

ASSESSMENT CONTEXT

Reading

Student Sample: Stage SL Progressing Towards Video 1

Student information:

The student was born in Burma/Myanmar, and is fourteen years and nine months old. He has been in Australia for five months. His first language is Chin, which is a language spoken by one of the minority linguistic and cultural groups in Burma/Myanmar. His schooling has been disrupted as his family moved from Burma/Myanmar to Australia via India. He had a total of three years of school before he came here. He has been attending an English language school for four months and his age would make him a Year nine level student.

The task:

The student was asked to recognize familiar vocabulary and to reconstruct simple texts about a familiar topic. This is part of a class unit of work on food. In the unit, the teacher introduced vocabulary for colours and common food items. The students have worked with cards showing names and illustrations of food items. The students also looked at identifying the sound and name of initial and final letters as a strategy to help them read familiar and unfamiliar words. The students asked questions and talked about the foods they like and don't like, discussed which foods are good for them and which are not so healthy because of their high sugar, salt or fat content.

The teacher is assessing how well the student knows the words for the foods and colours he has studied and the extent to which he is using the initial letter to guide him in recognising words. She was also observing how aware the student is of the structure and features of simple factual texts, including titles and illustrations. The teacher wants the student to work with familiar texts in a concrete way that enables him to talk about and manipulate the features of the text.

The teacher was particularly interested in assessing how well the student can:

- recognize familiar words in context;
- gain information from illustrations and realia;
- demonstrate an awareness of the features and nature of simple factual texts, such as titles and illustrations;
- use illustrations to assist her in understanding the text;
- locate information in the text.

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 SL Standard Indicators of Progress

Text and response <i>At the end of Stage SL, students can routinely read the following kinds of texts, and respond to them in the following ways:</i>	Example
<ul style="list-style-type: none"> recognise beginnings and endings of familiar texts 	0:05 – 4:33
<ul style="list-style-type: none"> join in with shared reading activities, e.g. group reading, ‘read’ back shared material the teacher has scribed 	
<ul style="list-style-type: none"> read short learnt texts, e.g. a rhyme, song, repetitive texts 	
<ul style="list-style-type: none"> read some familiar words in different contexts, e.g. recognise friends’ names on worksheets or belongings 	
<ul style="list-style-type: none"> understand short non-complex text types for a range of everyday purposes relying on considerable contextual support 	
<ul style="list-style-type: none"> recognise environmental print, e.g. words, logos, signs, letters, numbers 	
<ul style="list-style-type: none"> gain information from illustrations 	
<ul style="list-style-type: none"> match familiar written words with pictures, and spoken words with written words 	0:09 – 3:05
<ul style="list-style-type: none"> understand the connection between simple written text and a diagram or illustration 	
<ul style="list-style-type: none"> demonstrate basic map reading skills, e.g. locate Australia and own country on world map 	
<ul style="list-style-type: none"> read aloud from simple, familiar texts 	
<ul style="list-style-type: none"> make predictions about the text, e.g. from the title, pictures, diagrams etc. 	
<ul style="list-style-type: none"> give a personal response to a text, e.g. draw characters from a story, show enjoyment 	
<ul style="list-style-type: none"> find information in the text, i.e. locate specific information 	
<ul style="list-style-type: none"> complete simple activities around the text, e.g. sequence a series of pictures, draw characters, classify/group words 	3:05 – 4:33
<ul style="list-style-type: none"> respond to questions about a familiar text 	
<ul style="list-style-type: none"> with support, interpret the demands of simple task instruction and questions 	
<ul style="list-style-type: none"> show interest in books, e.g. enjoy library sessions and actively seek books to borrow. 	
Linguistic structures and features <i>At the end of Stage SL, students’ understanding of the linguistic structures and features of the texts they read is shown when they:</i>	Example
<ul style="list-style-type: none"> recognise the upper and lower case letters of the Roman alphabet 	
<ul style="list-style-type: none"> name most letters of the alphabet 	
<ul style="list-style-type: none"> relate most letters of the alphabet to sounds 	
<ul style="list-style-type: none"> recognise some common letter combinations, e.g. ch, sh, -at, -er, -ing 	

<ul style="list-style-type: none"> recognise that words are separated by spaces 	
<ul style="list-style-type: none"> recognise some familiar words or phrases, e.g. from charts, labels, books and posters 	
<ul style="list-style-type: none"> read a range of high frequency sight words 	
<ul style="list-style-type: none"> match some familiar spoken words with written words 	0:09 – 3:05
<ul style="list-style-type: none"> group familiar words according to their meaning/subject matter, e.g. classifying/sorting activities, thinking about similarities and differences 	
<ul style="list-style-type: none"> sequence words to make simple familiar sentences 	
<ul style="list-style-type: none"> identify beginning and end of sentences, e.g. recognise full stops and capital letters 	
<ul style="list-style-type: none"> read sentence structures which have been practised orally 	
<ul style="list-style-type: none"> understand common personal pronouns and simple time markers, e.g. I, you, he she, it, we, they, and time markers such as 'today', 'yesterday' 	
<ul style="list-style-type: none"> interpret basic punctuation when reading aloud, e.g. full stops, question marks 	
<ul style="list-style-type: none"> identify initial letter in words to sequence in alphabetical order, e.g. can order a set of flashcards based on initial letter 	
<ul style="list-style-type: none"> locate letters on a keyboard 	
<ul style="list-style-type: none"> locate and use frequently used functions on the computer menu bar, e.g. file. 	
Cultural conventions <i>At the end of Stage SL, students' understanding of the contexts and purposes of the texts they read is shown when they:</i>	Example
<ul style="list-style-type: none"> show understanding of some basic conventions of book layout, e.g. indicate that illustrations or diagrams relate to text, understand books have titles, etc. 	
<ul style="list-style-type: none"> understand the direction of English text, i.e find the beginning and end of a book, hold it the right way up and track words from left to right, turn pages one at a time, from left to right 	
<ul style="list-style-type: none"> begin to select texts that are appropriate for level, i.e. use pictures, title, size of text, and length of text to make choice 	
<ul style="list-style-type: none"> use information presented in a graph or table, e.g. read simple timetables 	
<ul style="list-style-type: none"> understand basic maps 	
<ul style="list-style-type: none"> show basic understanding of differences between fiction and non-fiction texts, e.g. can distinguish between a story about personal experience and a narrative through purpose, topic and layout 	
<ul style="list-style-type: none"> begin to understand the conventions of reading text on a computer screen, e.g. scroll down, zoom 	
<ul style="list-style-type: none"> show awareness that texts, illustrations and class-produced texts are created by people to share a message 	
<ul style="list-style-type: none"> show understanding that print contains a consistent message, e.g. recognise beginnings and endings of familiar texts. 	ET
Maintaining and negotiating communication <i>At the end of Stage SL, students may use the following strategies to assist them to read and comprehend texts:</i>	Example
<ul style="list-style-type: none"> sub-vocalise, i.e. read aloud quietly/whisper, when reading a text or when the teacher is modelling a text 	
<ul style="list-style-type: none"> read with or slightly after the teacher 	

<ul style="list-style-type: none"> • model the teacher’s intonation patterns, e.g. when reading a well-known text 	
<ul style="list-style-type: none"> • use knowledge of patterns of oral language, e.g. from chants, songs and texts with repetitive structures 	
<ul style="list-style-type: none"> • listen for key words in a shared reading text, e.g. names of characters 	
<ul style="list-style-type: none"> • scan classroom posters, charts and texts to identify words to use in new contexts 	
<ul style="list-style-type: none"> • attempt new words based on initial letter, e.g. b for book 	2:38 – 2:53*
<ul style="list-style-type: none"> • reread memorised material, e.g. a rhyme, song, repetitive 	
<ul style="list-style-type: none"> • track text with finger 	
<ul style="list-style-type: none"> • use ‘look, say, cover, write, check’ strategy for learning spelling 	
<ul style="list-style-type: none"> • use pictures to assist understanding 	0:09 – 3:05
<ul style="list-style-type: none"> • use intonation, repetition and illustrations to enhance understanding of texts 	
<ul style="list-style-type: none"> • use illustrations and other visual support to predict the content of the text 	
<ul style="list-style-type: none"> • use knowledge of the shape and sounds of words to read text 	
<ul style="list-style-type: none"> • follow simple procedural instructions with visual cues 	
<ul style="list-style-type: none"> • use knowledge of sight vocabulary 	ET*
<ul style="list-style-type: none"> • rely on teacher’s reading and interpretation of texts as a model for own response and understanding 	
<ul style="list-style-type: none"> • read aloud from familiar texts 	
<ul style="list-style-type: none"> • use picture dictionary to find unknown words. 	

*With some errors

NOTE: ET = Evident Throughout