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 |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |
| **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 |  |  |