

Assessing a student text using Lexis Education's Language and Learning Development Continuum

Case study 2 with a 9-year-old EAL student

This text has been written by a 9-year-old EAL student with scaffolding by the teacher. The original text has been typed up with the spelling errors removed after the student read it aloud for the teacher assessing the writing. It is not known who circled the words in the text or when it happened. Non-EAL 9-year-olds would be expected to be achieving at least Phase 5 of the LLDC but a reading of the text suggests instead that this student is working across Phases 1 and 2.

Global assessment

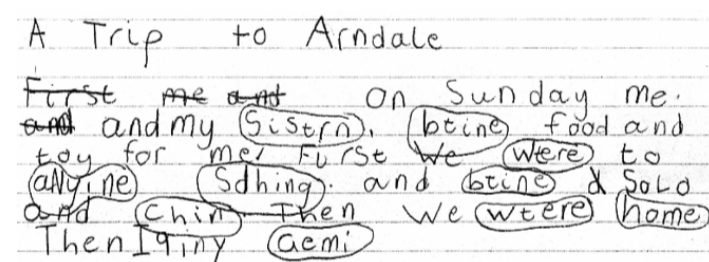
It is not easy on the basis of this text alone to identify the Phase and that is why more than one text, written and spoken, is necessary to understand the scope of the student's achievement. However, our analysis confirms that the student is working across Phases 1 and 2.

GENRE

A one-paragraph text of 5 clauses with the time element having been provided by the teacher suggests a student at the very early stages of their writing in English. The content is ordered appropriately with even a generalised statement acting as a kind of topic sentence. This shows the student understands one of the purposes for recounting and it shouldn't be long before Phase 3 is achievable.

A Trip to Arndale

On Sunday me and my sister buying food and toy for me. First we went to Arndale shopping and buying Solo and chips. Then we went home. Then I playing games.



FIELD

The content is very bare, with only 3 Processes (buying, went, playing) in the 5 clauses. The student does have 3 Participants that use a coordinating conjunction ("me and my sister", "food and toy", "Solo and chips") and there are 2 prepositional phrases ("for me", "to Arndale") but there is no use of Numeratives, Describers, Classifiers or Qualifiers in the nominal groups. This confirms that for Field, the student is working in Phase 1 with some moves into Phase 2.

MODE

The corrections by the student at the beginning of the text show that the student is aware of how texts are organised. The evidence is the student moving the "First me and" to the beginning of the second sentence and instead starting the whole text with a more generalised "On Sunday, me and my sister ...". Without being there at the time of writing, it is difficult to know if "btine" was intended to be 'bought' rather than what is in the transcript "buying". There is a good attempt to be consistent with the past tense. The use of upper case for the beginnings of the sentences is good but there are random examples of uppercase throughout the text. The punctuation is lacking and so is the spelling.

The comments for Mode are similar to those for Genre and we could conclude that, if we exclude the spelling, the student is working in Phase 2 with some moves into Phase 3.

TENOR

There are no elements that show the reader how the writer felt about any of the events in the text, illustrating that the student doesn't understand the interpersonal function of a personal Recount, ie to engage at a personal level with the reader. This might be different in oral Recounts but, for this written text, the student is at Phase 1.