**TEAL Written assessment criteria Task 17: What I learn at school Student: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Levels of**  **achievement** | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***    ***A2/B1/C1 B2/C2*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| **Level**  **4** | * Describes topics of learning * Elaborates details of what has been learned within topics * Provides details about the extent of learning * Describes learning activities, processes and tasks in detail * Describes learning resources * Names specific topics and content for desired future learning with reasons | * Consistent use of report conventions of impersonal description and style * Personal voice used appropriately when required | * Depersonalised heading for report e.g. *My recent learning at school* * Sentences grouped in cohesive paragraphs using topic sentences | * Largely successful use of a range of different sentence structures, including simple, complex and compound sentences * Successful use of listing sentences * Wide range of tenses used including simple present, simple past, ‘going to’ future * Generally accurate use of relevant tenses * A variety of adjectives and adverbs to elaborate and add precision | * Use of appropriate subject and topic vocabulary * Vocabulary for learning skills and processes * Appropriate use of both personal and impersonal pronouns * Frequent use of adjectives and adverbs | * Mostly appropriate capitalisation and punctuation * Few spelling errors * Very clear legible script | * Independent construction of the text * Checking and revision of draft while writing or after drafting |  |  |  |
| **Level**  **3** | * Names topics of learning * Provides details of learning within learning topics * Comments on the extent of learning * Describes specific learning activities, possibly describing resources * Identifies topic of future learning with some indication of specific content | * General use of report conventions of impersonal description and style * Some appropriate use of personal reporting | * Heading for report with personal style e.g. *What I Learned at school* * Sentences grouped in paragraphs, but sometimes lacking cohesive elements such as topic sentences | * Attempts to use a variety of sentence structures, not always successfully * Attempts to list topics, but not necessarily successfully * Uses a variety of tenses, but with errors of use e.g. using the wrong tense, or formation e.g. *writed* * Uses some adverbs and adjectives to elaborate and add emphasis | * Generally appropriate use of subject and topic vocabulary with some everyday words * Some use of appropriate vocabulary for learning resources and processes * Some use of adjectives and adverbs * General use of impersonal pronouns | * Generally appropriate capitalisation and punctuation * Mostly accurate spelling * Clear and legible script | * Mainly independent construction of the text * May self-correct and experiment with spelling of some words while writing |  |  |  |
| **Level**  **2** | * Names topics and general content of learning * Provides some details about what was learned * Provides general comment about extent of learning * Names some general learning activities * Names a topic of interest for future learning | * Personal recount with few elements of impersonal style | * Heading for report with personal connection e.g *what I learned with Ms R….* * Sentences grouped together to show connection, but few cohesive elements such as topic sentences | * Uses present and past tenses, but with errors of use (the wrong tense used) and formation e.g *writ, learnd* * May use some complex verb phrases e.g. *it helped me to learn* * Attempts different sentence structures for different parts of the report | * Use of some topic specific vocabulary * Little use of impersonal pronouns | * Use of capital letters and full stops to mark sentences * Uses identifiable letters and writing * Word boundaries clearly marked * Recognisable spelling for high frequency words * Attempted phonetic spelling for some unfamiliar words | * Use of prompt is evident in structure of the text * Draws on some familiar sentence structures to compose text |  |  |  |
| **Level**  **1** | * Names topic and provides brief statements about some details learned * Limited description of learning activities * Broad statement of topic of interest for future learning | * Writing is a personal record or account | * No heading * Sequence of single sentences with a new line for each | * Sentences follow a limited number of simple and repetitive structures e.g *I have learned…, At school I do…* * Simple present tense used in most sentences, without past tense marking of completed learning activities * May use formulaic patterns in response to prompts in writing task e.g *I would like to learn* .. in response to prompt *What would you like to learn?* | * Some everyday vocabulary * Some topic vocabulary * Personal pronouns used | * Uses mostly identifiable letters * Attempts capitalization, but not always full stops * No paragraph layout * Largely phonetic spelling * Word boundaries not always evident | * Depends on more experienced person (teacher, or aide) for guidance and support * Draws on a known or familiar structure to produce text * Uses prompt sheet to aid construction of final text |  |  |  |