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