**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 |  |  |  |