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
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| * Shows understanding of the purpose of the task and text
* Balanced appraisal of the book
* Expresses complex ideas
* Conveys a personal stance
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| **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
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| **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
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| **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
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