**TEAL writing assessment criteria task 13: Making a pizza: Text reconstruction Name: \_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

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| **Levels of achievement** | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***A1 A2***  ***BL B1 B2***  ***CL C1 C2*** | | |
| **Text structure**  *Task sheet provided most elements of the text format: listing of ingredients and steps-.* | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| **Level 4** | * Text provides clear communication of steps involved in making a pizza * Steps provide detailed information | * Impersonal style, recognisable as an example of recipe | * Steps successfully written as sentences * Steps as numbered list or clear sequence * Successful use of definite articles to refer to ingredients | * Steps convey action and detail in a verb-object-adverbial structure e.g. *Put* (verb) *the cheese* (object) *on the pizza base* (adverbial) * Some use of conjunctions to create a compound sentence of two-action steps e.g. *Place the pizza in the oven* ***and*** *cook for twenty minutes* * Use of imperatives in all steps | * Uses a variety of verbs for steps e.g. *turn on, spread, put, add, cover, cook, place, serve* * Uses several different prepositions, possibly in combination, in different steps e.g. on, on to, in, with, for * Uses vocabulary for ingredients, a range of actions in steps and equipment e.g. *oven, plates* | * Recognisable letters, numbers and words * Consistent marking of sentences with capitals and full stops * Minor errors of capitalisation * Accurate spelling, with few or no errors | * Works towards a clearly identified model |  |  |  |
| **Level 3** | * Text is mostly comprehensible * Some steps provide details | * Largely impersonal style with few idiosyncratic elements e.g. invented or phonetic spelling of some words | * Most steps presented as sentences * Steps as numbered list * Largely successful use of definite articles to refer to ingredients | * Some steps convey action and detail in a verb-object-adverbial structure e.g. *Put* (verb) *the cheese* (object) *on the pizza base* (adverbial) * Use of imperatives in all steps | * Several verbs used in different steps e.g. *Put, Add, Cut* * Use of small range of prepositions in different steps e.g. *in, on* * Uses vocabulary for ingredients, a range of actions in steps and some equipment e.g. *oven* | * Recognisable letters, numbers and words * Inconsistent marking of sentences with capitals and full stops * Mostly accurate spelling, with some phonetic attempts at unknown words | * Experiments and self corrects |  |  |  |
| **Level 2** | * Text comprehensible, but with interpretation required in places * Not all steps are clear | * Text follows most generic conventions of style and provides instructions, but with several unrecognisable, idiosyncratic elements e.g. invented or phonetic spelling | * Some steps presented as sentences * Attempt at numbering steps * Some use of definite articles to refer to ingredients | * Steps generally convey a single piece of information in a verb-object structure e.g. *add (verb) the olives* (object) * Use of imperatives in most, but not all, steps | * One or two verbs used in all steps e.g. *Put* * Minimal use of one or two prepositions to specify detail e.g. *in* * Uses vocabulary for ingredients | * Mostly correct letter formation * Mostly recognisable words and numbers * Word spacing not always evident * Limited marking of sentences with capital letters and full stops * Some phonetic spelling e.g. *iting* for *eaten* | * Attempts complete sentences for all steps * Uses knowledge of spoken form of words to attempt spelling |  |  |  |
| **Level 1** | * Text requires contextual knowledge or experience to be comprehensible * Some steps limited to attempts at names of ingredients | * Idiosyncratic text reflecting novice English language writing skills | * Many steps limited to single terms for ingredients | * Little or no use of recognisable imperatives in many steps * Many steps limited to nouns | * Few verbs used in steps * No use of prepositions e.g. *in, on* * Vocabulary use limited to ingredients | * Some incorrect letter formation * Mixture of recognisable and unrecognisable words * Some fanciful or invented spelling e.g. *owh* *towf* for *wait for* * No or limited word spacing * No marking of sentences with capital letters and full stops | * Attempts to complete text * Copies words from board when unable to write a step |  |  |  |