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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***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
 |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***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
 |  |  |  |