Writing criteria Task 4: How to make an origami dog Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***A1/BL/CL***  ***A2/B1/C1***  ***B2*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| **4** | * Instructions include most key steps in the process * Can describe the process more precisely and accurately * Complete sentences * Self-corrects when competes the task and before reading to the teacher * Rewrites correct text with minimal assistance * Text is more personally constructed and less reliant on the model | * Text layout indicates preplanning * Text is organised and clearly signals the steps in the process * May creatively adapt layout of text and illustrations * Some detail or elaboration | * Confident use of key features of procedural text * Explains the process in clearly signalled sections, using time markers or connectives – *Start with fold the paper …, after that, then draw the tongue* | * Instructional language in appropriate tense – *Get some brown the paper* * Generally correct use of imperatives – *Draw the face* * Longer segments of several extended phrases and sentences – *get a square of brown paper, do your dog eyes* | * Appropriate use of topic related vocabulary – *paper, fold, draw* * A range of sequence markers to stage the process – *first, next, after that* | * Handwriting clear and well spaced * Variable punctuation – full stops, capital letters to start a sentence * Spelling shows strong understanding of sound-letter relationships in English – *eers, noce, moth* * Usually correct letter formation | * Plans writing before beginning * Uses a range of strategies to spell words – asks a friend, uses classroom resources, write 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 |  |  |  |
| **3** | * Instructions cover more of the process, but may not cover the full process * Adds additional information to the text after reading it to the teacher, and can write some of the new information * Mostly complete sentences to describe aspects of the process * Fully readable | * Text layout indicates some preplanning to ensure the text can fit the page * Sequenced text, little elaboration * Diagrams illustrate the steps rather than decorate the text | * Text includes some elements of the modelled instructional text – sequenced steps | * Mostly in short but grammatically correct sentences – *you draw the tongue, you draw the whiskers* * Novel constructions – *and then you need to have a ears* | * Simple sequence markers – *first, then, next* * Few linking words, run on sentences – *and then and then* | * Conventional spelling of high frequency words – *you, to, dog, have* * Mostly correct letter formation * Some basic punctuation – full stop | * Uses classroom resources to check spelling of topic specific vocabulary * Uses basic everyday words when lacking specific vocabulary – *do* instead of *draw, fold* * Asks for clarification of the task |  |  |  |
| **2** | * Limited ability to write instructions beyond formulaic or modelled text * Small amount of text, which may not cover the full process * May over-rely on the model provided * Adds additional verbal information to the text when reading it to the teacher * Mostly readable | * Text layout mirrors basic elements of an instructional text, writing in separate rows or blocks of text * Diagrams placed adjacent to text | * Use of basic procedural features – *get the paper, fold the paper* * Incomplete instructional steps | * Complete sentences * Basic grammatical patterns – *do your dog, make the ears* * Novel constructions to convey difficult actions or unknown words | * Some topic specific language – *fold, turn* | * Attempts at spelling more plausible – *papper* * Spells the same word the same way throughout the text * Use of upper and lower case letters may not be conventional | * Check ideas with teacher before writing – *write like this?* * Ask the teacher how to spell a word, ask for a word in English |  |  |  |
| **1** | * Shows understanding of the task and the need to instruct * Limited ability to provide written instructions * Can only manage a small amount of writing * Diagrams may not assist to explain the process * May not be able to read their writing * Reading of their own writing may not match what has been written * May not be readable | * Text layout may not relate to layout of modelled 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 | * Few elements of the modelled instructional text * May resemble a retell rather than an instructional text – *we fold the paper* * May not convey a logical sequence * Text and relevant diagrams may not be together | * One or two word fragments or formulaic phrases, cueing from text model provided – *fold paper, draw eye* | * Little vocabulary beyond some very basic verbs *– draw, fold* * Some basic nouns – *dog, ears, eyes,* | * May not copy correctly * Letter formation not often not conventional * Letters may not ‘sit’ on a line * Mix of upper and lower case letters * Basic attempts at phonetic spelling – *tok = talk, w = we* * Some sounds and words/phrases 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 phonetic spelling for unknown words |  |  |  |

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