**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
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| **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
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| **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
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| **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
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