**TEAL Writing assessment criteria Task 5: Story retell Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***A1, BL,***  ***CL***  ***A2, B1,***  ***C1 B2, C2*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |

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| ***4*** | * demonstrates a clear understanding of text type and purpose * meaning consistently clear and texts fluently expressed * includes key elements of the original story * orientates the reader with key relevant details * includes a balanced elaboration and sequencing of events * extended retelling * more detailed evaluative statements | * appropriate narrative framework * inclusion of effective basic dialogue * conventional story telling phrases – once upon a time, one day, they lived happily ever after * elaborates emotions and responses to events | * consistentcontrolof text structure elements – orientation, events, resolution * orients the reader with relevant and interesting details * sequence of ideas * cohesion through repeated phrases * cohesion through personal and possessive pronoun references | * accurate use of common regular and irregular past tense verb forms * mostly consistent subject/verb agreement * a wider range of adjectives * a wider range of adverbs * coordinating and subordinating connectives * generally accurate use of common prepositions * extended noun groups * variable use of articles * accurate use of time phrases | * wide range of topic specific vocab * action verbs and time phrases, * adjectives to describe people, places and events * adverbs to say more about actions | * correct spelling of high frequency words * attempts complex spelling * appropriate use of basic punctuation   paragraphs used to group ideas or events | * flexible use of frameworks to plan, elaborate on and communicate own ideas * plans writing before beginning * little use of linguistic scaffolding or model sentences * little or no use of teacher support to complete writing * independent use of references to extend vocabulary range * uses self, peer and teacher feedback to improve writing * self-corrects, insert missing words, adds additional, clarifying information |  |  |  |
| ***3*** | * meaning generally clear * elaborates on events * provides relevant details * narrates most of the elements of the original story * includes elaboration of the events in the original story * extended retelling | * mostly appropriate story telling conventions – events recounted chronologically * uses some dialogue * appeals to the reader * includes some description/expression of emotions and responses to events | * varying control of key text structure elements – orientation, events, resolution * orients the reader with relevant details * sequence of facts, events, and some elaboration * sequential markers | * generally accurate use of regular and common irregular past verb forms to record past events --*ran, saw, gave* * some common adjectives – *angry, hungry. great, fast* * some use of adverbs – ***always*** *go to, quickly* * generally accurate use of personal and possessive pronouns * more complex prepositions – *on, in, before, near* | * a range of topic specific vocab * action verbs and time phrases * adjectives to describe people, places and events * adverbs to say more about actions | * correct spelling of high frequency words * correct basic punctuation * consistently writes full sentences   some paragraphs | * uses text framework to plan and communicate own ideas * clarifies the task before beginning * attempted spelling of challenging words * independent use of dictionaries to check spelling * uses peer and teacher feedback to independently improve writing |  |  |
| **2** | * text shows a clear understanding of the task * includes some events from the original story * limited elaboration of the events in the original story * meaning not always clear * illustrations used to add detail to the text | * text shows some understanding of the text type and purpose * factual retelling with some elaboration * attempts dialogue * includes a title * includes conventional narrative ending | * writing shows somecontrolof keytext structure elements * some elaboration of events | * some common regular past verb forms –*played, jumped* * some common irregular past verb forms – *went, ate* * generally uses common subject-verb-object patterns – *duck go to …* * variable use of personal pronouns * some use of common adjectives – *beautiful, happy,* *big* * some use of basic adverbs – *very, little, big, again* * some use of prepositions – *to the water* | * some relevant topic vocab - *farmer, hen, duck, eggs, runs pushes, lays* | * mostly correct letter forms * some use of upper and lower case letters * attempted, phonetic spelling of high frequency words * little punctuation | * uses set sentence starters and frameworks * uses print environment, dictionary to spell or check spelling * phonetic or assisted spelling of unfamiliar words * accurate copying of words, phrases, sentences * some self-correction on re-reading |  |  |  |
| ***1*** | * text shows a basic understanding of the task * limited relevant events from the original story and does not tell a clearly sequenced story * meaning often unclear * illustrations used to express meaning and add detail * can read back their own text | * some response to text type and purpose * brief, simple retelling * little or no elaboration in writing * illustrations to add detail, fill in gaps * short phrase or single word responses | * writing shows little or nocontrolof text structure elements * sequencing of events with little or no elaboration * few sequential markers | * some appropriate past tense verb forms – *went/go, see/saw, be/was* * simple subject-verb-object sentences -- *The hen flies on the roof* * run on sentences - *and the cat and the dog and the hen…* * incomplete sentences * coordinating conjunctions – *and* * time phrases - *and then, next* * omitted articles – *dog runs, duck sad* | * limited topic vocab * vocabulary consists of basic nouns and verbs * limited use of adjectives * limited use of adverbs | * some correct letter forms * some use of upper and lower case * copied high frequency words * attempted, phonetic spelling of high frequency words * little punctuation | * uses only basic elements of text model/ framework to plan and guide writing * strong relianceon teacher modelled language patterns and vocabulary * relies on teacher support to complete writing * attempts phonetic spelling for unknown words * asks teacher for a word in English * limited self-correction on re-reading |  |  |  |