TEAL Writing assessment criteria task 19: A book review **Name** Sample 1 **Date:** _____

	Communication	Cultural conventions	Linguistic structures and features				Strategies	AusVELS Stages		
			Text structure	Grammatical features	Vocabulary	Writing conventions		B2		B3
								S1	S2	S3
4	• Engaging book review • Shows understanding of the purpose of the task and text • Balanced appraisal of the book • Expresses complex ideas • Conveys a personal stance	• Identifies book title, author, setting, content, characters, plot and readership • Reflects interests of potential readers • Links statements to text examples • Reflection on key themes/meanings • Reflects spoken and written registers • Marking of spoken language within written text	• Writing shows consistent control of text structure elements • A range of cohesive devices linking within and across paragraphs, and signalling text transitions • Topic sentences clearly signals the main idea of the paragraph • A range of connectives appropriate to language function • Flexible pronoun reference alternating with varied lexical chains to stay on topic	• Extended sentences and paragraphs • Key evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating, commenting, recommending • Simple, compound and complex sentences • Consistent SV agreement • Consistent verb tenses • Compact noun groups • Active and some passive voice • Consistent definite and indefinite articles	• Range of language of commentary • Verbs of saying and thinking • A range of story/ review-specific vocabulary • Register-appropriate vocabulary	• Correct spelling of high frequency words • Correct basic punctuation • Standard spelling • Appropriate sentence • Appropriate paragraphs	• Flexible use of framework plan to organise and elaborate ideas • Little or no use of teacher support to complete writing • Attempts complex spelling • Extends ideas gained from class interaction • Uses word attack skills for spelling • Uses references to extend vocabulary • Uses self/peer/teacher feedback to improve writing			
3	• Informative book review • Shows understanding of the persuasive purpose of the task and text • Supported statements and opinions • Attempts to express complex ideas • Shows awareness of potential readers' interests	• Identifies book title, author, setting, content characters, plot and readership • Addresses interests of potential readers • Reflection on key themes • Formal writing with attempt to mark spoken language	• Writing shows varying control of key text structure elements • Some common cohesive devices to link within and across paragraphs and signal text transitions • Topic sentences introducing/concluding sentences reinforcing key idea of paragraphs • A number of connectives appropriate to language function	• Elaborated sentences and paragraphs • Key evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating, commenting • Simple, compound and some complex sentences • Extended noun groups • Varying SV agreement • Past-present verb tenses • Varying definite and indefinite articles	• Some language of commentary • Key verbs of saying and thinking • A range of story/review-specific vocabulary • Range of descriptive/ evaluative words • Some register-specific vocabulary Irregular plurals	• Correct spelling of High frequency words • Correct basic punctuation • Plausible spelling of challenging words • Standard spelling • Consistent sentence • Consistent paragraphs	• Use of framework plan to organise and communicate own ideas • Selective use of teacher support • uses ideas gained from class interaction • Deconstruction of sentence formulas • Generalisation of grammatical patterns • Attempted spelling of challenging words			
2	• Descriptive book review • Expresses simple statements/opinions • Shows understanding of the purpose of the task	• Identifies book title, author, content and setting • Shows awareness of potential reader • Attempt at formal writing	• Includes key text structure elements: title of the book and author's name • Comprehensible, connected text • Cohesion between sentences • Formulaic expressions and cohesive devices to structure text • Text focuses on events in the novel and short personal response	• Simple sentences and paragraphs • Evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating • Common conjunctions linking sentences • Run-on or loosely connected sentences • Repetition of familiar sentence patterns • Noun-pronoun, SV agreement and verb tenses • Varying definite and indefinite articles	• Some verbs of thinking • Use some story/ review-specific vocabulary • Repertoire of narrative/ descriptive/ evaluative words	• Correct letter forms • Correct spelling of familiar words • Phonetic spelling • Upper and lower case • Variable use of punctuation • Variable sentence • Variable paragraphs	• Use of text model/framework to plan and scaffold writing • Use of teacher support to complete writing • Attempted spelling of unfamiliar words • Recycling of sentence patterns/formulas • Phonetic/assisted spelling of unfamiliar words			
1	• Short descriptive review • Focus on simple narration, and description • Includes personal response to the novel • Shows some understanding of task purpose	• Identifies book title and author • Expresses simple statements • Attempt at basics of a written text	• Text elements are present and identifiable • Paragraph structure to organise different parts of the text • Text is limited in length and extent of content	• Simple evaluative language functions, retelling, describing, responding • Sentences reflecting spoken language • Use of SVO sentence structure • Some SV agreement • Use of formulaic language • Some definite and indefinite articles	• Use of some story/ review-specific vocabulary • Some verbs of thinking	• Upper and lower case • Standard and invented spelling • Little or no use of punctuation • Identifiable sentences	• Extensive use of text model/ framework to plan scaffold writing • Extensive use of teacher support to complete writing • Uses some words from class interaction • Attempted, phonetic spelling			