**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 |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |