ASSESSMENT CONTEXT   Reading

Student Sample: Stage S4 Standard Video 2

Student information:

The student was born in Romania and Romanian is her first language. She has been in Australia for four years and ten months. She is almost fourteen currently in Year eight in a secondary school. The student completed two years of primary school in Romania and then missed two years of schooling. She started in Year four when she commenced school in Australia. She also attended a Kumon program for one year.

The task:

The student was being assessed on her explanation of character development in the novel *Blueback,* by Tim Winton. In previous lessons the students had previously read and completed a range of tasks on the novel *Hatchet* and read *Blueback* in a literature circle in which they adopted a range of role; Summariser, Drawer, Word Watcher, Quoter, Connector and Discussion Leader.

For this task, the student has been asked how the character Brian changes in *Hatchet* and to think about how this compares with the way Abel changes in *Blueback*. She has been asked to sequence selected events to indicate their significance in the development of Abel's character and then choose one of these events and explain it.

Following completion of this task, the students will be writing an essay about the development of Abel's character in the novel.

In the task, the teacher is aiming to get the student to map the development of the character and use information from the text to support her views about significant events in the story.

The teacher is assessing how well the student:
• describes the development of the character
• identifies the important events in the development of the character
• interprets inferences made in the novel
• identifies the character's motivation at points of change
• locates supporting materials from the novel, with guidance, e.g. quotations
• justifies opinions about the character with reference to evidence from the novel.

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 S4 Standard Indicators of Progress

Text and response *At the end of Stage S4, students can routinely read the following kinds of texts, and respond to them in the following ways:*	Example
• read independently, with essential understanding, a wide range of accessible mainstream texts and, with guidance, interpret the texts to provide a variety of responses	
• identify main and supporting points in a variety of texts for note taking, retelling and writing of summaries	ET
• distinguish between main and sub-themes in factual and literary texts	3:19 – 4:21
• explain the gist of technical and analytical texts	
• extract and manipulate relevant information from a range of graphic representations, including articles with tables, graphs and diagrams	
• extract and manipulate key ideas from a text for problem solving	0:41 – 1:48
• compare and make judgements about different texts, e.g. on the same topic by different authors	ET
• comprehend texts even if not familiar with the topic and when the text is lengthy	
• interpret a text at more than one level, e.g. 'read between the lines'	ET
• discuss imaginative texts with regard to key aspects, such as treatment of character development, issues and resolution of conflict or complication	ET
• describe and discuss mood and setting in a narrative	ET
• describe and discuss the emotions and motivation of characters in narratives	1:50 – 2:28
• hypothesise about author, ideas, events, characters, using information from the text	ET
• take notes, with teacher guidance, expressing an understanding of key ideas and information from short and accessible media articles and other texts in use across the curriculum	
• select and analyse information from texts for a particular purpose.	ET
Linguistic structures and features *At the end of Stage S4, students' understanding of the linguistic structures and features of the texts they read is shown when they:*	**Example**
• examine, through guided activities, the role of the structures and features of mainstream texts from across the curriculum	
• demonstrate understanding of complex language such as embedded clauses, noun phrases, words expressing degrees of probability, e.g. if the temperature rises, the polar caps may melt, resulting in …; the gap between east and west has …	
• recognise and follow complex text connectives used to link ideas across sentences and paragraphs, e.g. nevertheless, although	
• have some difficulty with implicit cohesive devices such as nominalisation and 'buried' cohesive devices	
• read with understanding texts with varied sentences beginnings, new vocabulary, some subject specific vocabulary and figurative language	
• interpret unfamiliar examination instructions providing adequate time is allowed	
• have a broad technical vocabulary across their subject areas but may still have difficulties with more abstract vocabulary, e.g. effect,	

invert, trace, determine	
• show an awareness of the role of the structures and features in a range of accessible mainstream texts	
• interpret familiar, simple and complex task instructions even dual purpose instructions requiring creative use and manipulation of genres.	

Cultural conventions *At the end of Stage S4, students' understanding of the contexts and purposes of the texts they read is shown when they:*	**Example**
• interpret a range of texts from across the curriculum in terms of their purpose, audience and context	
• analyse and interpret language choices and forms of particular text types	
• discuss specific characteristics and features of texts in terms of their purpose, audience and context, e.g. comment on the informal style of writing in online discussion groups	
• show awareness of how different people may have different interpretations of events and issues in a text, e.g. influence of gender, cultural background, class, age	
• identify the writer's implied stance	3:19 – 4:21
• identify how the culturally-based values and attitudes which underpin issues and language in texts reflect author's views and bias	
• describe how shades of meaning are expressed through choice of synonyms, e.g. strolled, walked	
• respond to the subtleties of humour, idioms and metaphors.	

Maintaining and negotiating communication *At the end of Stage S4, students may use the following strategies to assist them to read and comprehend texts:*	**Example**
• find and organise information from a range of reference sources and employ strategies for interpreting unfamiliar texts in common use across the curriculum	
• take organised notes that identify main ideas and relevant supporting detail in factual and non-factual mainstream texts	
• locate information on a research topic using library resources and computer-based materials, e.g. the internet and appropriate search engines	
• with guidance, select and use supporting material within a text to justify a response	
• use their own ideas to expand upon information gathered, acknowledging sources	
• read a text thoroughly for a complex set of information, e.g. to find the reasons the writer offers in support of a particular view	
• adjust reading style in response to the demands of the text and reading task, e.g. scan the text to get particular information, skim the text to get the gist	
• use a range of strategies, e.g. knowledge of vocabulary and text structures to read authentic, unfamiliar texts and respond with some understanding	
• use contextual cues to interpret difficult words.	

NOTE: ET = Evident Throughout