**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
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| **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
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| ***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
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