**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
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| **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
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| **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
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