**TEAL Writing assessment criteria task *16*: *Ghost Story* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Cultural conventions** |  **Linguistic structures and features** | **Strategies** | ***AusVELS EAL Stages*** ***B2 B3*** ***S2 S3 S4*** |
| ***Text Structure***  | ***Grammatical features***  | ***Vocabulary***  | ***Writing conventions*** |
| **4** | * Text fully achieves its purpose to write an engaging and suspenseful narrative.
 | * The writing shows a sophisticated use of devices e.g. repetition of unexplained events, to achieve suspense and interest for a ghost story
 | * The text skilfully implements the structure of the narrative genre.

• Story can be followed t use of a range of cohesive strategies. | * Uses a range of grammatical features appropriate to the genre e.g.:

- complex sentences, - conditional past tenses, - direct speech- reported speech- Adverbials of time | * Precise and skillful use of an extensive range of appropriate vocabulary e.g. adjectives adverbs, adverbials
 | * Effective and flexible use of punctuation, including; direct speech, exclamation marks and apostrophes
 | * Uses text framework but augments it with elements to add to effect of the story, eg apparent coda becomes a further complication,
* Use of different font for heading
 |  |  |  |
| **3** | * Text achieves its purpose and provides an interesting narrative.
 | * The writing draws on some basic devices to create an interesting ghost story e.g. *a dream, fantasy situations, painting coming to life*
 | * The text follows the structure of a narrative.
* Cohesion is generally achieved effectively through linking of events and characters
 | * Uses a range of features, usually successfully, e.g.

- complex sentences, - conditional- past tenses,- direct speech- reported speechAdverbials of time | * Use of a wide range of high frequency vocabulary sufficient for the task, including adjectives and adverbs
* Correct use of parts of speech
 | * Punctuation mostly used appropriately and accurately
* Accurate spelling
 | * Uses text framework to organise writing
 |  |  |  |
| **2** | * Text partly achieves its purpose. The story follows the basic form of a narrative but with limited suspense or interest.
 | * The writing shows some understanding of the devices needed for a successful ghost story, e.g *spiders, arachnophobia*.
 | * The text follows the basic structure of a narrative.
* Use of paragraphs to structure text
* Cohesion is basic and not always effective but sufficient for the task
 | * Writing shows a varying level of control but uses some features successfully, including:

- complex sentences, - conditional- past tenses,- direct speech- reported speech- adverbials of time | * Vocabulary is generally sufficient for the task.
* Some inappropriate word choice.
* Uses a range of adjectives and adverbs
* Usually uses correct part of speech with some errors
 | * Basic punctuation is used successfully, but noticeable errors e.g use of apostrophes
* Uses quotation marks for direct speech
 | * Works within text framework without explicit labelling of it
* Some use of capital letters to add emphasis
 |  |  |  |
| **1** | * Text is minimally effective as a narrative
* A story is provided but is too short and/or too difficult to follow.
 | * The writing evokes minimal interest or suspense
* Includes less formal or conversational elements e.g. *hahaha, Mat said should we call..*
 | * The narrative genre is attempted but not successfully.
* Cohesion is only partially successful and linking between sentences and paragraphs is poor.
 | * Run on sentences
* Writing shows limited range and control with frequent errors. Some basic grammatical features may be used successfully e.g.

- past tenses,-basic adverbials of time | * Limited use of words beyond everyday terms, e.g *haunted*
* *Attempts to use adjectives and adverbs*
* Frequent errors with parts of speech.
 | * Punctuation is inconsistent, missing or not appropriate in places e;g; mixing of upper and lower case, omission of quotation marks for direct speech
* Sentences not properly marked with full stops
* Frequent spelling errors
 | * Dependent on text framework provided by teacher
* Attempts to use capital letters to highlight parts of the text
 |  |  |  |