instructions, e.g. show maths formula, answer questions, write paragraphs. 	1:55-2:22
Maintaining and negotiating communication	
<i>At the end of Stage S1, students may use the following strategies to assist them to read and comprehend texts:</i>	Example
<ul style="list-style-type: none"> imitate modelled pronunciation/stress and intonation when reading aloud 	-
<ul style="list-style-type: none"> use a text title or supporting picture to suggest the content of a text 	-
<ul style="list-style-type: none"> attempt to pronounce new words when reading aloud, using basic understanding of the letter–sound relationships of English 	-
<ul style="list-style-type: none"> use key words to understand the gist of short texts 	1:00-1:08
<ul style="list-style-type: none"> use knowledge of the text to predict events, phrases and words and so gain meaning from the text 	-
<ul style="list-style-type: none"> use knowledge of the patterns in oral and written language to predict the text 	-
<ul style="list-style-type: none"> use knowledge of what words/letters sound like to predict the meaning of the text 	-
<ul style="list-style-type: none"> draw on support in the classroom environment as well as a bilingual dictionary to translate the meaning of unfamiliar words 	-
<ul style="list-style-type: none"> identify key vocabulary in instructions 	-
<ul style="list-style-type: none"> use classroom visuals, e.g. signs/labels/charts/maps 	-
<ul style="list-style-type: none"> use visual support to interpret meaning, e.g. charts, diagrams, illustrations. 	-