Department of Education and Early Childhood Development

ASSESSMENT CONTEXT Speaking and listening

Student Sample: Stage S1 Standard Video 2

Student information:

The student is from Iran, and her first language is Farsi. She is twelve and a half years old, and in a Year seven level class in an English language school. She has been in Australia for just over eight months. The student attended school for five years in Iran, where Farsi was the language of instruction. She attended an English language centre interstate for six months and has been at her current English language school for a just over two months.

The task:

The class was asked to reconstruct the human digestive system using graphics on the computer and then to explain how the digestive system works, with reference to a model. The students had previously learned about how the digestive system works with the vocabulary for the relevant organs. The students have discussed the location and function of the organs. In this context, the students learnt the use of the passive voice and ways of indicating the sequence of steps in a process.

The teacher is evaluating the capacity of the students to follow simple spoken instructions, understand and use relevant scientific/biological terminology, use language appropriate to the study of science or biology and use appropriate subject-verb agreements.
She is specifically assessing how well the student uses;

- language specific to the topic
- the simple present and passive
- words that indicate the sequence of events
- conjunction to link ideas
- correct forms of subject verb agreement

The computer game used by the students in this activity is available from
http://www.loveyourgut.com/games/digestive_game.php

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 S1 Standard Indicators of Progress

Text and response ***At the end of Stage S1, students can routinely use spoken English to do the following things:***	**Example**
Receptive	
• understand enough to extract essential information, such as gist and many details, from short, simple texts relevant to their personal experience, e.g. in short conversations	ET
• depend on slow careful speech, face to face contact and familiar topics	ET
• begin to understand context-reduced spoken texts, i.e. are less dependent on immediate contextual support such as pictures	-
• follow simple oral instructions with several steps	0:10-1:18
• respond to simple controlled English which relates to common, familiar school routines	0:10-:118
• comprehend a simple oral text, e.g. instructions read by teacher	ET
• identify single items of vocabulary, from short, familiar spoken texts supported by the context or the teacher	1:07-1:18
• respond to word stress, rhythm and intonation to work out the most important elements of communication	3:03-3:12
• respond appropriately to a range of commonly encountered questions using short, familiar formulae or expressions, e.g. simple recounts, descriptions, instructions	-
• may recognise a few fragments of a conversation between native speakers, but would not normally be able to identify topic or participate in any way	-
• understand a simple recount from a peer based on a classroom written model	-
Productive	
• express meanings through short, simple utterances, using familiar or practised vocabulary	1:26-2:26
• exchange information in an unrehearsed oral interaction, e.g. respond to questions about name, country of origin from a visitor to the classroom	-
• negotiate transactions in different contexts, e.g. ask to borrow a book from the teacher, from the library, from a friend	-
• give simple oral instructions with several steps	-
• recount a short familiar event, in detail, attempting to use past tense with variable accuracy	1:26-2:26
• transfer some vocabulary or structures learnt in immediate-needs topics to subject-based topics	3:16-3:20
• produce or comprehend short utterances such as statements, questions, instructions, requests and commands	0:10-1:18
• correctly use single clause utterances to express a variety of language functions	2:51-2:55
• attempt multiple clause utterances to express a variety of language functions, e.g. Can I leave at 2:30 because I have appointment?	1:26-2:26
• contribute with relevance and reasonable comprehensibility to short dialogue/classroom interaction on a familiar topic	1:26-2:26
• respond appropriately to a range of commonly encountered questions using short, familiar formulae or expressions, e.g. simple recounts, descriptions, instructions.	1:26-2:26
Linguistic structures and features ***At the end of Stage S1, students' understanding of the linguistic structures and features of spoken English is shown when they:***	**Example**

Receptive	
• recognise when a question is being asked and attempt to answer in existing English, e.g. to give a reason or express an opinion	ET
• identify key vocabulary and ideas	0:51-3:20
• comprehend and use simple vocabulary and structures presented and practised in class	0:51-3:20
Productive	
• use features of the English tense system, e.g. past tense in recounts, imperative in procedures, with intensive context-enriched ESL support	-
• use present simple and present continuous tenses correctly	1:59-2:13
• attempt to use familiar irregular and regular past tense, e.g. went, saw, walked	-
• choose appropriate syntactic form – question, statement, command	-
• use simple interrogatives, e.g. who, where, what, when, why	-
• use simple possessive pronouns, e.g. my/your/his/her	-
• use and respond to yes/no questions, e.g. yes, I am, no, I'm not	-
• use common contractions, e.g. I'm/she's	-
• use plurals of countable nouns, e.g. books/desks	-
• use some irregular plurals of countable nouns, e.g. sheep, children, ladies, men	-
• use some simple quantifiers, e.g. some/a few/many/any	-
• use subject and object pronouns appropriately, e.g. John saw her. She saw John.	1:59-2:07
• use simple cohesive devices, such as personal pronouns, e.g. he/she/it	2:59
• use common prepositions of place and time, e.g. in, on, at, in Melbourne, on Monday	-
• use introductory it and there, e.g. It is hot; there is/are a book/s	-
• sequence events chronologically using time markers	2:56-3:02
• use stress or intonation appropriately in simple utterances, e.g. use rising intonation when asking simple questions, stress key words in short utterances	2:56-3:02
• use simple coordinating conjunctions, e.g. and, but, and some simple subordinating conjunctions, e.g. after, because, to link clauses	2:56-3:02
• negate using mostly correct forms such as 'I don't like maths', 'She hasn't got a sister'	-
• use some different question forms (but not yet tag questions)	-
• attempt to extend utterances but have some difficulty sustaining coherent structures unless they are well rehearsed.	2:05-2:13
Cultural conventions ***At the end of Stage S1, students' understanding of the contexts and purposes of spoken texts is shown when they:***	**Example**
Receptive	
• understand key vocabulary with contextual or teacher support	ET
• observe and imitate social behaviour in speaking English	ET
• attend to what others are saying	ET
• respond to tone of voice and changes in intonation, e.g. feelings, simple humour	3:03-3:12

Productive	
• experiment with key routine social words and short phrases they hear	-
• use familiar formulaic expressions to greet and respond to greetings, e.g. How are you today? Good thanks	-
• use simple polite expressions appropriately, e.g. please, thank you.	-
• speak differently in greeting a teacher or friend in the yard	-
• use appropriate structure to open and close conversations	-
• ask questions about concepts such as colour, time and place	-
• show an understanding of when to use common polite forms, e.g. Excuse me Miss, Would you like one?	-
• have very limited register flexibility but may demonstrate knowledge of some features of a specialist register experienced in the classroom	1:26-2:26
• transfer knowledge of the structure of spoken texts and discourse patterns from their first language to English, though there may be some cultural difference, which can cause some difficulty, e.g. call the teacher ‘ Teacher’ rather than by name or ‘Miss’	-
• are able to use basic collaborative language in co-operative group work, e.g. for affirming (yes, good) disagreeing (no, no good), staging language (next, OK).	-
Maintaining and negotiating communication ***At the end of Stage S1, students may use the following strategies to maintain and negotiate spoken communication:***	**Example**
Receptive	
• imitate short utterances of others and memorise a number of formulaic expressions, e.g. Excuse me, Miss	-
• are beginning to be able to transfer their first language cognitive academic language skills to their learning in English, and to draw on their first language content background knowledge	-
• use self correction and peer assessment to check appropriateness of forms	2:50-2:53
• transfer knowledge of the structure of spoken texts and discourse patterns from their first language to English, though there may be some cultural difference, which can cause some difficulty.	-
Productive	
• use simplified utterances rather than sentences to convey meaning, e.g. Car broken	-
• use circumlocution when the correct word is not known, e.g. ‘a car for fly’ instead of ‘a plane’	3:17-3:20
• transfer some simple language structures to other contexts, e.g. We go to sport on Monday. We go to Art on Tuesday. We go to beach on Saturday.	2:14-2:25
• use non-verbal strategies, such as gesture or mime, to elicit support from the listener	-
• use existing English in different contexts to perform different functions, e.g. 'Go home Miss.' to mean 'May I go home?' or 'He’s gone home.'	-
• use sentence patterns from first language to communicate ideas, e.g. ‘the house white’, ‘I very like swimming’	-
• apart from formulaic expressions, speak using fragmented utterances as they transfer and combine learned patterns, e.g. 'Yes, I have new friend … many new friend.', 'Because different my language I can’t understand many thing.'	-
• begin to speak more confidently and quickly, which may affect intelligibility due to unsure stress and intonation, taking breaths between	1:26-1:36

	words, not running on words, or pronouncing final consonants	
•	draw to a large degree on their first language, which may be demonstrated in pronunciation, stress and intonation patterns and in some hesitation.	-

NOTE: ET = Evident Throughout