

ASSESSMENT CONTEXT Speaking and listening

Student Sample: Stage S3 Progressing Towards Video 1

Student information:

The student was born in Afghanistan, and is seventeen years and three months old. The main language spoken at home is Dari and she also speaks Urdu. She attended school in Pakistan where the language of instruction was Persian (Farsi). She previously attended an English language school and is in Year ten in her current school. She comes from a large family with seven siblings and spends a lot of time assisting with home duties.

The task:

The task is a “community of inquiry” activity, which is a familiar activity for this class. For this task, students sit in a semi-circle and are given a ‘prompt’ (e.g., visual/factual statement) for discussion. The teacher facilitates discussion by asking students to state what they see/feel in response to the prompt. The teacher notes responses on the board continuously, asking clarifying questions, prompting and asking for supporting reasons. Students also ask questions of each other and a ‘flexible’ discussion ensues.

Students together categorise the answers under different headings, providing reasons for their category groupings. Collectively, students then make a judgment as to what the prompt may be about (an idea, theme, issue, etc.).

The teacher was assessing:

- the student’s ability to clarify by asking questions (e.g., *What did you mean when you said ..., Did you mean ...*)
- the student’s ability to provide reasons for opinions (e.g., *I believe ... because ...*)
- the student’s ability to use connectives to show causal explanations (e.g., *because, as a result*)
- the student’s ability to categorise (e.g. group words into themes)

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 S3 Standard Indicators of Progress

Text and response <i>At the end of Stage S3, students can routinely use spoken English to do the following things:</i>		Example
Receptive		
• demonstrate some understanding of a limited range of familiar mainstream spoken texts and, in supportive classroom situations, express the gist of ideas and opinions	-	
• listen to/view audiovisual resources for specific information when questions are given beforehand and appropriate background information is provided	0:45-1:20	
• obtain the gist of spoken text on a familiar mainstream topic spoken at close to normal speed but with support, e.g. where a teacher explains concepts or key terms on the board	ET	
Productive		
• engage in structured negotiations with peers and teachers, planning a project, exchanging information in familiar informal and formal classroom situations	-	
• use available repertoire of English to discuss and justify a point of view on a familiar topic	2:52-3:36	
• deliver an extended class talk (at least 5 minutes) responding to follow-up questions, after support and modelling	-	
Linguistic structures and features <i>At the end of Stage S3, students' understanding of the linguistic structures and features of spoken English is shown when they:</i>		Example
Receptive		
• interpret the gist of accessible spoken and audiovisual texts, and, with support, understand the full text	ET	
• listen for specific information when questions are given beforehand	-	
• understand the gist of small amounts of abstract and generalised information when appropriate background is provided	-	
Productive		
• manipulate available spoken English repertoire to communicate in extended but predictable situations suitable to a mainstream context	2:24-3:36	
• use time signals to link extended speech, e.g. Before we started the experiment we ..., At the end of this talk I'll ...	-	
• use a range of connectives, e.g. 'because', 'without', 'but', to extend speech rather than start another sentence	-	
• demonstrate sufficient control of stress rhythm and intonation to be understood in most situations	-	
• use some conditional forms, e.g. if it is ok with you, I would like to try	-	
• begin to experiment with tag questions, e.g. We do this now, don't we?	-	
Cultural conventions <i>At the end of Stage S3, students' understanding of the contexts and purposes of spoken texts is shown when they:</i>		Example
Receptive		
• take account of non-verbal language, e.g. when giving a formal talk consciously establish eye contact with audience rather than referring to notes or prompts	ET	

<ul style="list-style-type: none"> show an awareness of the interest and past experience of the audience when selecting content and the appropriate level of detail for a class talk 	-
Productive	
<ul style="list-style-type: none"> adapt speech in common classroom interactions appropriate to the particular context and audience 	ET
<ul style="list-style-type: none"> use some appropriate language of discussion, e.g. give suggestions and opinions; ask for clarification; use an increasing range of expressions, e.g. in my view, I think ... 	2:24-2:41
<ul style="list-style-type: none"> present a short formal talk demonstrating awareness of the need for an introduction and a conclusion 	-
<ul style="list-style-type: none"> incorporate descriptive detail through the use of modifiers, e.g. adverbs, adjectives, levels of possibility, in spontaneous interactions 	-
<ul style="list-style-type: none"> use idiomatic and colloquial language appropriately. 	-
Maintaining and negotiating communication <i>At the end of Stage S3, students may use the following strategies to maintain and negotiate spoken communication:</i>	Example
Receptive	
<ul style="list-style-type: none"> ask questions to clarify understanding, e.g. 'Do you mean that ...?' 	-
<ul style="list-style-type: none"> collaborate with the teacher to form strategies for improving listening comprehension and speech performance 	-
<ul style="list-style-type: none"> take on an assigned role in small group work, e.g. recorder, facilitator 	-
<ul style="list-style-type: none"> take notes from a text selected by the teacher, e.g. video recording 	-
Productive	
<ul style="list-style-type: none"> maintain eye contact with the audience when giving a talk 	ET
<ul style="list-style-type: none"> refer to strategic written prompts 	-
<ul style="list-style-type: none"> use predicting and previewing strategies to support listening comprehension, e.g. by brainstorming alone or with peers for possible key words, by predicting what someone may say next, based on what the conversation has been about so far. 	0:45-1:20

NOTE: ET = Evident Throughout