

Stage S1

beginning

example 1

The student

Year Level: ~13 year old girl, in an English Language School

Background: Karen refugee. In Australia ~ 8 months

Schooling: interrupted. Has had some education in the camp in Thailand

The task

This is a 'thinking paper' written as part of a unit on quadrilaterals. Students worked in pairs with sets of different shapes, in different colours. The task was think – pair – share – write. Students had been taught 'have/has got' by their previous teacher. The class was working at a Year 3–4 conceptual level.

The text shows that the student:

is still working out when to use upper and lower case

can use the expression "have got"

can compare using 'different' and 'the same'

forms letters consistently and writes left to right

1. The pink shape is different. Because have got Long side and the yellow have ^{got} short side. The pink and the yellow have got the same short side but colour is different.

3 The red have got two long and two short the blue have got two long and two short because they have got different colour

The orange have got two long side and two short side because colour is different but they have the same

This student is beginning to work towards the Standard at S1. She writes using words she has heard or said as part of the unit of work using a repetitive sentence structure. Clauses are linked using basic conjunctions such as 'and', 'because', 'but'. She writes using a subject-verb-object pattern. There is some evidence of subject-verb agreement, but this is not consistent throughout the text.