

ASSESSMENT CONTEXT Speaking and listening

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:

In this task the student is asked to respond to questions and talk about some items of food. 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.

In this task, the teacher is observing how well the student can talk about food, use the vocabulary he has learnt and a basic subject-verb-object sentence structure. The teacher is also interested in assessing if the student can use familiar formulae like 'I like..', or 'I don't like..', and answer familiar questions practiced in previous class work. The teacher wants to provide an environment where the context is clear, and there are no distractions for the student. In particular, she is assessing how well the student:

- recognizes pieces of information in a short spoken text he has heard;
- shows understanding of simple sentences and some basic, familiar questions, when he is listening;
- speaks to describe common food he is familiar with;
- uses familiar simple vocabulary in his speaking;
- produces short simple statements and utterances to communicate.

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 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 At the end of Stage SL, students can routinely use spoken English to do the following things:</i>	Example
Receptive	
<ul style="list-style-type: none"> identify basic single pieces of information from a short spoken text, e.g. colours, numbers, names of animals etc. 	2:04 – 3:12
<ul style="list-style-type: none"> comprehend some familiar questions spoken at normal rate (concerning self, family etc.) in a two-way conversation when the conversation partner uses slow and deliberate speech, and simple phrasing, repetition and paraphrasing 	ET
<ul style="list-style-type: none"> show understanding of some frequently-occurring English words, phrases, greetings, simple sentences, simple instructions 	
<ul style="list-style-type: none"> attend for short periods to simple oral tasks and classroom activities with visual support, e.g. pictures 	ET
<ul style="list-style-type: none"> show personal non-verbal response to oral narratives and recounts, e.g. smile, nod 	
Productive	
<ul style="list-style-type: none"> answer simple questions about self and school 	
<ul style="list-style-type: none"> use formulaic phrases to communicate, e.g. 'My name is _____'. 	
<ul style="list-style-type: none"> participate in familiar situations and learning activities, e.g. make simple statements about what they are doing and ask and answer simple questions about the activity 	ET
<ul style="list-style-type: none"> use word stress, rhythm and intonation to deliver information about familiar topics 	
<ul style="list-style-type: none"> communicate most routine social and school needs 	
<ul style="list-style-type: none"> link people/objects/places/actions to spoken vocabulary 	
Linguistic structures and features <i>At the end of Stage SL, students' understanding of the linguistic structures and features of spoken English is shown when they:</i>	Example
Receptive	
<ul style="list-style-type: none"> interpret non-verbal aspects of communication such as gesture and facial cues 	0:20 – 0:33
Productive	
<ul style="list-style-type: none"> use simple vocabulary and structures presented and practised in class 	ET
<ul style="list-style-type: none"> use stress or intonation appropriately in simple utterances, e.g. use rising intonation when asking simple questions, stress key words in short utterances 	
<ul style="list-style-type: none"> repeat modelled utterances of very short phrases with understanding 	0:55 - 0:56

<ul style="list-style-type: none"> produce short, simple utterances including non-standard forms, e.g. 'He sick today', 'Students go zoo', 'I no like maths', 'It lay the egg on the leaf' 	ET
<ul style="list-style-type: none"> use simple conjunctions, e.g. 'and', 'but', to link ideas in short utterances, e.g. 'I finish number 1 but not number 2'. 	
<ul style="list-style-type: none"> use common prepositions, e.g. 'in', 'on', 'at', in familiar contexts 	
<ul style="list-style-type: none"> use some simple question forms, e.g. through intonation: 'Sit here?', 'wh' questions without inversion: 'Where you are going?' 	
<ul style="list-style-type: none"> generally use 'I', 'me', 'you', 'we', 'my', 'your' correctly but other personal pronouns and possessive adjectives are used with less accuracy. 	
Cultural conventions <i>At the end of Stage SL, students' understanding of the contexts and purposes of spoken texts is shown when they:</i>	Example
Receptive	
<ul style="list-style-type: none"> distinguish spoken English from other languages and attempt to respond in English 	ET
<ul style="list-style-type: none"> listen to and take note of teacher's use of English social courtesies 	
<ul style="list-style-type: none"> show listening behaviour, e.g. attend, concentrate, look at speaker, watch others 	
Productive	
<ul style="list-style-type: none"> engage in routine interactions using language appropriate for the context and the participants 	
<ul style="list-style-type: none"> use simple polite expressions appropriately, e.g. please, thank you 	
<ul style="list-style-type: none"> greet and respond to greetings using familiar formulaic expressions to do so, e.g. How are you today? Good thanks 	
<ul style="list-style-type: none"> ask questions to clarify notions such as colour, place or time 	
<ul style="list-style-type: none"> communicate appropriately, i.e. recognise that certain words, gestures and intonation patterns are suitable for classroom contexts 	
<ul style="list-style-type: none"> use appropriate classroom language behaviour, e.g. take turns, use appropriate voice volume, raise hand in a group. 	0:18 – 0:56
Maintaining and negotiating communication <i>At the end of Stage SL, students may use the following strategies to maintain and negotiate spoken communication:</i>	Example
Receptive	
<ul style="list-style-type: none"> ask for repetition or rephrasing of English, such as instructions, explanations, questions 	
<ul style="list-style-type: none"> look for patterns in the language presented in lessons 	
<ul style="list-style-type: none"> imitate speech of others and memorise formulaic expressions 	2:50 – 2:56
Productive	
<ul style="list-style-type: none"> talk around a topic (use circumlocution) when vocabulary is not known, e.g. 'a car for fly' instead of 'a plane' 	
<ul style="list-style-type: none"> use non-verbal strategies such as gestures, mime or eye contact to elicit support from the listener 	ET

• use formulaic expressions to negotiate meaning, seek attention, e.g. 'Excuse me, Miss'	
• transfer some simple language structures to other contexts, e.g. I like bananas. I like soccer.	3:12 – 3:20
• use existing English in different situations to perform different functions, e.g. 'Go home', to mean 'Can I go home?' or 'He's gone home'	
• use sentence patterns from first language to communicate ideas, e.g. 'the house white', 'I very like swimming'	2:38 – 2:43
• use pair work or group work activities in order to gain assistance for completing a language task.	

NOTE: ET = Evident Throughout