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
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| **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
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| **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
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| **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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