**TEAL Writing assessment criteria Task 15: The most exciting day of my life Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

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| **Levels of** **achievement** | **Communication** | **Cultural conventions** |  **Linguistic structures and features** | **Strategies** | ***AusVELS EAL Stages***  ***B1 B2 B3*** ***C1 C2 C3***  |
| **Text structure**  | **Grammatical features**  | **Vocabulary**  |  **Writing conventions** |
| **Level****4** | * Demonstrates

understanding of the task* Suitably-chosen topic
* Engages reader

interest/anticipation, eg. orientation hooks the reader* Meaning

consistently clear * Expresses a

consistent personal voice | * Appropriate blog

conventions (date and time/reply)* Build up/modulation of excitement
* Extended retelling,
* Detailed information
* Elaborates emotions

and responses to events  | * Writing shows little or no reliance on text level scaffolding to accomplish all stages of the text structure
* Text stages include: orientation; events in chronological order; personal comment
* Paragraph structure
* Sequence of ideas and events
* Cohesion through repeated

phrases* Cohesion through personal and possessive pronoun reference
* Extended description
* Concluding personal

comments/statement | * Clauses/phrases describing the past
* Simple, compound and complex

sentences* Extended noun groups
* Time phrases
* Modals of possibility
* Manipulates tense system to write about past and present appropriately
* Consistent subject-verb agreement
* Superlative forms
* Coordinating and subordinating

connectives * Appropriate articles
* Appropriate prepositions
* Few grammatical errors
 | * Uses a wide range of topic specific vocabulary
* May use colloquial language
 | * Correct spelling of

High frequency words* Attempts complex

spelling* Uses appropriate punctuation
 | * Flexible use of framework to plan,

elaborate on and communicate own ideas * Little or no use of teacher support to

complete writing* Uses word attack skills for spelling
* Independent use of references to extend vocabulary range in writing
* Uses self, peer and teacher feedback to improve writing
* Plans writing before beginning
* Little or no reliance on linguistic scaffolding
* Self-corrects, inserts missing words, adds additional, clarifying information
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| **Level****3** | * Demonstrates

understanding of the task* Provides detailed information
* Appeals to reader
* Elaborates

situations* Generally clear meaning
* Identifiable personal voice
 | * Understands blog text type and purpose
* Extended retelling
* Describes emotions in

response to events  | * Little or no reliance on text level scaffolding for text structure
* Orients the reader with relevant details, progression
* Sequence of events with description
* Concluding personal comment
 | * Simple, compound & complex sentences
* Attempts to use modals of possibility
* Simple and continuous past tense verb forms
* Subject-verb agreement
* Time markers and phrases
* Occasional grammatical

errors | * Uses a range of

topic-specific vocabulary* May use colloquial language
 | * Correct spelling of

High frequency words* Attempts complex

spelling * General control of

basic punctuation | * Uses task stimulus to plan and communicate own ideas
* Attempts spelling of challenging words
* Independent use of dictionaries to check

spelling* Uses peer and teacher feedback to improve

writing* Clarifies the task before beginning
* Little or no reliance on linguistic scaffolding
* Self-corrects grammar or spelling
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| **Level****2** | * Demonstrates some understanding of

the task* Recounts

experiences* Meaning not always clear
 | * Demonstrates some

understanding of text type and purpose * Factual retelling with little elaboration
 | * Reliance on text level scaffolding for text structure
* Identifiable recount text structure

(orientation/ recount/comment)* Sequence of events
* Sequential markers
* Paragraphing
* Concluding personal comment
 | * Some control of sentence grammar
* Simple & compound sentences
* Regular subject-verb agreement
* Variable regular and irregular past tense verb forms
* Personal and possessive pronouns
* Variable use of articles
* First and third person subject-verb agreement
* Some time markers and phrases
* Some grammatical errors
 | * Some

relevant topic vocabulary | * Correct letter forms
* Variable spelling of

familiar words * Assisted spelling of

unfamiliar words * Phonetic spelling
* Variable sentence

punctuation * Upper and lower case letters
 | * Uses text model/framework to plan and

scaffold writing * Uses teacher support to complete writing
* Uses set sentence starters
* Uses L1 sentence patterns
* Uses print environment to spell familiar

words* Phonetic or assisted spelling of unfamiliar words
* Assisted use of dictionary to check
* spelling
* Some reliance on linguistic scaffolding
* Uses teacher feedback to improve writing
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| **Level****1** | * Demonstrates limited understanding of

the task* Includes relevant information
* Meaning often

unclear* Topic may not

engage reader | * Demonstrates limited

Understanding of text type or purpose* Simple retelling
 | * Strongly reliant on modelled text structure for all stages of text

• Identifiable elements of recount (e.g. orientation) * Sequencing of events
* Personal comment
 | * Varying control of sentence grammar
* Simple sentences
* Run-on and/or incomplete sentences
* Variable past tense verb forms
* Attempted reason clauses
* Coordinating conjunctions
* Time phrases
* Omits articles
* Makes frequent grammatical errors
 | * Limited topic vocabulary
* Only uses familiar words
 | * Correct letter forms
* Inaccurate spelling of high frequency words
* Attempted, phonetic

spelling of high frequency words* Little punctuation
* Some use of upper and lower case letters
 | * Usse text model/ framework to plan scaffold

writing * Relies on teacher support to complete

writing* Uses L1 words
* Attempts phonetic spelling for unknown words
* Accurate copying of words, phrases, sentences
* Relies on supplied topic specific vocabulary
* Refers to dictionary, teacher to check spelling
* self-corrects on rereading
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