ESL Scope and Scales Moderated Evidence

How to use the proformas

This proforma demonstrates how the moderators commented on the student’s text to determine a final scale.

This statement is a determination of the Scale based on the student’s set of evidence. The words, “contributing mostly to Scale 1” indicates that the student can be considered as working within that Scale rather than having achieved

ESL Scales Commentary

Miriam’s texts provide evidence contributing mostly to Scale 1.

Towards the end of Year 3, a student achieving SACSA Standards should be working around Scale 7.

<table>
<thead>
<tr>
<th>Genre</th>
<th>Text in Context</th>
<th>Language</th>
<th>Key Teaching Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1.1</td>
<td>Begins to write by copying very short, basic examples of Standard Australian English</td>
<td>Copies very short groups of words directly associated with a visual representation of the words. Copies the words on the flashcards.</td>
<td>Sequence a known text using pictures or other visual resources. (Scale 1) Copy very short written texts, which have been collaboratively constructed by teacher and student, to accompany visual representations of familiar contexts. (Scales 1 and 2)</td>
</tr>
</tbody>
</table>

Examples of evidence taken from the ESL Scales relevant to the student’s set of evidence have been recorded for both the Text in Context and the Language stands, as *italics*. Comments and examples from the student’s texts reflecting the student’s achievements in relation to an example of evidence from the ESL Scales, have been written in *italics*.

Key Teaching Points recommends teaching and learning activities, in relation to the text types provided in the set of evidence. These activities have been suggested in order to elicit additional evidence of the achievement of an Outcome and/or to extend the student.