**Annotated work samples – At a glance Video samples**

**Pathway B Level B3 Speaking and listening**

The EAL Pathway, Level and language mode

The genre and title of the work sample

**Imaginative text- Retelling Peter and the Wolf**

Where appropriate, the samples of student work may be divided into sections according to the natural break during reading, in a conversation or according to the paragraphs in an essay.

Section providing information about the student and the context for the task.

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| **Student information** | The student was born in the Congo and is eleven years and one month old. The main language spoken at home is Kishwahili. She had no previous experience of schooling before arriving in Australia. She has been in Australia for one year and eleven months and spent all but one month of this time in school. She completed Year 4 in an English language school and is currently in Year 5. |
| **Task** | Students have studied a range of multicultural stories and read picture books and radio scripts in learning activities such as modelled, shared and independent reading. They watched a movie of Hansel and Gretel, and listened to a recording of Peter and the Wolf. Students then made puppets based on their learning. In this task students are required to describe their puppet, explain how it was made and then retell a story in groups using their puppets.  The teacher was assessing the student’s ability to:   * use descriptive language, prepositions, correct use of verbs and article * follow short instructions and answer relevant questions, including understanding adverbial phrases of place and location * use time markers and beginning use of more complex language using conjunctions, e.g. because, when   The student being assessed is having a conversation with her peers.  The words spoken by the student being assessed are in bold. The words spoken by the other student are in italics. |

Suggestions for possible next steps in this student’s learning. This is not a definitive list. The suggestions are linked to EAL curriculum codes.

The content descriptions from the EAL curriculum that the student demonstrates in this section of the example.

Where appropriate, the teacher’s words are included in the sample in regular font, e.g. in a conversation with the student.

The words spoken by other students in the conversation are in italics.

The written or spoken text of the student being assessed is in bold font.

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| **Time** | **Transcript** | **This sample of student work demonstrates that the student can:** |
| 0:00-0:36 | *How did you make your puppet?*  **I got some white paper and blue paper, and then I got some glue and I got pencils and textas and then I drew my paper, my bird. And then I got some pencils and then I drew the wings, and I got some glitters and feathers.** | * Contribute information, express ideas and give reasons for opinions in group tasks or classroom discussions [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401) * Self-correct and improve aspects of pronunciation that impede communication, and focus on correction [(VCEALL423)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL423) |
| 0:37-0:46 | *How are your puppet looks like?*  **Um, looks like a bird. He has colourful feathers and blue wings.** | * Contribute information, express ideas and give reasons for opinions in group tasks or classroom discussions [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401) * Use longer descriptive phrases [(VCEALL417)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL417) |

Pathways and transitions advice based on the student’s language proficiency and other factors.

The pathway and level this student is working within. The dot point descriptors for beginning and consolidating are drawn from the Victorian Curriculum F-10 EAL Reporting Resource. The Achievement Standard is drawn from the Victorian Curriculum F-10 EAL.

Where appropriate, this section shows the content descriptions from the EAL curriculum that the student demonstrates throughout the example.

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| **Overall, this student can also:**   * Initiate and participate in casual exchanges and in learning contexts [(VCEALC404)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC404) * Adapt speech to suit a variety of registers [(VCEALL413)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL413) * Use appropriate sequence markers [(VCEALL414)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL414) * Use basic and some complex verb forms accurately [(VCEALL416)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL416) * Use pronunciation and a range of non-verbal features to convey meaning and enhance communication [(VCEALL422)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL422) | **Possible next steps for this student’s learning:**   * Using a structure and sentence stems to retell a story, for example, *in the beginning…then…* [(VCEALL441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL441) * Creating a character map with vocabulary to describe the characters and their actions [(VCEALC428)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC428) * Using the character map to support her responses to open-ended questions about the characters [(VCEALC429)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC429) * Elaborating on what the student might do as the main character by rewriting the story with an alternative complication or resolution, either independently or with a partner [(VCEALC457)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC457) [(VCEALC378)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC378) [(VCEALC298)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC298) \*This is a writing activity. Depending on the student’s proficiency in writing, the student may be working at Level B1, B2 or B3 in writing. |
| This student’s performance in this task suggests that she is working within the range of Level B3 in Speaking and listening. The assessing teacher will need to consider a range of student samples in order to determine whether this student is at the beginning of B3, consolidating B3 or at the B3 standard in Speaking and listening.  At **beginning Level B3** students**:**   * interact more confidently in an increasing range of informal social situations * attempt to explain and express complex ideas related to their classroom learning and experiences but are still drawing on limited language resources to do so * participate in and contribute to academic learning activities where the teacher provides suitable levels of contextual support through modelling and scaffolding of language and structures.   At **consolidating Level B3** students:   * participate actively in most social situations * engage more actively in classroom learning activities on familiar and unfamiliar topics using topic specific language but are still limited by their developing language resources in the extent to which they are able to contribute specific details or explanations of more complex ideas.   At[**Level B3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * generally respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts * demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes * understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information * use appropriate sequence markers and consistently use most common irregular past tenses * provide greater detail through the use of longer noun groups and adverbial phrases * use comprehensible pronunciation, stress and intonation * access English from a range of oral and written sources, and extend their oral skills by incorporating new vocabulary from these sources into their own repertoire * are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details. | **Pathways and transitions considerations:**  A Year 5 student who is working within the range of B3 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway B of the EAL curriculum in all language modes.  A Year 5 student should consistently demonstrate the final achievement standard in Pathway B (Level B3) in all three language modes before they transition to the English curriculum.  They will need to be equally capable across all three language modes to be able to meet the learning expectations in the English curriculum at the level taught to their mainstream peers, and without substantial language support.  They will need to be sufficiently proficient in understanding and using the academic language across the learning areas to participate in learning activities across the Victorian curriculum.  They will also need to be able to understand and use the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the Victorian curriculum increase. |