**TEAL Writing Assessment Criteria Task 1: My weekend Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***AusVELS EAL Stages***  ***A1, BL,***  ***SL***  ***A2, B1, S1***  ***B2, S2*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| ***4*** | * meaning consistently clear and texts fluently expressed * consistent writer voice * orientates the reader with relevant details * more detailed evaluative statements about activities undertaken * elaborates on emotions and responses to events | * appropriate diary recount conventions – events recounted chronologically, use of date and time indicators and sequencers * extended retelling, detailed information | * writing shows consistentcontrolof text structure elements * logical sequence of events * cohesion through personal and possessive pronoun reference * extended description * concluding personal comments/statement | * accurate use of common regular and irregular past tense verb forms * mostly consistent subject/verb agreement * simple, compound and complex sentences * a wider range of adjectives to describe weekend events * a wide range of adverbs to describe weekend events * coordinating and subordinating connectives * generally accurate use of prepositions * extended noun groups * variable use of articles * accurate use of time phrases | * wide range of topic specific vocab * action verbs and time phrases, * adjectives to describe people, places and events * adverbs to say more about actions | * correct spelling of high frequency words * attempts complex spelling * appropriate use of basic punctuation * paragraphs used to group ideas or events | * flexible use of frameworks to plan, elaborate on and communicate own ideas * little use of linguistic scaffolding or model sentences * little or no use of teacher support to complete writing * independent use of references to extend vocabulary range * uses self, peer and teacher feedback to improve writing * plans writing before beginning –   self-corrects, insert missing words, adds additional, clarifying information |  |  |  |
| ***3*** | * meaning clear * elaborates on events * provides relevant details * basic personal response * expresses some emotions and responses to events | * mostly appropriate diary/recount conventions – events recounted chronologically, date and time indicators * some extended retelling | * writing shows varying control of key text structure elements * cohesion through personal and possessive pronoun reference and time sequencers * logical sequence of events * concluding personal comment | * generally accurate use of regular and common irregular past verb forms to record past events --*, drove, saw, gave* * some common adjectives – *angry, hungry. great, fast* * some use of adverbs – ***always*** *go to, quickly* * generally accurate use of personal and possessive pronouns * more complex prepositions – *on, in, before, near* | * a range of topic specific vocab * action verbs and time phrases * adjectives to describe people, places and events * adverbs to say more about actions | * correct spelling of high frequency words * correct basic punctuation * consistently writes full sentences   some paragraphs | * uses text framework to plan and communicate own ideas * clarifies the task before beginning * some use of linguistic scaffolding to complete writing * attempted spelling of challenging words * independent use of dictionaries to check spelling * uses peer and teacher feedback to independently improve writing |  |  |  |
| **2** | * understands diary recount text type and purpose * factual retelling * simple recounting of experiences * meaning generally clear * little personal response to activities | * basic conventions of diary or journal writing * events presented in sequence | * writing shows somecontrolof keytext structure elements – time markers, basic conclusion * some elaboration of events * sequencing connectives | * some common regular past verb forms –*played, shopped* * some common irregular past verb forms – *went, ate* * generally uses common subject, verb, object patterns – *I go to …* * variable use of personal pronouns * some use of common adjectives – *beautiful, happy,* *big, yummy* * some use of basic adverbs – *very, again* * some use of prepositions – *to shopping* | * mostly relevant common topic vocabulary * words taken from known activity sets – sports, games | * correct letter forms * variable spelling of familiar words * phonetic spelling * basic punctuation * more conventional use of upper and lower case * identifiable sentences | * uses set sentence starters and frameworks * uses print environment, dictionary to spell or check spelling * phonetic or assisted spelling of unfamiliar words * accurate copying of words, phrases, sentences * some self-correction on re-reading |  |  |  |
| ***1*** | * some relevant information * information presented in simple phrases or sentences * repetitive, formulaic text * meaning often unclear | * illustrations to add detail, fill in gaps * short phrase or single word explanation of weekend events * events not always in recognisable sequence | * writing shows little or nocontrolof text structure elements * sequencing of events in time with little or no elaboration * few sequential markers | * prompted use of past tense verb forms * simple phrases/sentences, based on speech * run on sentences – *and we …, and we …* * incomplete sentences, phrases * coordinating conjunction – *and* * some basic but formulaic time phrases – next, *then we* | * limited topic-specific vocab * limited use of adjectives * limited use of adverbs | * mostly correct letter forms * some use of upper and lower case letters * attempted, phonetic spelling of high frequency words * little punctuation | * strong reliance on text model/framework to plan writing * relies on teacher support to complete writing * first language sentence patterns * copied text * relies on supplied topic specific vocabulary * limited self-correction on re-reading |  |  |  |