**TEAL Writing assessment criteria Task 7: Likes and dislikes Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | ***Communication*** | ***Cultural conventions*** | ***Linguistic structures and features*** | | | | ***Strategies*** | ***EAL curriculum levels***    ***BL/CL B1/C1 A2/B2*** | | |
| ***Text structure*** | ***Grammatical features*** | ***Vocabulary*** | ***Writing conventions*** |
| ***4*** | * Shows understanding of task and can compare and contrast own likes and dislikes * Includes relevant information to support opinions * Shows an awareness of audience * Can frame opinions in both positive and negative language | * Expresses opinions and is able to give a detailed reason or explanation for them * Able to report on the opinions others and give detailed reasons for them | * Extends on teachers’ model of text structure in writing * Uses a range of conjunctions – *but*, *because,* to extend sentences | * Consistent subject-verb agreement in complex sentences * Uses a range of simple and possessive pronouns * Uses different adjectives – sweet * Uses more sophisticated negatives – *dislike, hate* | * Includes an extended range of vocabulary, food, places and activities | * Handwriting clear and well-spaced * Basic punctuation – full stops, capital letters to start a sentence, commas * Spelling shows understanding of common sound-letter relationships in English * Conventional spelling of high frequency words – *because, some, one* * Some topic specific words spelled correctly * Consistent letter formation | * Plans writing before beginning – writing centred on page, sentences spaced out * Uses classroom resources to check spelling of topic specific vocabulary * Self corrects on rereading, adds missing words and additional/clarifying information * Uses peer and teacher feedback to improve writing |  |  |  |
| ***3*** | * Shows understanding of task and can simply compare and contrast own likes and dislikes * Uses modelled sentences to express simple messages, including reason | * Expresses opinions and is able to give a brief reason/explanation for them * Able to report on the opinions others and give a reason for them | * Uses teachers’ model of text structure as a basis for writing * Uses simple conjunctions -- *but*, *and*, to extend sentences | * Consistent subject-verb agreement in simple sentences * Uses simple and possessive pronouns * Uses common adjectives – colours * Uses simple negatives – *don’t* | * Includes commonly used vocabulary, food, pastimes, and activities | * Mostly correct letter formation * Plausible attempts to spell unknown words * Conventional spelling of simple high frequency words – *and, to, me* * Appropriate use of upper case at the start of a sentence | * Shows some evidence of planning how to place the writing on the page * Asks for clarification of the task * Relies on classroom resources to check spelling, uses sentence starters |  |  |  |
| ***2*** | * Shows some understanding of task and provides information about a partner * Attempts own sentences based on the model * Short text of one or two likes or dislikes * May not include reasons for likes * Able to read own writing | * Expresses opinions but not yet able to give a reason/explanation * Able to report on the opinions others but not reasons for them | * Follows teachers’ model of text structure * Uses simple conjunction formulaically to extend sentences – *and*, *but* | * Short sentences * Subject-verb agreement not yet consistent * Simple common pronouns * Starting to use adjectives * Uses simple modelled negatives – *don’t* | * Some common vocabulary, food, drinks, classroom activities | * Spells the same word the same way throughout the text * Basic attempts at phonetic spelling, initial or final letters * Form and use of upper and lower case letters may not be correct | * Checks ideas with teacher before writing – *write like this?* * Asks teacher how to spell a word, asks for a word in English * Largely reliant on modelled or shared writing as a starting point |  |  |  |

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| ***1*** | * Shows a basic understanding of task * Copied sentences express a simple message * Short text, sentences may be incomplete * May not be readable * Reading of own writing may not match what has been written | * Not yet able to express opinions * Not yet able to report on the opinions of others | * Follows teachers’ model of text structure beginning * Not yet using conjunctions beyond using *and* to make a list – *I like play and swim and ball and …* | * Incomplete short sentences * Subject-verb agreement not yet apparent * Not yet using adjectives * Copies simple modelled negatives – *don’t* | * Vocabulary used mainly modelled by the teacher | * Text may not written left to right * May not copy correctly * Letter formation often not conventional * Letters may not ‘sit’ on a line * Mix of upper and lower case letters * Some sounds and words/phrases difficult to identify | * Copies teacher-modelled language patterns and vocabulary * Relies on teacher support to complete writing – asks how to write something * May use illustrations to add detail, clarify |  |  |  |