**TEAL Writing assessment criteria Task 6: An imaginary animal Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***A1, BL,***  ***CL***  ***A2, B1, C1***  ***B2, C2*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |

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| ***4*** | * meaning consistently clear * coherent text * good range of relevant ideas * includes key elements of a description * interaction with reader * informative reporting voice * fluent writing | * opening statements * logical sequence of ideas | * writing shows consistentcontrolof text structure elements * paragraphs used to group ideas or events text structure includes key elements: Introduction, physical appearance, habitat, activities and food * extended description * cohesion through personal and possessive pronoun reference | * accurate use of less common and irregular present tense verbs * mostly accurate use of personal, possessive and relative pronouns * some use of comparatives and superlatives * some use of simile – *like a horse* * simple, compound and complex sentences * consistent subject-verb agreement * extended noun groups * accurate use of negation | * wide range of topic specific vocabulary * adjectives to describe and compare appearance and behaviour/habits of animals | * attempts complex spelling * appropriate use of basic punctuation | * flexible use of frameworks to plan, elaborate on and communicate own ideas * plans writing before beginning * little use of linguistic scaffolding or model sentences * little or no use of teacher support to complete writing * independent use of references to extend vocabulary range * uses self, peer and teacher feedback to improve writing * self-corrects, insert missing words, adds additional, clarifying information |  |  |  |
| ***3*** | * creative new dual animal name * meaning mostly clear * text mostly coherent * a range of relevant ideas * awareness of reader * reporting voice * relevant animal characteristics | * appropriate report genre * identifiable sequence of ideas | * writing shows varying control of key text structure elements * some use of paragraphs * text structure includes most of the required elements * extended description | * mostly accurate use of nouns and adjectives to describe animals * some use of simile * simple and compound sentences * mostly consistent subject-verb agreement * consistent use of present tense * variable article use * modal ‘can’ to express ability * attempted conditional and modal forms | * quite a wide range of topic specific vocabulary * common adjectives to describe appearance/ behaviour | * correct spelling of high frequency words * some attempts at more complex spelling * consistent basic punctuation * consistent sentence units | * uses text framework to plan and communicate own ideas * clarifies the task before beginning * attempted spelling of challenging words * independent use of dictionaries to check spelling * uses peer and teacher feedback to independently improve writing |  |  |  |
| **2** | * appropriate dual animal name * clear understanding of the task * some relevant ideas * meaning sometimes unclear | * identifiable basic report genre with attempts at description * some animal characteristics described * discrete but relevant ideas | * writing shows somecontrolof keytext structure elements * text made up of short, repetitive sentences * simple description with ideas systematically grouped * some use of connectives | * describes/compares physical appearance of animals using basic nouns and adjectives * mostly consistent subject-verb agreement * infrequent use of articles * some grammatical errors | * relevant basic topic vocab * some use of common adjectives – *beautiful, angry,* *big* * some use of basic adverbs – *very* * basic present tense verbs – *eats, runs* | * mostly correct letter forms * some use of upper and lower case letters * attempted, phonetic spelling of high frequency words   little punctuation | * repetition of sentence patterns/ formulas * uses set sentence starters and frameworks * uses print environment, dictionary to spell or check spelling * phonetic or assisted spelling of unfamiliar words * accurate copying of words, phrases, sentences * some self-correction on re-reading |  |  |  |
| ***1*** | * recognisable dual animal name * basic understanding of the task * picture/s with labels * meaning often unclear * short text with few relevant ideas | * some response to text type and purpose * some identifiable animal characteristics * illustrations used to add detail | * writing shows little controlof text structure * ideas not grouped systematically | * run-on sentences * inconsistent subject-verb-object patterns * inconsistent subject-verb agreement * inconsistency in present tense verbs | * picture labels * limited range of vocabulary | * some correct letter forms * some use of upper and lower case letters * little or no punctuation * copied high frequency words * attempted, phonetic spelling of high frequency words | * 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 * asks teacher for a word in English * limited self-correction on re-reading |  |  |  |