**TEAL Writing assessment criteria TASK 10: The future me Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | **EAL curriculum levels**  **B2/B3 C2/C3** | | |
| ***Text structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Writing conventions*** |
| **4** | * flexible expression of intention and possibility * understanding of/appeal to reader/audience * meaning consistently clear * elaborated description of future self * clear expression of future plans, desires, ambitions * expresses personal stance or voice | * convincing future scenario genre * interesting personal details * logical sequence of ideas | * clear text structure * text closure, concluding statement * paragraphs based on idea units * personal and possessive pronoun reference * varied connectives | * simple, compound and complex sentences * relative clauses * consistent subject-verb agreement * present, future and future continuous tense verbs forms * varied future forms – *I would …, I could …* * varied sentence patterns * elaborated clauses of reason, purpose * extended noun groups * varied time phrases * appropriate articles | * topic specific vocabulary * personal, possessive and relative pronouns * qualifying words and phrases * complex conditionals and modal verb forms * colloquial language | * correct spelling of topic-specific vocabulary * frequent attempts at complex spelling * correct punctuation * correct upper and lower case | * 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** | * understanding of text purpose reader/audience * relevant information * meaning mostly clear * elaborated ideas * identifiable personal stance or voice | * appropriate future scenario genre * relevant personal details * identifiable sequence of ideas * introductory future time frame | * identifiable paragraphs * text structure and progression * cohesion through repeated phrases, cohesive markers * extended description * simple connectives | * control of limited grammatical repertoire * elaborated clauses of reasons, situations * modals to express possibility – *I might be …, maybe I …* * simple, compound and complex sentences * regular subject-verb agreement * simple and future continuous tense verb forms * mostly appropriate article use | * topic-specific vocabulary * personal possessive pronouns * correct conditional and modal verb forms * colloquial language | * correct spelling of high frequency words * some attempts at more complex spelling * consistent basic punctuation * consistent upper and lower case | * use of text framework to plan and communicate own ideas * selective use of teacher support * common grammatical patterns * attempted spelling of challenging words * independent use of dictionaries to check spelling * makes use of peer and teacher feedback to improve writing * self-corrects writing |  |  |  |
| **2** | * understanding of text purpose * modelled sentences expressing simple messages * meaning sometimes unclear * relevant information | * identifiable extended projection * personal details described * discrete but relevant ideas * some attempt to sequence ideas * introductory future time frame | * some control of text structure elements – introduction, final comments * repetitive text structure * text structure reflects teacher scaffolding | * simple and compound sentences * simple future and present tense verb forms * run-on sentences * simple clauses of reason – B*ecause I will be …* * variable subject-verb agreement * variable adjective-noun word order * articles may not be correct | * relevant topic vocabulary * modal verb forms * pronoun references | * correct letter forms * correct spelling of familiar words * phonetic spelling * variable punctuation * variable upper and lower case | * use of text model/framework to plan and scaffold writing * use of teacher support to complete writing * repetition of sentence patterns/ formulas * use of L1 sentence patterns * uses print environment to write familiar words * phonetic or assisted spelling of unfamiliar words * assisted use of dictionary to check spelling * makes use of teacher feedback to improve writing |  |  |  |
| **1** | * understanding of the task * expresses a simple message * short text with unconnected sentences | * identifiable personal future * discrete ideas * simple introductory sentence | * some control of text structure elements * short text | * based on oral speech patterns * simple sentences * incomplete sentences * some subject-verb agreement * simple future tense verb forms * coordinating conjunctions * time phrases * frequent grammatical errors * omitted articles | * known words * some vocabulary confusion * basic relevant vocabulary – common careers and aspirations | * correct letter forms * correct spelling of some familiar words * appropriate use of upper and lower case * basic punctuation | * close or 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 * attempted phonetic spelling |  |  |  |