**TEAL Writing Assessment Criteria Task 2: My favourite animal Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions**  | **Linguistic structures and features** | **Strategies** | ***AusVELS EAL Stages******B1, S1 A2, B2, S2*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |

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| ***4*** | * meaning consistently clear
* a good range of relevant ideas
* clear reasons given for animal preference
* interaction with reader
* informative reporting voice
 | * demonstrates a clear understanding of the context, purpose and audience of the text
* appropriate report genre
* detailed animal characteristics
 | * writing shows consistentcontrolof text structure elements
* logical sequence of ideas
* extended cohesive description
* appropriate paragraphing, paragraphs relate to the text structure
 | * mostly accurate use of present tense to talk about general truths
* plural form used to refer to the animal in general: ‘Cats’ not ‘A cat’
* consistent subject-verb agreement
* accurate use of personal, possessive and relative pronouns and pronoun reference
* accurate use of common comparatives and superlatives
* appropriate use of a variety of connectives
* simple, compound and complex sentences
* extended noun groups
* coordinating and subordinating connectives
* appropriate conditional and modal forms
* articles used consistently
* accurate use of negation
 | * wide range of topic specific vocab including nouns and adjectives to describe/compare appearance/ behaviour/habit of favourite animal
* colloquial language
 | * correct spelling of high frequency and recently studied words
* frequent attempts at complex spelling
* appropriate use of punctuation
 | * flexible use of framework to plan and elaborate ideas
* little or no use of teacher support to complete writing
* uses word attack skills for spelling
* use of references to extend vocabulary range in writing

makes use of self, peer and teacher feedback to improve writing |  |  |  |
| ***3*** | * meaning mostly clear
* a range of relevant ideas
* reasons given for animal preference
* awareness of reader
* reporting voice
 | * demonstrates an understanding of the context, purpose and audience of the text
* appropriate report genre
* identifiable sequence of ideas
* relevant animal characteristics
 | * writing shows varying control of key text structure elements
* logical sequence of ideas
* extended description
* consistently uses complete sentences
* consistent use of paragraphs
 | * consistent use of present tense to express general truths about the chosen animal
* plural form used to refer to the animal in general: ‘Cats’ not ‘A cat’
* mostly consistent subject-verb agreement
* simple and compound sentences
* relative clauses
* some modals
* pronoun reference
* more complex connectives – because,
* use of connectives
 | * quite a wide range of topic specific vocabulary including nouns and adjectives to describe/compare appearance/ behaviour/habit of favourite animal
* colloquial language
 | * correct spelling of high frequency words
* some attempts at more complex spelling
* consistent basic punctuation
* planning in placement of text, diagram, heading
 | * use of text framework to plan and communicate own ideas
* selective use of teacher support
* uses modelled grammatical patterns
* independent use of dictionaries to check spelling
* makes use of peer and teacher feedback to improve writing
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| **2** | * meaning sometimes unclear
* some relevant ideas
* limited reasons for animal preference provided
 | * demonstrates some understanding of the context, purpose and audience of the text
* identifiable report genre
* animal characteristics described
* discrete but relevant ideas
 | * writing shows somecontrolof keytext structure elements
* text made up of short, repetitive sentences – Dogs like … Dogs eat …
* simple description
* sequence of ideas
* varying use of complete sentences
* paragraphs do not always relate to the text structure and information
 | * present tense verb forms to refer to general truths about the animal
* variable use of plural and singular forms to refer to the chosen animal as a general entity
* variable subject-verb agreement
* simple and compound sentences
* variable pronoun reference
* basic connectives – and then
 | * relevant topic vocab to describe some more complex characteristics of favourite animal – habitat, life cycle, body coverings
 | * variable spelling of high frequency words
* correct letter forms
* consistent upper and lower case
* inconsistent punctuation
* evidence of some planning in placing text on the page
 | * use of text model/framework to plan and scaffold writing
* use of teacher support and feedback to complete and improve writing
* repetition of sentence patterns/ formulas
* uses print environment to write familiar words
* phonetic or assisted spelling of unfamiliar words
* assisted use of dictionary to check spelling
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| ***1*** | * meaning often unclear
* picture/s with labels
* limited relevant ideas
* few or no reasons given for animal preference
 | * demonstrates an understanding of the task
* some identifiable animal characteristics
 | * writing shows little or nocontrolof text structure elements
* name as heading
* short text
* some identifiable sentences
 | * reflects basic oral speech patterns – subject-verb-object patterns
* some use of present tense
* singular forms to refer to the chosen animal rather than plural form to refer to the animal as a general entity
* inconsistent subject-verb agreement
* run-on sentences
* frequent grammatical errors
 | * some relevant and appropriate topic vocab to describe a few characteristics of favourite animal – size, colour, foods
* picture labels
 | * variable spelling of high frequency words
* variable use upper and lower case
* left/right orientation
* correct letter forms
* return sweep
* little punctuation
 | * extensive use of text model/ framework to plan and scaffold writing
* extensive use of teacher support to complete writing
* accurate copying of words, phrases, sentences
* use of words from the first language
* attempted phonetic spelling
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