

## ASSESSMENT CONTEXT

## Reading

### Student Sample: Stage S3 Standard Video 2

#### Student information:

The student was born in Cambodia and Khmer is the main language spoken at home, she also speaks Chinese and Cambodian. She is sixteen years old and attends Year 10 in a mainstream school. The student has been in Australia for six months having previously completed Years 7, 8 and 9 in Singapore where she also undertook studies in English.

#### The task:

In this task, the student is presented with an opinion article and given 10-15 minutes to read silently. She is then asked to identify three persuasive techniques used in the piece highlighting the key words that helped her to identify those particular techniques. The student then responds to oral comprehension questions.

Students in the class have previously studied persuasive techniques (e.g., emotive words, title of experts, statistics, etc.) and how to identify the techniques (e.g., locating key words, inferring general meaning, etc.). They have also studied how to analyse the writer's intended effect and the reader's possible reaction.

The teacher was assessing:

- the student's ability to identify different types of persuasive writing techniques used in an opinion text (e.g., *emotive words*, *title of experts*, *statistics*)
- the student's ability to explain their reading processes to identify persuasive writing techniques and
- the student's ability to understand an opinion text type and its purpose.

#### 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 S3 Standard Indicators of Progress**

<b>Text and response</b>	<b>Example</b>
<b><i>At the end of Stage S3, students can routinely read the following kinds of texts, and respond to them in the following ways:</i></b>	
• interpret and respond to a range of accessible mainstream texts in use across the curriculum, in the context of guided activities	ET
• select main ideas with some relevant detail from a range of informative texts, e.g. accessible factual texts including texts from the World Wide Web	2:13-2:30
• identify sequence of ideas and information in factual texts	-
• use information for learning purposes, e.g. identify main idea and locate information stated directly in text	3:18-3:34
• distinguish between main idea and supporting detail	-
• refer to the text to support a point of view	3:18-3:34
• draw basic inferences from texts	-
• identify arguments in accessible texts	2:13-2:30
• summarise and discuss viewpoints represented in different texts, e.g. agree, disagree	2:13-2:30
• extract information from a range of visual representations, including tables, graphs and diagrams	-
• respond to imaginative texts, such as accessible poems and short stories showing an understanding of key events, characters and issues	-
• read with understanding straightforward school and factual texts, newspapers and magazine articles on familiar topics with some visual support.	ET
<b>Linguistic structures and features</b>	
<b><i>At the end of Stage S3, students' understanding of the linguistic structures and features of the texts they read is shown when they:</i></b>	<b>Example</b>
• identify the role of cohesive markers on a sample text, e.g. also, finally, however	-
• discuss, with a partner, the time sequence in a short novel and the effect it has on the narrative	-
• identify reference items in extended complex sentences, e.g. 'The team was reluctant to remain during the polar winter, when the sun may not be seen for over a month, as this is the most difficult time for Arctic exploration.'	2:42-2:30
• outline the role of specific features of the text, e.g. contents page, index annotated diagrams, headings in a commercial studies textbook	4:06-4:30
• interpret the various icons, menu items and links on an accessible web site	-
• identify thematic groupings of words in a text, e.g. gravity, pull, force	5:15-5:23
• use the table of contents and section headings of a textbook from across the curriculum to construct an outline of the text's structure	-
• read with understanding sentences containing complex noun groups, e.g. 'The closure of the football ground stopped the game.'	3:10-3:34
• identify key words linking ideas	-
• explain simple imagery, some similes and metaphors	-
• identify agent, action and consequences in sentences using passive voice.	-

<b>Cultural conventions</b> <b><i>At the end of Stage S3, students' understanding of the contexts and purposes of the texts they read is shown when they:</i></b>	<b>Example</b>
<ul style="list-style-type: none"> <li>interpret accessible texts from across the curriculum, drawing on related background information associated with the content and text type</li> </ul>	-
<ul style="list-style-type: none"> <li>identify some common social and literary stereotypes in texts, such as villains and heroes, traditional gender roles</li> </ul>	-
<ul style="list-style-type: none"> <li>discuss a text studied in class in terms of what its purpose and audience may be based on its writing style and presentation, e.g. a pamphlet on the effects of greenhouse emissions, or the web site of a popular rock group</li> </ul>	3:00-3:16
<ul style="list-style-type: none"> <li>demonstrate awareness that concepts in various topics are expressed in particular ways, e.g. main idea, supporting detail, cause and effect relations</li> </ul>	3:00-3:16
<ul style="list-style-type: none"> <li>make comparisons between different texts' structures, e.g. report, explanation</li> </ul>	-
<ul style="list-style-type: none"> <li>identify and discuss purpose, audience and context of particular texts</li> </ul>	3:40-4:05
<ul style="list-style-type: none"> <li>identify text structures and social purposes of text types, e.g. myths, biographies, explanations</li> </ul>	3:40-4:05
<ul style="list-style-type: none"> <li>identify unfamiliar cultural references and ask for meaning</li> </ul>	-
<ul style="list-style-type: none"> <li>respond to different cultural attitudes as exemplified in stories, e.g. express opinion, ask questions, make comparisons</li> </ul>	-
<ul style="list-style-type: none"> <li>identify and understand some humour and imagery, e.g. metaphors, similes, personification</li> </ul>	-
<ul style="list-style-type: none"> <li>discuss the values in texts which incorporate aspects of other cultures</li> </ul>	-
<ul style="list-style-type: none"> <li>identify some cultural and literary perspectives in texts, e.g. narrator's voice, first person, third person.</li> </ul>	5:23-5:33
<b>Maintaining and negotiating communication</b> <b><i>At the end of Stage S3, students may use the following strategies to assist them to read and comprehend texts:</i></b>	<b>Example</b>
<ul style="list-style-type: none"> <li>use a range of strategies for understanding text at the word, sentence and whole-text level and, with guidance, employ research skills to find some relevant information</li> </ul>	ET
<ul style="list-style-type: none"> <li>with support, use various research skills to locate accessible reference texts supplied by the teacher</li> </ul>	-
<ul style="list-style-type: none"> <li>assess their own information needs and purposes to identify suitable sources</li> </ul>	-
<ul style="list-style-type: none"> <li>with support, extract relevant material from a variety of sources</li> </ul>	-
<ul style="list-style-type: none"> <li>use a data chart to gather some information on a topic</li> </ul>	-
<ul style="list-style-type: none"> <li>take notes that identify main ideas and relevant supporting detail in simple factual and non-factual texts</li> </ul>	1:40-1:56
<ul style="list-style-type: none"> <li>use diagrams, photographs, headings etc. to interpret text</li> </ul>	-
<ul style="list-style-type: none"> <li>with a partner, preview a class text by constructing a graphic outline using headings, subheadings, illustrations etc.</li> </ul>	-
<ul style="list-style-type: none"> <li>scan a text to find detailed information, e.g. identify the gases causing the greenhouse effect</li> </ul>	2:42-2:59
<ul style="list-style-type: none"> <li>skim a text to determine one aspect, e.g. whether the writer is concerned about the greenhouse effect</li> </ul>	2:13-2:30
<ul style="list-style-type: none"> <li>predict basic content and infer previous actions/events</li> </ul>	-
<ul style="list-style-type: none"> <li>infer meaning of familiar and unfamiliar words in various contexts.</li> </ul>	-

**NOTE:** ET = Evident Throughout