TEAL writing assessment criteria task 20: A film review Name: Date:

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | **Strategies** | ***AusVELS EAL******Stages******S2 B3/S3 S4*** |
| ***Text structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Writing conventions*** |
| **4** | * Inviting film review which includes description of the plot, identification of themes and issues, commentary on aspects of cinematic elements of the movie and evaluative comment
* Shows understanding of the persuasive purpose of the task and text
* Balanced appraisal of the film
* Expresses complex ideas
* Conveys an authoritative personal stance
 | * Identifies film title, genre, situation, characters, production, acting and viewer appeal, using appropriate punctuation
* References statements to text examples
* Reflection on key themes
* Recommendations
 | * 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 signal the main idea of each 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 eg. Retelling, describing, responding, illustrating, analysing, commenting, recommending
* Simple, compound and complex sentences
* Consistent subject-verb agreement
* Consistent and appropriate 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 meta- language of film, film technique and film style
* Register-appropriate vocabulary
 | * Correct spelling of high frequency words
* Attempts complex spelling
* Appropriate use of punctuation
* Appropriate sentence units
* Appropriate paragraph units
 | * 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
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| **3** | * Informative film review with

information about plot and themes, elements of the film and some evaluative comment* Shows understanding of the persuasive purpose of the task and text
* Supported statements and opinions
* Attempts to express complex ideas
 | * Mentions film title, genre,

situation, characters, production, acting and viewer appeal* Addresses interests of potential viewers
* Reflection on key themes
 | * 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
* Varied pronoun reference and lexical chains
 | * Well-structured sentences and

paragraphs* Key evaluative language functions eg. Retelling, describing, responding, illustrating, analysing, commenting, recommending
* Employ 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
* Key meta-language of film, film technique and film style
* 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
* Consistent sentence units
* Consistent paragraph units
 | * Use of framework plan to organise and

communicate own ideas* Selective use of teacher support
* Uses ideas gained from class interaction
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| **2** | * Descriptive film review, including narrative of the plot and description of aspects of the film
* Some evaluative comment
* Expresses simple statements/opinions about the film
* Shows understanding of the persuasive purpose of the task
 | * Mentions film title, situation, characters, production, acting and viewer appeal
* Shows awareness of potential viewers
* Reflection on themes
 | * Writing shows some control of key text structure elements
* Comprehensible, connected text
* Local cohesion between sentences
* Repetitive pronoun reference, lexical chains, and reiteration to stay on topic
 | * Simple and compound sentences linked with simple conjunctions such as *and, so*
* Common conjunctions linking sentences
* Some use simple present for features of the film
* Some use of past tenses for describing events in the plot
* Some errors in use of auxiliary verbs e.g. *got lie for*
* Some errors in use of prepositions
 | * Terminology relevant to the plot e.g. hundreds of thousands, transported, orphans, victims, parents
* Some errors of prepositions e.g. lied for instead of lied to
 | * Correct letter forms
* Mostly appropriate use of capital letters
* Some overuse of capital letters
* Mostly correct spelling of high frequency words
 | * Use of text model/framework to plan and scaffold writing
* Use of teacher support to complete writing
* Uses ideas gained from class interaction
* Uses word lists
* Attempted spelling of unfamiliar words
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| **1** | * Short, mainly descriptive review
* Focus on description of the plot
* Shows some understanding of task purpose
 | * Identifiable film review text
* Identifies film title and setting
* Expresses simple statements
 | * Elements of film review genre limited to title headings, naming of actors who play characters, director or writer
* Provides some narrative of the plot and limited identification of themes or issues
* Common pronoun references
 | * Run on sentences
* Long sentences, including compound and complex sentences
* Use of both present and past tenses to describe film and plot or events in the film
* Some tense errors in verbs
 | * Use of nouns and verbs relevant to the plot
* Some use of adjectives and adverbs to elaborate meanings and add interest
 | * Upper case and full stops to mark sentence boundaries
* Most words correctly spelt
* Some errors of punctuation,

e.g. incorrect capitalisation* Capitalization of names of places and people
* Some use of parentheses to

indicate character and actor who played the role | * Limited use of text model/ framework to plan scaffold writing
* Extensive use of teacher support to complete writing
* Uses some words from class interaction
* Copying of chunks from sources consulted for ideas
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