**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
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| ***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
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| **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
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| ***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
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