**TEAL Writing assessment criteria Task 3: Story book captions Student:** \_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***A1/BL/B1/CL/C1 A2/B2/C2*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| **4** | * Dialogue shows an in-depth understanding of the story * Dialogue covers several exchanges between the characters * Some detail or elaboration of imaginative elements that go beyond the original story * Text is more personally constructed and less reliant on the original text elements | * Text layout indicates some preplanning to ensure the text can fits the speech bubbles * Dialogue shows appropriate levels of manners and politeness | * Clear dialogic elements – questions and answers, exchange of ideas | * Present tense – *Make my food and wash my clothes* * Generally correct use of imperatives – *wash, cook* * Extended phrases and sentences – *we are sorry, we will do all the job* * First and second person pronouns – I, me, you, he, she | * Appropriate topic and story specific vocabulary – Verbs: *wash, cook;* Nouns*: clothes, food* | * Handwriting clear and well-spaced * Basic punctuation – full stops, capital letters to start a sentence * Spelling shows strong understanding of sound-letter relationships in English – *wosh, hangery, bake (back)* * Usually correct letter formation | * Plans writing before beginning * Uses a range of strategies to spell words – asks a friend, uses classroom resources, writes a word to see how it looks * Self corrects on rereading, inserts missing words, adds additional or clarifying information * Uses peer and teacher feedback to improve writing * Rewrites correct text with minimal assistance |  |  |  |
| **3** | * Dialogue shows what the student has understood from the story * Dialogue shows additional imaginative story dimensions * Dialogue includes details from the story text * Fully readable | * Mostly in short but grammatically correct sentences – *please come back* | * Conventional spelling of high frequency words – *and, me, you* * Mostly correct letter formation * Appropriate use of upper case at the start of a sentence * Correct basic punctuation | * Uses classroom resources to check spelling of topic specific vocabulary * Asks for clarification of the task * Corrects or adds additional information to the text after reading to the teacher * Can write some of the new information with minimal support |  |  |  |
| **2** | * Dialogue shows a basic/conventional understanding of the story * Limited ability to write dialogue beyond formulaic or modelled text * Small amount of text, which may replicate dialogue already in the story * Dialogue appropriate to the characters * Over-reliance on the model provided * Mostly readable | * Text mostly within the speech bubbles * Text sized to fit into speech bubbles | * Ideas in the speech bubbles may not relate to each other or to the story | * Reliance on the modelled text – PLEASE come back | * Basic topic and story specific vocabulary | * Attempts at spelling more plausible – *mak, mec = miss)* * Spells the same word the same way throughout the text * Use of upper and lower case letters may not be conventional * Some punctuation | * Check ideas with teacher before writing – *write like this?* * Asks the teacher how to spell a word, asks for a word in English * Adds some additional information to the text when reading it to the teacher |  |  |  |
| **1** | * Limited ability to provide dialogue * Dialogue shows understanding of the task and the need to write what the characters said * Can only manage a small amount of writing * May not be able to read their reading * Reading of their own writing may not match what has been written * May not be readable | * Text may not be placed so that it is read in a left to right or top to bottom direction * May not be able to copy text accurately * Text may not be in speech bubbles | * One or two word fragments or formulaic phrases, cueing from text model provided – *come back, cook food* | * May not copy correctly * Letter formation often not conventional * Letters may not ‘sit’ on a line * Mix of upper and lower case letters * Basic attempts at phonetic spelling – *poole = please= talk, w = we* * Some words/letters difficult to identify | * Copies * Rely on teacher modelled language patterns and vocabulary * Relies on teacher support to complete writing – asks how to write something, or to label a diagram * Attempts basic phonetic spelling for unknown words –*poole* for *please* * Relies on the story text for ideas |  |  |  |