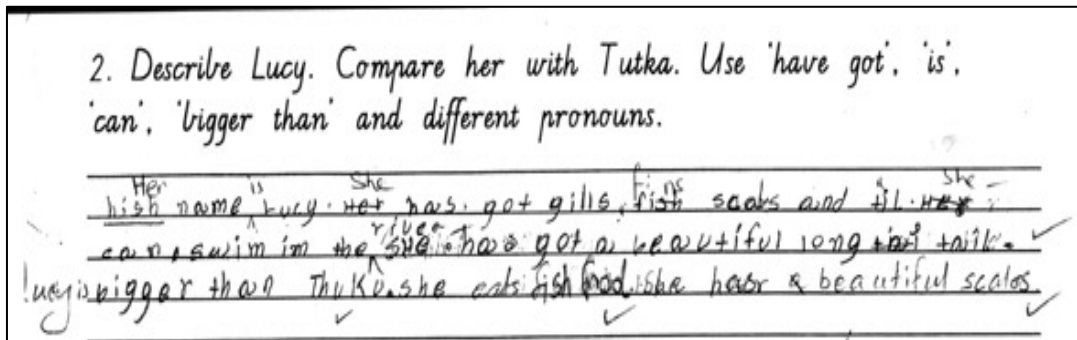


Stage SL**Standard****example 1****The student****Year Level:** 12 Year old boy**Background:** Karen refugee. In Australia ~ 5 months**Language:** Karen**Schooling:** interrupted. Has only had 1 year of education in the camp in Thailand**The task**

Summative task at the end of several weeks' work on description. Sentences had been taught and practiced in other contexts.

Students were asked to transfer these structures to describe the attributes and features of the two class fish. They were to use language of comparing, naming and defining,

The text shows that the student:

consistently writes the same letters the same way

spells familiar simple words correctly

leaves suitable spacing between copied or written words

hish name Lucy. Her has got gills, fish scals and til. Her can swim im the rive. She has got a beautiful long tail. bigger than Thuki. she eats fish food. She has a beautiful scales.

uses copied words or sentences to write simple messages

This student, at Stage SL, can write short, grammatically-simple texts based on well-rehearsed spoken and well-practised written English. He can write simply to complete activities following models. His text uses familiar sentence patterns from well known texts or classroom models. He has begun to use conventional letter formations when writing or copying, attending to the relative sizes and shapes of letters, their position on the line, and basic punctuation. He leaves appropriate spaces between words.