**TEAL Writing assessment criteria Task 9: Our school rules Student:** \_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Levels**  **of**  **achievement** | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | **EAL curriculum levels**    **BL/CL B1/C1 A2/B2** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| **Level 4** | * Shows understanding of task and need to express rules using polite language * Includes relevant information to support purpose of rules * Shows an awareness of audience * May express rules in the negative * Moves away from reliance on the given formulas | * Rules expressed in a positive way to encourage compliance * Some pre-planning to fit numbered rules into space provided * Appropriate use of polite formulas – *please don’t, thank you* | * Includes a detailed reason why the rule is appropriate for school * Includes the number of rules that the task asks for | * Modality to express desired behaviour – *you should, you can* * Includes a reason/consequence clause to support rule * Consistent subject-verb agreement * Uses personal pronouns * Uses if to describe possible consequences – *if you don’t you* | * Includes some emotional/persuasive words to convince readers to follow the rule(s) | * 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 – and, me, you * Some modelled 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 |  |  |  |
| **Level 3** | * Shows understanding of task and need to express ideas politely * Uses modelled sentences to express simple messages, including reason * Chooses relevant school rules | * Rules appropriately numbered on left hand side * Rules appropriately spaced on the page | * Includes a simple reason why the rule is appropriate for school – *because* | * Common imperatives used correctly – * Consistent subject-verb agreement * Appropriate articles * Uses some personal pronouns | * Includes commonly used topic-specific vocabulary –*equipment rosh,* [*rush*] | * Mostly correct letter formation * Plausible attempts to spell unknown words * Appropriate use of upper case at the start of a sentence * Full stops | * Asks for clarification of the task * Relies on classroom resources to check spelling, uses sentence starters |  |  |  |
| **Level 2** | * Shows some understanding of task and the need to be polite * Attempts own sentences based on the model * Short text of one or two rules * May not include reason * Able to read own writing | * Rules begin on a new line | * Follows recognisable ‘rules’ text structure * Attempts to include a basic reason for the rule * May not be able to write the number of rules the task asks for | * Short sentences * Subject-verb agreement more consistent | * Uses some common vocabulary based on oral speech – *put back*, *play time* | * Spells the same word the same way throughout the text * 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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| **Level 1** | * Shows a basic understanding of the task * Copied sentence starters used to 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 | * Text may not be written left to right * Rules may not be numbered * Each rule may not begin on a new line | * Follows recognisable ‘rules’ text beginning * Not yet able to include a reason for the rule | * Copies structure modelled by the teacher * Incomplete short sentences * Subject-verb agreement not yet consistent | * Uses little vocabulary not modelled by the teacher | * May not copy correctly * Letter formation often not conventional * Letters may not ‘sit’ on a line * Mix of upper and lower case letters * Basic attempts at phonetic spelling – initial 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 |  |  |  |