

## ASSESSMENT CONTEXT Speaking and Listening

### Student Sample: Stage S2 Standard Video 1

#### Student information:

The student is from Afghanistan and Dari is his first language. He is fourteen years old and is studying in Year nine at a secondary school. He also speaks Urdu and has been learning English since he arrived in Australia four years ago. He attended an English language school for a year and has attended mainstream secondary school for three years. His schooling has been interrupted as he and his family moved from Afghanistan to Australia via Pakistan. Before he arrived in Australia, he attended lower primary school in Pakistan where Urdu was the language of instruction.

#### The task:

This assessment task required students to role play a homeless person. The presentation of their story was followed by questions from their classmates related to the experiences of the character portrayed in the role play. This activity was part of a class unit of work on the theme of 'Homelessness'. The teaching cycle included a variety of speaking, listening, reading and writing tasks involving a range of texts and activities on different aspects of the topic. One of these tasks, reading a newspaper article, has been included in the reading student works samples at Stage S2.

The students prepared for the presentation by reading the novel *A simple gift* by Steven Herrick which explores the nature, circumstances and attitudes towards homeless. Class discussion following the viewing of a video interview of a homeless person. Using a radio interview from a website as a model for writing their scripts. The students were permitted to use cue cards as prompts for their presentations.

In this task the teacher is seeking to assess how well the students can structure sentences in their spoken presentations, use new vocabulary they have learnt from their reading, understand questions they are asked and use intelligible pronunciation. The assessment relates to the following descriptors of the VELS ESL S2 Indicators of Progress:

- present a short prepared formal talk of at least three minutes with heavy reliance on written text (Texts and Text response strand);
- take part in a role play;
- use simple modeled language in appropriate contexts (cultural conventions and language use strand);
- uses pauses to make extended utterances intelligible (linguistic structures and features strand);
- uses eye contact appropriately (maintaining and negotiating communication strand).

#### 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 S2 Standard Indicators of Progress**

<b>Text and response</b> <b><i>At the end of Stage S2, students can routinely use spoken English to do the following things:</i></b>	<b>Example</b>
<b>Receptive</b>	
<ul style="list-style-type: none"> <li>extract specific information from short spoken or visual texts, using guide questions from the teacher</li> </ul>	
<ul style="list-style-type: none"> <li>comprehend the gist of a range of simple instructions, descriptions, explanations</li> </ul>	
<ul style="list-style-type: none"> <li>interact in English with peers in pair or group work activities in familiar contexts</li> </ul>	
<ul style="list-style-type: none"> <li>follow a short sequence of instructions related to classroom activities, e.g. 'Divide your page into two columns. Label the columns A and B. Then number the rows 1 to 20' etc.</li> </ul>	
<b>Productive</b>	
<ul style="list-style-type: none"> <li>give information or assistance when requested, e.g. 'The office is down there.'</li> </ul>	
<ul style="list-style-type: none"> <li>express simple opinions, describe feelings, e.g. 'I feel sorry for him because ...'</li> </ul>	
<ul style="list-style-type: none"> <li>give a short impromptu response on a familiar topic</li> </ul>	
<ul style="list-style-type: none"> <li>use descriptive language to describe an object, place or idea, e.g. 'It's got brown fur, is big and has long claws.'</li> </ul>	
<ul style="list-style-type: none"> <li>present a short prepared formal talk (at least 3 minutes), supported by notes and props (e.g. a photo etc.) on a researched topic, with heavy word-for-word reliance on their written text responding to straight forward follow up questions</li> </ul>	ET
<ul style="list-style-type: none"> <li>transfer language structures and functions from personal contexts to subject-based contexts e.g. 'Both Hien and Nam are from Vietnam', 'Both the Arctic and the Antarctic are polar zones'</li> </ul>	
<ul style="list-style-type: none"> <li>recount the steps in a problem solving activity with teacher support</li> </ul>	
<ul style="list-style-type: none"> <li>give a short sequence of instructions related to classroom activities</li> </ul>	
<ul style="list-style-type: none"> <li>communicate intended meaning on simple familiar topics without the listener needing to seek clarification</li> </ul>	ET
<ul style="list-style-type: none"> <li>attempt to express complex thoughts and feelings in English, but rely on attentive conversation partner who asks for clarification paraphrasing etc. to do so successfully</li> </ul>	
<ul style="list-style-type: none"> <li>take part in role-plays of familiar settings with one part given, and the other part devised by students</li> </ul>	
<ul style="list-style-type: none"> <li>initiate a change in topic within a conversation, e.g. 'By the way ...'.</li> </ul>	
<b>Linguistic structures and features</b> <b><i>At the end of Stage S2, students' understanding of the linguistic structures and features of spoken English is shown when they:</i></b>	<b>Example</b>
<b>Receptive</b>	
<ul style="list-style-type: none"> <li>distinguish, with guidance, different intonation patterns, e.g. for questions, statements, lists etc.</li> </ul>	
<ul style="list-style-type: none"> <li>understand the meanings conveyed by different pronouns and conjunctions</li> </ul>	

<ul style="list-style-type: none"> <li>extrapolate word stress, rhythm and intonation patterns from familiar topics or contexts to deal with unfamiliar material</li> </ul>	
<b>Productive</b>	
<ul style="list-style-type: none"> <li>usually use appropriate pronouns and an increasing range of coordinating (and, but, or) and subordinating conjunctions (after, because, before, if, while), to link ideas, e.g. 'She waited for Alex at the station but he didn't come.'</li> </ul>	
<ul style="list-style-type: none"> <li>are increasingly aware of the appropriate use of pauses to make extended utterances more intelligible</li> </ul>	
<ul style="list-style-type: none"> <li>sometimes use stress to emphasise key words in sentences, e.g. Birds don't have <b>fur</b> they have <b>feathers</b></li> </ul>	
<ul style="list-style-type: none"> <li>pronounce the basic elements of the English sound system well enough to be understood</li> </ul>	ET
<ul style="list-style-type: none"> <li>carry out short, spoken interactions in subject-based activities using a variety of text types</li> </ul>	
<ul style="list-style-type: none"> <li>use standard and non-standard forms such as 'I can't play soccer' 'Do you know where is it?'</li> </ul>	
<ul style="list-style-type: none"> <li>appropriately use a wide range of question forms, e.g. Could you tell me ...? What was she doing ...? How long was the river ...?</li> </ul>	
<ul style="list-style-type: none"> <li>use adverbial phrases, pronouns and irregular past tenses with some accuracy</li> </ul>	0:45 - 0:48
<ul style="list-style-type: none"> <li>use a small range of vocabulary to convey shades of meaning, e.g. good, fine, terrific, wonderful, excellent</li> </ul>	
<ul style="list-style-type: none"> <li>use compound and complex sentences with some success</li> </ul>	2:13 – 2:35
<b>Cultural conventions</b> <i>At the end of Stage S2, 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>use simple, modelled language appropriately in familiar contexts to give instructions, describe, explain</li> </ul>	
<ul style="list-style-type: none"> <li>show an awareness of formal/informal register/colloquial language, e.g. See you later Miss.</li> </ul>	4:30 – 4:39
<ul style="list-style-type: none"> <li>interact appropriately and with some degree of confidence with the wider community, e.g. using public transport, discussing course selection with teachers from mainstream schools, asking questions during excursions</li> </ul>	
<ul style="list-style-type: none"> <li>are familiar with a limited range of frequently occurring colloquialisms, but colloquial speech and utterances with many cultural references will seriously impede comprehension</li> </ul>	
<ul style="list-style-type: none"> <li>recognise emotive uses of interpersonal language on a familiar topic related to needs, interest or background and in a familiar social situation, e.g. in anger or annoyance, using stressed vocatives and descending intonation in tag endings</li> </ul>	
<b>Productive</b>	
<ul style="list-style-type: none"> <li>contribute to a group problem solving task, reaching a joint logical conclusion</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrate the use of intonation to affect the intended message of an utterance</li> </ul>	1:01 – 1:11
<ul style="list-style-type: none"> <li>talk about cultural differences related to communication such as stance, hand gesture, head movements, eye contact</li> </ul>	

<ul style="list-style-type: none"> <li>talk about the appropriateness of forms of politeness in different contexts</li> </ul>	
<ul style="list-style-type: none"> <li>have very tentative use of polite request forms, e.g. would, could, and some ability to vary the modality of utterances appropriately, e.g. can/could.</li> </ul>	
<b>Maintaining and negotiating communication</b> <i>At the end of Stage S2, 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>deduce the meaning of some unknown words from context cues</li> </ul>	
<ul style="list-style-type: none"> <li>repeat sentences, modelling aspects of the rhythm, intonation and pronunciation of the other speaker</li> </ul>	
<ul style="list-style-type: none"> <li>often show remarkable ability and ease of understanding, but under excitement or pressure may lose comprehension</li> </ul>	
<ul style="list-style-type: none"> <li>be less dependent on a supportive conversation partner and have little need to ask for repetition or reformulation, especially if the topic is familiar</li> </ul>	3:30 – 3:53
<ul style="list-style-type: none"> <li>take notes when listening to simple texts following structure provided by the teacher</li> </ul>	
<b>Productive</b>	
<ul style="list-style-type: none"> <li>initiate and maintain exchanges, e.g. using simple conversational openers, turn taking, leave taking</li> </ul>	
<ul style="list-style-type: none"> <li>make direct appeals for assistance, e.g. 'How to say this in English?'</li> </ul>	
<ul style="list-style-type: none"> <li>make some extended utterances by experimenting with known features or vocabulary to express new meanings</li> </ul>	
<ul style="list-style-type: none"> <li>use eye contact appropriately in a short classroom talk</li> </ul>	ET
<ul style="list-style-type: none"> <li>create new vocabulary from known words, e.g. invite – invitation</li> </ul>	
<ul style="list-style-type: none"> <li>use pauses and fillers (ah, um) appropriately to allow ordering of thought.</li> </ul>	ET

**NOTE:** ET = Evident Throughout