**TEAL Writing assessment criteria Task 8: Story innovation Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level of achievement** | **Communication** | **Cultural conventions** | **Linguistic structures and features** | **Strategies** | **EAL curriculum levels****A1/BL/CL** **B1/C1 A2/B2** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level 4** | * Demonstrates good understanding of the task
* Meaning consistently clear
 | * Demonstrates a clear understanding of the text type and purpose
* Sustains rhyme and rhythm throughout
 | * Consistentcontrolof text structure elements
* Cohesion through repeated phrases
 | * Appropriate use of regular and irregular past tense verbs forms
* Consistent use of subject-verb-object patterns
* Consistent subject-verb agreement
* Appropriate use of common prepositions
* Few grammatical errors
 | * Wide range of topic specific vocab: action verbs, adjectives
 | * Correct spelling of high frequency words
* Attempts complex spelling
* Appropriate use of punctuation
 | * Applies the structure and language of the modelled text and task to own writing
* Little or no use of teacher support to complete writing
* Clarifies the task before beginning
* Uses word attack skills for spelling
* Uses self, peer and teacher feedback to improve writing
* Self-corrects on re-reading
 |  |  |  |
| **Level 3** | * Understands most elements of the task
* Meaning generally clear
* Illustrations add meaning to the text
 | * Understanding of the text type and purpose but may not conform to the framework given
* Generally sustains rhyme and rhythm throughout
 | * Varying control of key text structure elements
* Stanzas may be completed without a framework
 | * Mostly appropriate use of regular and irregular past tense verb forms
* Some appropriate use of common prepositions
 | * Wider range of topic vocabulary – pterodactyl, dinosaurs
 | * Correct spelling of high frequency words
* Attempted spelling of challenging words
* Some basic punctuation – full stops
 | * Uses the structure and language of the modelled text and task in own writing
* Some use of teacher support to complete writing
* Clarifies the task before beginning
* Attempted spelling of challenging words
* Independent use of dictionaries to check spelling
* Uses peer and teacher feedback to improve writing
* Assisted self-correction on re-reading
 |  |  |
| **Level 2** | * Seems to understand the task
* Meaning not always clear
* Illustrations used to express meaning and add detail
* Vocabulary chosen relates to a theme – dinosaurs, sea creatures
* Illustrations relevant to the text
 | * Text shows some understanding of the text type and purpose
* Includes a title
* Includes conventional ending
* Some evidence of using rhyme and rhythm
 | * Writing shows somecontrolof keytext structure elements
* Completes several stanzas on the framework given
* Provides an appropriate ending
 | * Variable regular and irregular past tense verb forms
* Some use of common adjectives
* Errors in use of common prepositions
 | * Relevant topic vocab – *fish, swim, birds, fly*
 | * Correct letter forms
* Variable spelling of familiar words
* Phonetic spelling
* Variable punctuation
* Upper case used to signal sentence beginnings
 | * Uses teacher support to complete writing
* Uses print environment to spell familiar words
* Assisted spelling of unfamiliar words
* Accurate copying of words, phrases, sentences
* Uses personal dictionary to check spelling
* Uses teacher feedback to improve some aspects of writing
 |  |  |  |
| **Level 1** | * Text shows a basic understanding of the task
* May retell the original story rather than produce an innovation on the story
* Illustrations may not be relevant to the text
* Follows teacher model
* Meaning often unclear
* Can read back their own text
 | * Response shows little understanding of the text type and purpose
* Layout of the text on the page may not follow left right, top of page to bottom of the page placement
* Brief, simple innovation, using conventional ideas
* Little or no elaboration
* Lacks appropriate rhyme and rhythm
 | * May not use the structure of the given framework
 | * Some appropriate present tense verb forms run away, swim/swims
* Incomplete sentences
* Frequent grammatical errors
 | * Limited topic vocab
* Common nouns and verbs
 | * Some correct letter forms
* Variable use of upper and lower case
* Some high frequency words spelled correctly
* Attempted, phonetic spelling of high frequency words
* Little punctuation
* Variable letter formation
 | * 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
* Looks up words to check spelling
* Asks teacher for a word in English
 |  |  |  |