

Section “E”

Appendices



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Appendix 1

Oral Comprehension Task (Forms A and B) Profiling Criteria

The following criteria are used to profile the student's answers to the questions in the Oral Comprehension task.

Evaluate the student's responses in terms of the content of the answers, not the syntactic form of the answers.


Examples of responses are included in Appendices 2 and 3 to assist further with profiling.

Profile:

Phase 1 Student demonstrates little comprehension of question. No response or irrelevant response given.

or

The question is understood but a limited or inappropriate answer is provided. The student may include in their response some information which is perceived to be unrelated or irrelevant.

 Judgements regarding whether or not a given response is appropriate should be made in light of the child's probable experience with the situation under discussion and the language code the child is using. If you have reason to suspect that the situation is unfamiliar, results gained from administration of this task should be interpreted cautiously as they may underestimate the child's ability.

Phase 2 The student is able to make inferences and substantiate them through appropriate explanation, but reasoning is highly bound by the information provided in the picture.

Phase 3 The student draws on a more sophisticated level of world knowledge to interpret events. Responses incorporate more explanation and elaboration as if the student is "filling in" a context.

Appendix 2

Profiling Examples – “KITE” STORY

- Question 1* *Who are these people?*
- Phase 1 eating; man, lady, girl.
Phase 2 a granny, a daddy, a mummy, a big sister and baby.
Phase 3 a family, a little girl called Melissa and her mum called Kelly ...
- Question 2* *Why aren't the kids at school?*
- Phase 1 because they had to go shopping; because they don't want to go to school; 'cos they're having a picnic.
Phase 2 they're having a little holiday; their mother said they didn't have to go.
Phase 3 it's the weekend; it's school holidays.
- Question 3* *Whose idea was the picnic? Why?*
- Phase 1 yummy food; dad he might have said it; grandma because she wants to.
Phase 2 the dad cause it's a sunny day; cause they wanted to go to the park.
Phase 3 nanna because she wanted some fresh air; mum wants to relax; dad wants to give the kids a special surprise.
- Question 4* *Where are they?*
- Phase 1 man and children; at a picnic.
Phase 2 at the park; out in the country.
Phase 3 out in the country in the fields on a farm; near a lake sitting on the river bank.
- Question 5* *What do you think is going to happen in the next picture?*
- Phase 1 sky; the boy's playing.
Phase 2 the kite's going to fly away; the boy's going to fall over; the girl might stop reading.
Phase 3 ants might get the food; they'll pack up and go home.
- Question 6* *Why can't the dad get it out?*
- Phase 1 the dad's getting it; because it's in the water.
Phase 2 the kite's far away and his arm is not long enough.
Phase 3 he can't reach it and he doesn't want to go in and get it because he hasn't got any bathers with him.

The examples provided here are examples produced by children during trials of the sampling tasks and profiling tool. They should be used as a guide to help you in profiling data obtained in your school. They are not the only possible responses. Remember, it is the information contained in the response which is important in profiling for comprehension, not the language form used.

- Question 7* *What is the mum saying?*
- Phase 1 are you alright? hi.
Phase 2 don't worry; you poor little thing.
Phase 3 it's alright, we'll buy you another one; you need to be careful when you're playing with toys near the water.
- Question 8* *Why aren't the others doing anything?*
- Phase 1 'cos the kite fell in; they might not want to; 'cos they are watching.
Phase 2 'cos they're seeing if the father gets it; cause they're doing something else now; because they probably can't reach.
Phase 3 cause the boy was naughty in the car before and they didn't want to help; they're lazy, they never help out.
- Question 9* *What are some other things they could try?*
- Phase 1 have to get the kite and give the kite to the girl.
Phase 2 he could get in the water and pull it out; jump in the water.
Phase 3 they should get a fishing hook and try to get it out; look around and see if there's a stick.
- Question 10* *What does the boy have to remember when he's playing with the kite?*
- Phase 1 the kite's broken; he can't play with it any more; not to get in the way of the kite.
Phase 2 not to play near the water; not to throw it too hard 'cos it could go in the water.
Phase 3 play with his kite at home in the backyard where it's safe; be more careful and look after his toys.

Appendix 3

Profiling Examples – “LOST TEDDY” STORY

- Question 1* *Who are these people?*
- Phase 1 walking to school; boy and sister.
Phase 2 a lady and a little boy.
Phase 3 a little boy called David and his mum; a boy and his mother.
- Question 2* *Where are they going?*
- Phase 1 he's got a teddy; they're walking to school; on the street.
Phase 2 they're going on a trip; they're having a little holiday.
Phase 3 it's school holidays; they're going to see his nanna; they're going camping; they're going to the airport.
- Question 3* *How do you know they are not going to school?*
- Phase 1 they walk to school; little boy's tired; because they don't want to go to school; there's no school.
Phase 2 they've got bags; the mum's got a suitcase; the boy hasn't got school things in his bag.
Phase 3 he's got a teddy bear, you're not allowed to take that to school.
- Question 4* *Whose idea was the holiday? Why?*
- Phase 1 have to walk quickly; mum she saided it; the boy wants to
Phase 2 the mum because it's holidays.
Phase 3 mum because she wanted to surprise the nanna; the boy because he hasn't been camping before.
- Question 5* *What do you think is going to happen in the next picture? Why?*
- Phase 1 they will be finished; they going shops.
Phase 2 they will be puffed out; they will stop walking; they will look in the window; the teddy will fall out.
Phase 3 they might forget something and have to go home; someone will sneak up and pinch the teddy.
- Question 6* *Why isn't anyone picking it up?*
- Phase 1 teddy bear's sleeping; they don't want it.
Phase 2 it's down on the ground, it's dirty; it's down on the road so they can't see it.
Phase 3 they're leaving it if the people come back.

The examples provided here are examples produced by children during trials of the sampling tasks and profiling tool. They should be used as a guide to help you in profiling data obtained in your school. They are not the only possible responses. Remember, it is the information contained in the response which is important in profiling for comprehension, not the language code used.

- Question 7* *What is this man thinking?*
- Phase 1 he's got a letter; it's a teddy bear.
Phase 2 I better throw it in the bin; I'd better pick it up.
Phase 3 I wonder who it belongs to; what shall I do with it; how will I find out where the person lives.
- Question 8* *Why can't he give the teddy back to the little boy?*
- Phase 1 teddy bear's crying; the little boy doesn't want it; the man wants it.
Phase 2 the boy's gone away; the boy's on the plane.
Phase 3 he doesn't know who it belongs to; it hasn't got a name on it; he didn't see who dropped the teddy so he doesn't know who to give it to.
- Question 9* *What are some other things he could do with the teddy?*
- Phase 1 nice teddy; he could play with it; he could pick it up.
Phase 2 he could put it in the rubbish; put it somewhere where it won't get dirty anymore.
Phase 3 he could ask who wants it; he could take it home to his kids; he could give it to someone who hasn't got any toys; he could put up a sign to say it's lost.
- Question 10* *What does the boy have to remember when he's taking a special toy somewhere?*
- Phase 1 he's a naughty boy; don't lose it.
Phase 2 buckle up his bag properly so it won't fall out; don't put so much in his bag; hold it.
Phase 3 look after it very very carefully otherwise his mum might not have money to get him a new one; put his name on it so that if it gets lost they will be able to find him.

Appendix 4

Oral Comprehension Task - Year Two Profiling Example

STUDENT BaydonClass / teacher.....

DateTape number / side.....

1. Who are these people? ... *um ... a brother and a grandma and a dad and a sister and a brother and a girl and a dog* **2**
2. Why aren't the kids at school? ... *because it might be the holidays or a weekend* **3**
3. Whose idea was the picnic? Why? ... *probably the mum and dads (P: why?) because it might have been a sunny day so they thought let's have a picnic* **2**
4. Where are they? ... *they're probably in the hills where the rivers are* **3**
5. What do you think is going to happen in the next picture? Why? ... *it's ... probably really windy and then it might blow into the water* **2**
6. Why can't the dad get it out? ... *because he can't reach across the other side* **2**
7. What is the mum saying to the boy? ... *she's probably saying it'll be alright* .. **2**
8. Why aren't the others doing anything? ... *because they probably ... they probably can't reach across the other side* **2**
9. What are some other things they could try? ... *they could probably jump across the river and get it because it's near the other sand and grass* **2**
10. What does the boy have to remember when he's playing with the kite next time? ... *don't let go because it might fly away* **2**

Oral Comprehension Profile

Level of response	No. of resp. (tally)
Phase 1	
Phase 2	8
Phase 3	2

Comprehension Level

Phase 2

Profile placement

C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.

C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.

C4 Draws on general world knowledge to interpret information, going beyond presented information to own predictions and inferences.



Appendix 5

Oral Comprehension Task – Pre-primary Transcript

STUDENT Ashleigh Class / teacher

Date Tape number / side

SUGGESTED INSTRUCTION

I've got some pictures for you to look at. We're going to use these pictures to make a story in a minute. But first we need to look at the pictures and talk about them so we can work out what the story is going to be.

Questions shown in italics are not included in the profiling of the Oral Comprehension Task, but should still be administered in order to prepare the child for the Narrative Production task which follows. Use the script in parentheses if the child fails to make the key inference in the preceding question.

PICTURE ONE

1. Who are these people? *...the dog and the grown up kid*
Do you think they could be a family? (Which one do you think would be the mum? Who's that etc.)
What are they doing? (They look like they're having a picnic, don't they?)
2. Why aren't the kids at school? ... *'cause it's not school*
3. Whose idea was the picnic? Why? *the mum (P why?) 'cause it's fun*
4. Where are they? (*Rep: where are they ... where did they go for their picnic?*) ... *don't know (P where do you think?) ... don't know*
What's the boy doing? (It looks like he's playing with the kite)
5. What do you think is going to happen in the next picture? Why? ... *don't know (P have a guess) ... the dad's ... got a kite*

PICTURE TWO

What has happened? (Oh no, the kite's gone in the water.)

6. Why can't the dad get it out? ... 'cause he's not got long arms
7. What is the mum saying to the boy? ... you have to get it
8. Why aren't the others doing anything? ... 'cause them not got longer arms
9. What are some other things they could try? ... get some string and they ... they get it

PICTURE THREE

What's happening now? (Mm, the dog's getting the kite.)

How could the dog get the kite back to the boy? (Maybe he could hold it in his mouth and swim back.)

PICTURE FOUR

What is the dad doing? Why? (I think he's wiping the kite to get it dry.)

How does the boy feel now? Why? (He's probably happy to get his kite back.)

10. What does the boy have to remember when he's playing with the kite next time? ... he have to hold on to it

Oral Comprehension Profile

Level of response	No. of resp. (tally)
Phase 1	
Phase 2	
Phase 3	

Comprehension Level

Phase _____

Profile placement

C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.

C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.

C4 Draws on general world knowledge to interpret information, going beyond presented information to own predictions and inferences.

Appendix 6

Oral Comprehension Task – Pre-primary Profiling Example

STUDENT Ashleigh Class / teacher

Date Tape number / side

1. Who are these people? ...*the dog and the grown up kid* 1
2. Why aren't the kids at school? ...*'cause it's not school* 1
3. Whose idea was the picnic? Why? ...*the mum (P: why?) 'cause it's fun* 1
4. Where are they? ... *don't know* 1
5. What do you think is going to happen in the next picture? Why? ... *the dad's got a kite* 1
6. Why can't the dad get it out? ... *'cause he's not got long arms* 2
7. What is the mum saying to the boy? ... *you have to get it* 1
8. Why aren't the others doing anything? ... *'cause them not got longer arms* 2
9. What are some other things they could try? ... *get some string and they ... they get it* 2
10. What does the boy have to remember when he's playing with the kite next time? ... *he have to hold on to it* 2

Oral Comprehension Profile

Level of response	No. of resp. (tally)
Phase 1	6
Phase 2	4
Phase 3	

Comprehension Level

Phase 1

Profile placement

C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.

C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.

C4 Draws on general world knowledge to interpret information, going beyond presented information to own predictions and inferences.

Appendix 7

Narrative Task – Pre-primary Profiling Example

Student Gaby

Phase 1 Emergent

Phase 2 Early Developing

Phase 3 Developing

Content and Organisation

CO1 Does not initiate topics independently.	CO1 Talk is mostly associated with the "here and now" or familiar topics related to personal experience.	CO1 Presents information on known topic to the class (eg report, description) including world as well as personal knowledge.
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Comment: This indicator is completed from classroom observations and teacher knowledge of the student.

CO2 In conversation, newstelling or stories constant prompts are required to elicit information. Newstelling consists at most of single statement; storytelling involves simple labelling of pictures.	CO2 In conversation, newstelling or stories some sequence is evident; not all key information components are included and teacher support is required for production.	CO2 In conversation, newstelling and stories most key information components are included with minimal need for support.
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Comment: Although Gaby needed prompting to begin her story, once she began she included the main events of the story independently.

CO3 Lacks awareness of audience; does not orientate listener (eg who, where, when).	CO3 Beginning to include some orientation and explanation of events in oral texts but does not maintain consistently through the text.	CO3 Key events or information components are elaborated with detail. Sequence or cause-effect relationships are made clear and information that is critical for orientating the listener is consistently included.
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Comment: Gaby has provided sufficient information for her listener to understand her story. However, she provides little detail, uses simple connectors and doesn't make cause-effect relationships clear.

The skills rated in this profile reflect the child's ability to use Standard Australian English. It is important to remember that children from culturally and linguistically diverse backgrounds will also have valuable skills in their "home language" variety and these should not be discounted. Some children may exhibit a level of shyness or reluctance to answer. Exercise caution in interpreting reluctance to respond, and seek appropriate advice if necessary.

CO4 If listener indicates they have not understood, the child repeats the message without alteration; sentence form is not modified; nor is additional information provided.

CO4 Monitors own communication and self-corrects to clarify form or meaning, eg "Then she runned ... no, I mean ran".

CO4 Plans spoken descriptions, recounts and reports identifying main ideas or information to be presented to the group.

Comment: Evidence of self monitoring is present in the last two utterances of the transcript. Gaby spontaneously corrects the pronoun used (from "we're" to "they're").

Linguistic Structures

LS1 Is not fully intelligible with errors in production of sounds.

LS1 Uses audible, intelligible speech.

LS1 In presentation situations experiments with use of voice to entertain audience or emphasise meaning.

Comment: There is no evidence of difficulty in the use of sounds. In order to determine whether a Phase 3 should be assigned, it would be necessary to listen to the tape.

LS2 Uses a limited range of simple sentence types; errors with articles (a, the), auxiliaries (is, have), pronouns (me/I) and word endings (ing, ed, 's) are common.

LS2 Uses well-formed grammatically correct sentences, eg statements, commands, questions.

LS2 Uses a wider range of connectors, eg if, while, although, unless, in case.

Comment: Gaby has used grammatically correct utterances, linked by use of "and".

LS3 Limited or stereotyped use of descriptive vocabulary, eg colour, big/little, nice.

LS3 Uses a small range of descriptive vocabulary, eg scary, beautiful, fast.

LS3 Vocabulary use reflects a variety of influences, eg peer group, real-world experience, general knowledge, written language language, media; experiments with choice of language to create more imaginative, story-like expression, eg vocabulary selection, rhyme, word play, idioms.

Comment: There is little use of descriptive vocabulary in the transcript. However, as the task provides little need for descriptive language to be used, profiling for this indicator should be confirmed through classroom observation and teacher knowledge of the child.