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

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