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

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|  | **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 speech Adverbials 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 |  |  |  |