**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
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| **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
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| **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
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| **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
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