



# ESL

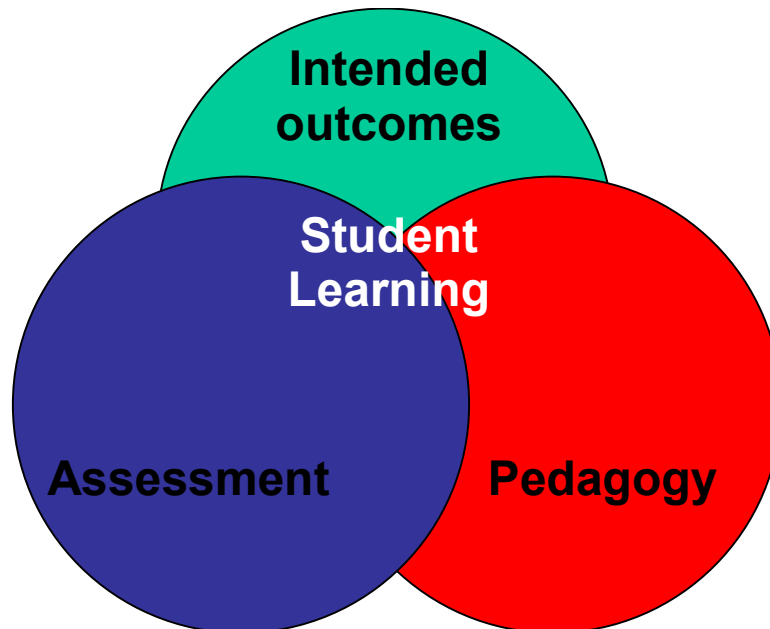
## COURSE FRAMEWORK

### INTRODUCTION

This Course Framework covers all courses in English as a Second Language.

Course Frameworks provide the essential basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



## **Underpinning beliefs**

- all students are able to learn
- learning is a partnership between students and teachers
- teachers are responsible for advancing student learning.

## **Learning principles**

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affect learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## **RATIONALE**

English is the official language of Australia and is increasingly the language of international communication. Effective participation in Australian society requires an ability to understand the various uses of the English language and to employ them successfully.

Students from Linguistically and Culturally Diverse Backgrounds who require English as a Second Language (ESL) provision should have access to programs which address their specific language needs.

The study of ESL is designed for students for whom English is an additional language. It facilitates the acquisition of skills for communication and learning in an

English language context. It enables students to develop critical and creative thinking and strategies to meet the demands of their current studies while embracing a new culture. In addition, the study of ESL can assist students in their personal lives, employment, future learning and participation in a democratic society.

Students studying ESL have the right to learn and succeed within a curriculum, which is sensitive to and inclusive of their prior learning and experiences. As an integral part of an inclusive curriculum, ESL courses value and affirm the diversity of interests, backgrounds, knowledge and abilities of all students. The study of ESL fosters students' self-esteem by enabling them to use the English language confidently.

## **GOALS**

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students:

- to understand, analyse and critically reflect on a broad variety of both print and non-print texts
- to demonstrate knowledge and understanding of the relationships between texts and their social and cultural contexts
- to compose coherent and cohesive texts for social, creative and academic purposes
- to locate, evaluate, interpret and synthesise information from a variety of sources
- to exchange opinions and convey information appropriately
- to communicate effectively when listening, speaking and writing.

## **GUIDE TO THE SELECTION OF CONTENT**

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### **Essential concepts and skills**

The essential concepts of ESL are:

- communicating effectively in English
- understanding the underlying structures of the English language
- understanding the use of English for a range of purposes such as study and work
- understanding the influence of cultural concepts and perspectives on the English language.

The essential skills inherent in ESL are:

- interacting competently in English in a variety of contexts

- responding to written, spoken and visual texts
- thinking, reading, writing, speaking, listening and viewing in English
- analysing, synthesizing and applying language structures in context
- independent and reflective learning.

## **Recommended content**

The ESL Course Framework does not mandate the use of any specific content, however it encourages the inclusion of texts, which reflect Australia's multi-cultural society. Content that increases understanding of Australian social and educational contexts enhances students' ability to relate to and learn from their new environment. Where possible, content should also reflect the variety of cultures and experiences of the student group.

## **VOCATIONAL COURSES**

There are currently no vocational courses under this Course Framework.

## **RELATIONSHIP TO KEY COMPETENCIES**

A number of work-related competencies have been accepted at national level as being important for all young Australians.

These are:

- Collecting and analyzing information (KC1)
- Communicating ideas and information (KC2)
- Planning and organizing activities (KC3)
- Working with others in teams (KC4)
- Using mathematical ideas and techniques (KC5)
- Solving problems (KC6)
- Using technology (KC7)

Teachers are encouraged to incorporate these competencies into their courses.

It should be noted that the Key Competencies may be approached differently in future because of the development of the Employability Skills Framework. Course developers should check the latest Board policy in this area.

## Across Curriculum Perspectives

Nine Across Curriculum Perspectives have been identified by the Department of Education and Training as important societal and educational issues which cross curriculum boundaries. The Board has adopted these perspectives for inclusion where possible in courses of study at senior secondary level. These perspectives are:

- Aboriginal and Torres Strait Islander Education
- Australian Education
- Environment Education
- Gender Equity
- Information Access
- Language for Understanding
- Multicultural Education
- Special Needs Education
- Work Education

This framework also recognises the importance of an international perspective to acknowledge the background and experiences of students from Culturally and Linguistically Diverse Backgrounds.

Details about the Across Curriculum Perspectives and advice on how to use them are available at [www.decs.act.gov.au/publicat/acpframeworks.htm](http://www.decs.act.gov.au/publicat/acpframeworks.htm).

It should be noted that Across Curriculum Perspectives will be approached differently in future, following the review of P-10 curriculum, *Every Chance to Learn*. Course developers should check the latest Board policy in this area.

## PEDAGOGY

### Teaching strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles. As ESL students are learning English and learning through English, the following teaching strategies are particularly relevant and effective in ESL:

- Flexibility in catering for individual needs, eg recent arrivals to Australia and those with disrupted educational backgrounds.
- Adapting tasks to suit different levels within the class, eg 3 level guides.
- Building on prior knowledge by using scaffolding techniques.
- Encouraging participation and cooperative learning, eg brainstorming, individual, pair and group work.
- Providing practice and feedback in key skill areas, eg note-taking, video worksheets, scripted and unscripted dialogue, writing tasks.
- Clarify learning context and teacher expectation, eg modelling, practice assessment tasks.

- Enhancing access to texts, eg modifying texts, establishing context, teaching relevant vocabulary and providing visual cues.
- Establishing context and teaching relevant vocabulary.
- Questioning, discussion and presentation of ideas.
- Providing new experiences through excursions.
- Varying modes of presentation to address different learning styles.
- Highlighting problems related to plagiarism and memorising, and teaching accepted strategies, eg note-taking and referencing.
- Outlining examination techniques, eg time management, approaches to multiple choice questions, AST preparation.
- Guiding students through research techniques, eg accessing information, note-making, summarising, synthesising, referencing.
- Promoting and developing analytical and critical thinking skills, eg text analysis and comparison, problem-solving techniques.
- Providing guidance for oral presentations/seminars/tutorials, eg structure, eye contact, body language, pronunciation, clarity, stress and intonation.
- Encouraging the forming and expression of ideas and opinions through questioning, debating, short talks and discussion.

## ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

**Assessment tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

**Assessment Task Types** (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Rubrics** draw on the general course framework criteria to develop assessment criteria for a task type and a continuum which indicates levels of student performance against each criterion.

### Assessment Task Types

It is recommended that four to six (4-6) summative assessment tasks be used in each standard unit (1.0) and two to three (2-3) summative assessment tasks in a half standard unit (0.5). Any number of formative assessment tasks may be used.

<b>Task Types</b>		
<b>Listening and Speaking</b>	<b>Reading and Responding</b>	<b>Writing</b>
Oral presentations Role plays Conversations (A) Interviews Questionnaires Debates Simulated news program Taking notes from aural and video sources Scripts	Comprehensions (to include critical thinking) Creative responses to texts, eg <ul style="list-style-type: none"> <li>• diary entries</li> <li>• alternative endings</li> <li>• different genres</li> <li>• artistic responses (with rationale)</li> </ul> Extended pieces of writing, eg <ul style="list-style-type: none"> <li>• character analysis</li> <li>• interviews</li> <li>• essay</li> <li>• review</li> <li>• report</li> <li>• retelling (A)</li> </ul> Anthology Film study Note taking	Taking notes from print source Paragraph writing Extended pieces of writing, eg <ul style="list-style-type: none"> <li>• biography</li> <li>• descriptive essay</li> <li>• narrative essay</li> <li>• argumentative essay</li> <li>• analytical essay</li> <li>• research report</li> <li>• survey report</li> <li>• scripts</li> </ul>
25 – 40%	25 – 40%	25 – 40%

## Assessment Criteria

The following criteria for assessment and reporting of student achievement are a focus for assessment and reporting in all courses based on the ESL Course Framework. Criteria are the dimensions of quality that teachers look for in evaluating student work. Over a course of study they provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- critical and analytical responses to texts and topics
- social and cultural understanding
- insight and creativity
- a command of the technical aspects of language
- control of construction and conventions of medium

- appropriate selection of material and style for audience and purpose
- use of research and reference skills

## **Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals**

Over a standard unit (1.0) or two half standard units (0.5) of work, the use of task types (listening and speaking, reading and responding, and writing) addresses the goals of the course and the assessment criteria, although the emphasis on particular criteria will vary.

### **Additional Assessment Advice**

- To avoid plagiarism, at least 50% of assessment must be completed in class or under test conditions. However, it is suggested that between 70% and 100% of summative assessment tasks are completed under these conditions. Preparation for the task may take place outside the classroom. Suitable tasks may include a piece of extended writing, tests and an oral presentation. This is particularly relevant to ESL courses since plagiarism is not a matter of concern in some cultures.
- As a guide, a piece of Year 11 extended writing in a T ESL course would be between 400 and 600 words. For Year 12, this would increase to between 500 and 800 words. A shorter word length would be appropriate in an A ESL course.
- Oral presentations should gradually increase from 5 – 12 minutes over the length of a T ESL course. 3 – 6 minutes would be appropriate in an A ESL course.
- It is recommended that there be 4 – 6 assessment tasks across a standard unit (1.0) and 2 – 3 assessment tasks for a half standard unit (0.5).
- It is imperative for parallel classes being tested at different times to be set separate questions.
- Student use of electronic dictionaries under test conditions should be closely monitored to ensure no unfair advantage (eg storage of whole essays).

### **Assessment Rubrics**

Sample assessment rubrics (courtesy of Erindale College), are included at Appendix A, for some of the task types. These samples should form the basis of ongoing reflection and refinement to support moderation of student work in ESL. More detail on skills associated with the task types (listening and speaking, reading and responding, and writing) is included at Appendix B. This should assist teachers in the refinement of rubrics.

## ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors**, which describe generic standards of student achievement across all courses.

### Unit Grade Descriptors for A Courses

Grade	Description
A student who achieves the grade <b>A</b> typically	<ul style="list-style-type: none"> <li>Communicates effectively and applies the language learned in a wide range of contexts and for a variety of purposes.</li> <li>Displays a high degree of insight and creativity.</li> <li>Demonstrates sound understanding of the relationships between texts and their social and cultural contexts.</li> <li>Researches and organises ideas effectively.</li> </ul>
A student who achieves the grade <b>B</b> typically	<ul style="list-style-type: none"> <li>Communicates competently and applies the language learned in a range of contexts and for a purposes.</li> <li>Displays a degree of insight and creativity.</li> <li>Demonstrates some understanding of the relationships between texts and their social and cultural contexts.</li> <li>Researches and organises ideas.</li> </ul>
A student who achieves the grade <b>C</b> typically	<ul style="list-style-type: none"> <li>Communicates appropriately and applies the language learned in familiar and predictable contexts.</li> <li>Displays varying degrees of creativity and originality.</li> <li>Demonstrates limited understanding of the relationships between texts and their social and cultural contexts.</li> <li>Researches and presents straightforward ideas.</li> </ul>
A student who achieves the grade <b>D</b> typically	<ul style="list-style-type: none"> <li>Communicates with partial control of the language learned with limited understanding of purposes and audience.</li> <li>Responds to texts with limited insight and creativity, focusing on the literal meaning.</li> <li>Demonstrates limited knowledge and understanding of the relationships between texts and their social and cultural contexts.</li> <li>Researches and presents straightforward ideas with brevity and simplicity.</li> </ul>
A student who achieves the grade <b>E</b> typically	<ul style="list-style-type: none"> <li>Communicates with minimal control of the language learned with very limited understanding of purposes and audience.</li> <li>Responds to texts with minimal insight and creativity, focusing on the literal meaning.</li> <li>Demonstrates very limited knowledge and understanding of texts.</li> <li>Researches straightforward ideas with guidance.</li> </ul>

## Unit Grade Descriptors for T Courses

Grade	Description
A student who achieves the grade <b>A</b> typically	<ul style="list-style-type: none"> <li>• Communicates ideas and information clearly and applies the language learned in a wide range of contexts and for a variety of social, creative and academic purposes.</li> <li>• Responds critically to texts with a high degree of insight and creativity.</li> <li>• Demonstrates detailed knowledge and understanding of the relationships between texts and their social and cultural contexts.</li> <li>• Locates, evaluates, interprets and synthesises information from a variety of sources in a highly effectively manner.</li> </ul>
A student who achieves the grade <b>B</b> typically	<ul style="list-style-type: none"> <li>• Communicates competently and applies the language learned in a range of contexts and for a variety of social, creative and academic purposes.</li> <li>• Responds critically to texts with insight and creativity.</li> <li>• Demonstrates considerable knowledge and understanding of the relationships between texts and their social and cultural contexts.</li> <li>• Locates, evaluates, interprets and synthesises information competently from a variety of sources.</li> </ul>
A student who achieves the grade <b>C</b> typically	<ul style="list-style-type: none"> <li>• Communicates satisfactorily and applies the language learned in familiar and predictable contexts.</li> <li>• Responds critically to texts with some insight and creativity.</li> <li>• Demonstrates a degree of knowledge and understanding of the relationships between texts and their social and cultural contexts.</li> <li>• Locates, evaluates and interprets information from a variety of sources.</li> </ul>
A student who achieves the grade <b>D</b> typically	<ul style="list-style-type: none"> <li>• Communicates with partial control of the language learned with limited understanding of purposes and audience.</li> <li>• Responds to texts with limited insight and creativity, focusing on the literal meaning.</li> <li>• Demonstrates limited knowledge and understanding of the relationships between texts and their social and cultural contexts.</li> <li>• Locates and records appropriate information from a limited number of sources.</li> </ul>
A student who achieves the grade <b>E</b> typically	<ul style="list-style-type: none"> <li>• Communicates with minimal control of the language learned with very limited understanding of purposes and audience.</li> <li>• Responds to texts with minimal insight and creativity, focusing on the literal meaning.</li> <li>• Demonstrates very limited knowledge and understanding of the relationships between texts and their social and cultural contexts.</li> <li>• Locates and records appropriate information with assistance.</li> </ul>

## **MODERATION**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grade Descriptors for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade Descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

### **Preparation for Structured, Consensus-based Peer Review**

Towards the end of each year, for each A, T and M course offered by the school, the Semester 2 assessment portfolios of a sample of Year 11 students which, after the ordinary application of criteria, is each typical of a required Unit Grade Descriptor, are sent to the ACT BSSS Secretariat. This material is considered at the first moderation day in March of the following year.

Towards the end of semester 1 each year, the same requirement applies for the Semester 1 assessment portfolios of a sample of Year 12 students. This material is considered at the second moderation day in August of the same year.

### **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- A folder containing supporting documentation as requested by the Board Secretariat through memoranda to colleges.

- A set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios. Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

## BIBLIOGRAPHY

### References for Curriculum Development

- Learner R (ed), *Study design: English/English as a Second Language*, Board of Studies, Victoria, 1999
- Senior Secondary Assessment Board of South Australia, *English as a Second Language: Curriculum Statements*, SACE, Adelaide, 2003
- Board of Studies NSW, *English Stage 6 Syllabus – English as a Second Language*, Sydney, 2000
- Curriculum Council of Western Australia, 2001, *English for ESL Students*, [www.curriculum.wa.edu.au/pages/subj/subj026.htm](http://www.curriculum.wa.edu.au/pages/subj/subj026.htm)
- ACT Board of Senior Secondary Studies, *Languages Other Than English Course Framework*, Canberra, 2004
- ACT Board of Senior Secondary Studies, *English Course Framework* (draft), Canberra, 2004

### Teacher References in English as a Second Language

#### Books

- Barry M, *Summary and Note-Taking*, Georgian Press, Jersey, 2004
- Baker A, *Ship or Sheep?: an intermediate pronunciation course*, Cambridge University Press, Cambridge, 1981
- Baudoin E et al, *Reader's Choice, International Edition, Book 1*, The University of Michigan Press, Michigan, 1993
- Baudoin E et al, *Reader's Choice, International Edition, Book 2*, The University of Michigan Press, Michigan, 1993
- Blanchard K & Root C, *Ready to Write More – From Paragraph to Essay*, Longman, White Plains NY, 1997
- Brawn P, *Listening to Australia - Intermediate*, NSW AMES, Sydney, 2002
- Chatfield H & Williamson H, *Australian Short Stories*, 3<sup>rd</sup> edn, Addison Wesley Longman, South Melbourne, 1993
- Cipollone J, *Steps to Success in Writing Essays and Reports - Student Workbook*, TAFE Access Division, Sydney, 2001
- Cole T, *The Article Book*, University of Michigan Press, Ann Arbor, 2000

- Collie J & Slater S, *Short Stories for Creative Language Classrooms*, Cambridge University Press, Cambridge, 1993
- Corbett D with Brawn P, *Listening to Australia – Advanced*, NSW AMES, Sydney, 2002
- Dal Bosco A & Davies W, *Tales from a Suitcase*, Thomas C Lothian, Port Melbourne, 2001
- Evans V, *Successful Writing Upper-Intermediate*, Express Publishing, Swansea, 1998
- Giles R (ed), *For & Against*, 2<sup>nd</sup> edn, Brooks Waterloo, Milton Qld, 1993
- Goodale M, *Collins Cobuild Idioms Workbook*, HarperCollins, London, 1995
- Hadfield J, *Elementary Grammar Games*, Pearson Education, Harlow, 2001
- Hadfield J, *Intermediate Grammar Games*, Pearson Education, Harlow, 2003
- Henderson D, Snell J and Lee S, *Exploring Functional Texts*, Learners, Singapore, 2003
- Hogue A, *First Steps in Academic Writing*, Addison-Wesley Longman, White Plains NY, 1996
- Hogue A & Oshima, *Introduction to Academic Writing*, Addison-Wesley Longman, White Plains NY, 1988
- Huizenga J & L, *Can you Believe It? Stories and Idioms from Real Life Book 3*, Oxford University Press, New York, 2000
- Forestal P, *Look it up! A practical reference book for students*, (4<sup>th</sup> ed), Nelson Thonson Learning, Melbourne, 2000
- Jones H (ed), *Four Australian One-Act Plays*, Addison Wesley Longman, South Melbourne, 1996
- Jones L, *Let's Talk 3*, Cambridge University Press, Cambridge, 2002
- Joyce H & Lukin A, *Certificate II in Spoken and Written English Workbook*, NSW AMES, Sydney, 1999
- MacAndrew R & Martinez R, *Taboos and Issues*, Thompson Learning, Boston, 2001
- McCarthy M & O'Dell F, *English Idioms in Use*, Cambridge University Press, Cambridge, 2002
- McEvedy M & Smith P, *Plan, Write, Rewrite: How to Prepare Assignments*, 1990, Thomas Nelson, South Melbourne
- O'Sullivan K & Thurlow S, *Focusing on IELTS: Listening and Speaking Skills*, Macquarie University, Sydney, 2002
- Sadler R & Hayllar T, *Getting It Right*, Macmillan Education, South Yarra, 1993
- Seaton A, *English Grammar for Students (Workbook)*, Learners, Singapore, 2002
- Seaton A & Mew Y, *English Grammar for Students*, Learners, Singapore, 2002
- Wallwork A, *Discussions A-Z: Intermediate, A resource book of speaking activities*, Cambridge University Press, Cambridge, 1997
- Wallwork A, *Discussions A-Z: Advanced, A resource book of speaking activities*, Cambridge University Press, Cambridge, 1997

- Wacyn-Jones P, *Group Work: intermediate*, Pearson Education, Harlow, 2000
- Wacyn-Jones P & Howard-Williams D, *Vocabulary 2: games and activities*, Pearson Education, Harlow, 2001
- Wacyn-Jones P & Howard-Williams D, *Grammar 1: games and activities*, Pearson Education, Harlow, 2001
- West C, *Selections*, Georgian Press (Jersey) Limited, Jersey, 1994
- West C, *Recycling Your English*, Georgian Press, Jersey, 1996
- Wilson L, *Certificate III in Spoken and Written English Workbook*, NSW AMES, Sydney, 2000

### **CD Rom**

*Issues In English (CD Rom) – an interactive multimedia program for adult language and literacy learners*, Protea Textware, Hurstbridge, VIC, 1996

### **Dictionaries/Thesaurus**

- Collins Cobuild Dictionary of Idioms* (latest reprint, 2000), HarperCollins, London, 1995
- Collins Paperback Thesaurus* (latest reprint, 2004), HarperCollins, Glasgow, 1986
- Macquarie Learner's Dictionary*, Macquarie Library, Sydney, 1999
- Macquarie Study Dictionary*, Jacaranda, Brisbane, 1998

### **Web Sites**

- <http://members.tripod.com/~lklivingston/essay>
- <http://webster.comnet.edu/grammar/composition>
- [www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnAssessment.htm](http://www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnAssessment.htm)
- [www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnCriticalThinking.htm](http://www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnCriticalThinking.htm)
- [www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesGeneral.htm](http://www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesGeneral.htm)
- [www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnGroupWork.htm](http://www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnGroupWork.htm)
- [www.det.act.gov.au/bsss/moderat.htm](http://www.det.act.gov.au/bsss/moderat.htm)
- [www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnOralPresentations.htm](http://www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnOralPresentations.htm)
- [www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnPlagiarism.htm](http://www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnPlagiarism.htm)
- [www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnRubrics.htm](http://www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnRubrics.htm)
- [www.geocities.com/SoHo/Atrium/1437/expo.html](http://www.geocities.com/SoHo/Atrium/1437/expo.html)
- [www.eslplanet.com/teachertools/argueweb/frntpage.htm](http://www.eslplanet.com/teachertools/argueweb/frntpage.htm)

# **COURSE FRAMEWORK DEVELOPMENT GROUP**

## **2004 Course Framework Development Group**

Harry Samios

Dickson College

Kathryn Sutherland

Canberra Girls' Grammar School

Heather Donohoe

Lake Ginninderra College

Renee Koukoulas

Erindale College

The group gratefully acknowledges the work of previous groups who developed and revised the English as a Second Language Course Frameworks.

## Appendix A1 Creative Tasks – Standards Descriptors for ESL T Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Insight and creativity	Responds with a high level of insight and creativity	Shows insight and creativity	Shows some insight and creativity	Shows little insight and creativity	Shows very little insight and creativity
A command of the technical aspects of writing	Expresses ideas with a high degree of clarity and organization	Expresses ideas with clarity and organization	Organises and develops ideas	Has ideas and expresses them with some organization	Has ideas which are expressed in a limited way
Evidence of and reflection on task	Shows evidence of ongoing thought about and sophisticated refinement of the task	Shows evidence of ongoing thought about and refinement of the task	Shows evidence of thought about and refinement of the task	Shows a thoughtful approach to the task	Shows evidence of having approached the task
Use of research and reference skills	Makes sophisticated use of wider reading or sources beyond the classroom	Makes perceptive use of wider reading or sources beyond the classroom	Refers to wider reading or sources beyond the classroom	Uses classroom resources only	Uses classroom resources only
Control of construction and conventions of medium used	Writes with a fluent, sophisticated control of language in the genre selected and/or demonstrates a sophisticated control of the medium used	Writes with effective control of language in the genre selected and/or demonstrates a sound control of the medium used	Writes with control of language in the genre selected and/or demonstrates good control of the medium used	Writes in the genre selected and/or demonstrates some control of the medium used	Attempts to write in the genre selected and/or present work in a particular medium
Appropriate selection of material and style for audience	Communicates with a sure command of the audience	Communicates with a sure sense of audience	Communicates with a sense of audience	Communicates with a limited sense of audience	

### Comments:

.....

.....

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A2 Argumentative Essay Standards Descriptors for ESL T Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Understanding of meaning of topic and development of purpose and content for topic	Presents a clear relevant line of argument, identifying and skillfully refuting alternative arguments	Presents a clear line of argument and identifies and refutes alternative arguments	Presents an argument and provides evidence to support the argument; may use emotional examples to support argument	Presents a straightforward argument with some evidence to support a point of view	Writes in an expository or other kind of style
Ability to respond critically and analytically to topic	Analyses, interprets and argues both logically and in a sophisticated manner through the use of analogy and/or other techniques of argument	Analyses, interprets and argues fairly, logically and coherently, using appropriate evidence	Argues a case and provides some examples as support to reveal an awareness of the main implications of the question tackled	Presents straight-forward ideas, retells narrative, showing a surface awareness of the main point of the topic	Retells narrative, addresses topic indirectly or not at all
Insight and creativity	Responds with a high level of insight and creativity	Shows insight and creativity	Shows some insight and creativity	Shows little insight and creativity	Shows very little insight and creativity
A command of the technical aspects of language eg spelling, punctuation, paragraphs, topic sentences, vocabulary	Writes clearly and fluently with some versatility of language	Writes with a well developed control of language	Writes with a developing control of language, textual organisation and cohesion	Writes with partial control of the technical aspects of language	Writes with assistance and encouragement
Control of the medium: eg, clarity, fluency, structure, shows reflection and refinement	Expresses ideas with a high degree of clarity and organisation using the conventions of the essay structure	Expresses ideas with clarity and organisation using the conventions of the essay structure	Organises and develops ideas, structures essay in correct way	Develops and organises ideas to some extent, writes with some sense of essay structure	Writes with a limited sense of the requirements of the essay form
Effective use of research and reference skills, synthesises information from a range of sources	Synthesises material from various sources appropriately	Includes material from various sources appropriately	Includes material from various sources	Includes some material from various sources	

### Comments:

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A3 Literary Essay Standards Descriptors for ESL T Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Understanding of meaning purpose and content of literature	Interprets explicit and implicit meaning and purpose in texts	Recognises some implied meaning and purpose in texts	Recognises mainly surface features of texts	Recognises literal meaning in text types	Identifies types of text
Ability to respond critically and imaginatively to text	Analyses, interprets and argues in a sophisticated manner, showing a comprehensive awareness and understanding of the implications of the topic	Analyses, interprets and argues clearly and effectively, revealing an understanding and awareness of most of the implications of the topic	Argues a case and provides some examples as support to reveal an awareness of the main implications of the question tackled	Presents straight-forward ideas, retells narrative, showing a surface awareness of the main point of the topic	Retells narrative, addresses topic indirectly or not at all
Insight and creativity	Responds with a high level of insight and creativity	Shows insight and creativity	Shows some insight and creativity	Shows little insight and creativity	Shows very little insight and creativity
A command of the technical aspects of language eg spelling, punctuation, paragraphs, sentence structure, topic sentences, vocabulary	Writes clearly and fluently with some versatility of language	Writes with a well developed control of language	Writes with a developing control of language, textual organisation and cohesion	Writes with partial control of the technical aspects of language	Writes with assistance and encouragement
Control of the medium: eg, clarity, fluency, structure, shows reflection and refinement, integrating quotations	Expresses ideas with a high degree of clarity and organisation, using the essay structure with flair, adeptly integrates quotations	Expresses ideas with clarity and organisation, using the essay structure competently effectively integrates quotations	Organises and develops ideas, structures essay correctly appropriately integrates quotations	Develops and organises ideas to some extent, writes with some sense of essay structure; uses quotations	Writes with a limited sense of the requirements of the essay structure

### Comments:

.....

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A4 Formal Report Standards Descriptors for ESL T Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Ability to respond critically and analytically to topic	Analyses and interprets information logically and in a sophisticated manner, referring effectively to supporting evidence	Analyses and interprets information logically and coherently, using appropriate evidence	Presents information and provides some supporting evidence to reveal an awareness of the main implications of the question tackled	Presents straight-forward ideas, showing a surface awareness of the main point of the topic	Presents limited information, addresses topic indirectly or not at all
A command of the technical aspects of language eg spelling, punctuation, paragraphs, topic sentences, vocabulary	Writes clearly and fluently, demonstrating good command of vocabulary	Writes with a well developed control of language	Writes with a developing control of language, textual organisation and cohesion	Writes with partial control of the technical aspects of language	Writes with assistance and encouragement
Control of the medium: eg, clarity, fluency, structure, shows reflection and refinement	Expresses ideas with a high degree of clarity and organisation, using the conventions of the report structure correctly	Expresses ideas with clarity and organisation, using the conventions of the report structure correctly	Organises and develops ideas, structures report in correct way	Develops and organises ideas to some extent, writes with some sense of report structure	Writes with a limited sense of the requirements of the report form
Effective use of research and reference skills, synthesises information from a range of sources	Effectively synthesises material from a number of sources appropriately, references sourced material correctly	Includes material from various sources appropriately and correctly references sourced material	Includes material from various sources, references sourced material	Includes some material from various sources, references sourced material	

### Comments:

.....

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A5 Oral Presentation Standards Descriptors for ESL T Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Ability to respond critically and analytically	Analyses, interprets and argues in a sophisticated manner	Analyses, interprets and argues clearly and effectively	Argues a case showing an understanding of key issues	Understands straightforward ideas	Understands simple ideas
A command of the technical aspects of language, clarity and fluency, control of medium	Expresses ideas with a high degree of clarity and organization, makes excellent use of eye-contact and voice, engages audience through non-verbal cues of posture, gesture and expression	Expresses ideas clearly and effectively, engages audience through good use of eye-contact and voice, through non-verbal cues of posture, gesture and expression	Speaks clearly, organizes material, makes good use of eye-contact and voice	Speaks with generally accurate expression, organizes material, speaks audibly and makes eye contact	Speaks poorly and makes little eye contact
Ability to select material appropriate to the audience / effective and accurate use of spoken language for the set purpose and audience	Gives an oral presentation with a mature empathetic awareness of audience, and selects relevant stimulus; responds to audience cues, structures and organizes material/ sustains presentation for the prescribed length communicates with a sure sense of audience in language appropriate to the task	Gives an oral presentation with an awareness of audience, and selects relevant stimulus, organizes material, sustains presentation for the prescribed length communicates with a sense of audience in language appropriate to the task	Gives an oral presentation with an awareness of audience, and selects relevant stimulus, organizes material, sustains presentation for the prescribed length, communicates appropriately for the task	Gives an oral presentation with an awareness of audience, organizes material, communicates about the task, presents a brief talk	Reads speech, has a monotonal delivery, presents a brief talk
Effective use of research skills / ability to synthesize material from various sources	Shows evidence of a sophisticated choice of relevant material, shows initiative in research, synthesizes ideas from a range of sources, makes a skilful and effective use of support materials	Shows evidence of a sound choice of relevant material, has researched material beyond the classroom, draws on ideas from a range of sources, makes effective use of support materials	Selects relevant research material, draws on ideas from a range of sources, makes effective use of support materials	Selects research material, draws on ideas from a very limited range of sources	Draws on simple ideas only

### Comments:

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A6 Creative Tasks Standards Descriptors for ESL A Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Insight and creativity	Responds with a high level of insight and creativity	Shows insight and creativity	Shows some insight and creativity	Shows little insight and creativity	Shows very little insight and creativity
Understanding of meaning, purpose and context	Expresses a range of ideas and expands and initiates ideas	Expresses and explores key ideas	Expresses some ideas	Expresses ideas in a limited way	Expresses one idea
Control of technical aspect of language	Writes with accurate and clear expression, demonstrates a competent control of the creative medium	Writes with generally accurate and clear expression, demonstrates a control of the medium	Writes with generally clear expression and awareness of the medium	Writes with some clear expression	Writes with minimal control of language
Appreciation of the construction and conventions of texts	Creates sustained and well focussed work which is internally consistent, complete and well constructed	Creates sustained work which is consistent, complete and satisfactorily constructed	Creates work which is satisfactorily constructed and addresses the requirements of the task	Creates a piece of work which attempts to address the requirements of the task	Writes a brief response

Completion requirements: Rationale submitted and task substantially completed. Yes/No

### Comments:

.....

.....

.....

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A7 Literary Responses Standards Descriptors for ESL A Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Understanding of meaning purpose and content of texts	Understands and explores key ideas	Understands key ideas	Responds to key ideas	Understands straightforward ideas	Understands simple and concrete ideas
Ability to respond critically and analytically to texts	Initiates, organises and expands ideas through a sustained and comprehensive point of view	Initiates, organises and presents ideas in a sustained way	Expresses opinions, paraphrases ideas and retells narrative	Expresses and presents opinions and ideas and retells narrative	Restates simple ideas within structured guidelines
Effective use of writing for a range of purposes and audiences	Writes effective, well focussed responses	Writes focussed responses	Writes sustained responses	Writes brief responses	Writes brief responses
A command of the technical aspects of language	Writes with accurate and clear expression	Writes with generally accurate and clear expression	Writes with overall control of the technical aspects of language	Writes with some control of the technical aspects of language	Writes with minimal control of the technical aspects of language

### Comments:

.....

.....

.....

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A8 Oral Presentation Standards Descriptors for ESL A Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Control of the medium used	Expresses ideas, presents information and opinions clearly and coherently within a specified time framework	Expresses ideas, presents information and opinions clearly within a specified time framework	Expresses ideas and opinions or presents information within a specified time framework	Expresses ideas or presents information briefly but with some coherence	Presents information with little coherence or impact
Effective and accurate use of spoken language for a set purpose and audience	Engages audience through the open expression of ideas and effective use of eye contact and audibility of speech	Engages audience through expressing ideas well and making good use of eye contact and audible speech	Engages audience through expressing ideas and making good use of eye contact and audible speech	Expresses ideas, has limited eye contact but is audible	Is barely audible, has no eye contact
Effective use of research skills/ability to synthesize material from various sources	Shows evidence of a sophisticated choice of relevant material, shows initiative in research, synthesises ideas from a range of sources, makes a skilful and effective use of support materials	Shows evidence of a sound choice of relevant material, has researched material beyond the classroom, draws on ideas from a range of sources, makes effective use of support materials	Selects relevant research material, draws on ideas from a range of sources, makes effective use of support materials	Selects research material, draws on ideas from a very limited range of sources	Draws on simple ideas only

### Comments:

.....

.....

.....

.....

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A9 Research Tasks Standards Descriptors for ESL A Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Insight and creativity	Responds with a high level of insight and creativity	Shows insight and creativity	Shows some insight and creativity	Shows little insight and creativity	Shows very little insight and creativity
A command of the technical aspects of writing	Expresses ideas with a high degree of clarity and organization	Expresses ideas with clarity and organization	Organizes and sequences ideas in an orderly way	Has ideas and expresses them with some organization	Has ideas which are expressed in a limited way
Evidence of and reflection on task	Shows evidence of ongoing thought about the task	Shows evidence of reflection and thought about the task	Shows evidence of thought about the task	Shows some thought about the task	Shows evidence of having approached the task
Use of research and reference skills	Makes perceptive use of wider reading or sources beyond the classroom	Makes good use of wider reading or sources beyond the classroom	Refers to wider reading or sources beyond the classroom	Uses classroom resources only	Uses classroom resources only
Control of construction and conventions of the research medium	Writes with fluent control of language in the research medium	Writes with effective control of language in the research medium	Writes with control of language in the research medium	Demonstrates some control of the research medium	Attempts to write in the research medium

### Comments:

.....

.....

.....

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## Appendix A10 Written Tasks Standards Descriptors for ESL A Units

Name: ..... Year: ..... Topic: ..... Unit: .....

GRADE	A student who achieves this grade typically				
CRITERIA	A	B	C	D	E
Imagination and originality, a distinctive and confident style	Expresses some of her/his own experience and perspectives, has a freshness and openness as well as working within the conventions of the medium used	Presents work that is consistent with the conventions of the medium used	Presents work that shows some knowledge of and capacity to imitate the conventions of the medium used	Presents work that shows some capacity to imitate the conventions of the medium used	Presents work that shows some indication of the medium used
Understanding of meaning, purpose and context	Expresses a range of ideas and expands and initiates ideas	Expresses and explores key ideas	Expresses some ideas	Expresses ideas in a limited way	Expresses one idea
Effective use of writing for a range of purposes and audiences	Writes with accurate and clear expression, demonstrates a competent control of writing	Writes with generally accurate and clear expression	Writes with generally clear expression and awareness of the medium	Writes with some clear expression	Writes with minimal control of language
Appreciation of the construction and conventions of texts	Creates sustained and well focussed work which is internally consistent, complete and well constructed	Creates sustained work which is consistent, complete and satisfactorily constructed	Creates work which is satisfactorily constructed and addresses the requirements of the task	Creates a piece of work which attempts to address the requirements of the task	Writes a brief response

### Comments:

.....

.....

.....

.....

.....

Teacher's Name: ..... Date: ..... Grade: .....

## **Appendix B**

### **Skills for assessment in the task types**

#### **Listening and Speaking:**

- comprehend a range of aural text types
- select key information from a range of aural texts
- listen actively and make considered responses (either oral or written)
- participate actively and cooperatively in groups
- use spoken language for a variety of purposes (such as to narrate, explain, persuade, explore, report and describe) and in appropriate registers
- use appropriate language structures
- communicate ideas effectively

#### **Reading and Responding:**

- understand meaning and purpose in a range of text types
- identify specific structures and conventions of text types
- reflect upon the social and cultural contexts of texts
- use appropriate reading and research techniques
- critically analyse and synthesise material from a variety texts
- respond with insight and creativity

#### **Writing:**

- communicate meaning clearly and fluently
- write effectively for a variety of purposes (eg to narrate, explain, persuade, explore, report, describe, etc.)
- synthesise information from a range of sources, refraining from plagiarism
- reference sources correctly
- respond critically and imaginatively to print, aural and screen-based texts
- understand and reflect on social and cultural contexts