TEAL Writing assessment criteria Task 19: A book review Name Date:

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|  | **Communication** | | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | **EAL curriculum levels**  **B2 B3**  **C1 C2 C3** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| **4** | * Eng | aging book review | * Identifies book title, author, setting, content, characters, plot and readership * Reflects interests of potential readers * Links statements to text examples * Reflection on key themes/meanings * Reflects spoken and written registers * Marking of spoken language within written text | * 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 signals the main idea of the 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, retelling, describing, responding, illustrating, evaluating, speculating, commenting, recommending * Simple, compound and complex sentences * Consistent SV agreement * Consistent 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 story/ review-specific vocabulary * Register- appropriate vocabulary | * Correct spelling of high frequency words * Correct basic punctuation * Standard spelling * Appropriate sentences * Appropriate paragraphs | * 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 |  |  |  |
| * Shows understanding of the purpose of the task and text * Balanced appraisal of the book * Expresses complex ideas * Conveys a personal stance | |
| **3** | * Informative book review * Shows understanding of the persuasive purpose of the task and text * Supported statements and opinions * Attempts to express complex ideas * Shows awareness of potential readers’ interests | | * Identifies book title, author, setting, content characters, plot and readership * Addresses interests of potential readers * Reflection on key themes * Formal writing with attempt to mark spoken language | * 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 | * Elaborated sentences and paragraphs * Key evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating, commenting * 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 * A range of story/review-specific vocabulary * 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 * Standard spelling * Consistent sentences * Consistent paragraphs | * Use of framework plan to organise and communicate own ideas * Selective use of teacher support * uses ideas gained from class interaction * Deconstruction of sentence formulas * Generalisation of grammatical patterns * Attempted spelling of challenging words |  |  |  |
| **2** | * Descriptive book review * Expresses simple statements/opinions * Shows understanding of the purpose of the task | | * Identifies book title, author, content and setting * Shows awareness of potential reader * Attempt at formal writing | * Includes key text structure elements: title of the book and author’s name * Comprehensible, connected text * Cohesion between sentences * Formulaic expressions and cohesive devices to structure text * Text focuses on events in the novel and short personal response | * Simple sentences and paragraphs * Evaluative language functions, retelling, describing, responding, illustrating, evaluating, speculating * Common conjunctions linking sentences * Run-on or loosely connected sentences * Repetition of familiar sentence patterns * Noun-pronoun, SV agreement and verb tenses * Varying definite and indefinite articles | * Some verbs of thinking * Use some story/ review-specific vocabulary * Repertoire of narrative/ descriptive/ evaluative words | * Correct letter forms * Correct spelling of familiar words * Phonetic spelling * Upper and lower case * Variable use of punctuation * Variable sentences * Variable paragraphs | * Use of text model/framework to plan and scaffold writing * Use of teacher support to complete writing * Attempted spelling of unfamiliar words * Recycling of sentence patterns/formulas * Phonetic/assisted spelling of unfamiliar words |  |  |  |
| **1** | * Short descriptive review * Focus on simple narration, and description * Includes personal response to the novel * Shows some understanding of task purpose | | * Identifies book title and author * Expresses simple statements * Attempt at basics of a written text | * Text elements are present and identifiable * Paragraph structure to organise different parts of the text * Text is limited in length and extent of content | * Simple evaluative language functions, retelling, describing, responding * Sentences reflecting spoken language * Use of SVO sentence structure * Some SV agreement * Use of formulaic language * Some definite and indefinite articles | * Use of some story/ review-specific vocabulary * Some verbs of thinking | * Upper and lower case * Standard and invented spelling * Little or no use of punctuation * Identifiable sentences | * Extensive use of text model/ framework to plan scaffold writing * Extensive use of teacher support to complete writing * Uses some words from class interaction * Attempted, phonetic spelling |  |  |  |