**TEAL Writing assessment criteria Task 14: Writing a text-based advertisement Name: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Date: *\_\_\_\_\_\_\_\_\_\_\_\_***

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| **Levels of achievement** | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels B2 B3***  ***C2 C3 C4*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| **Level**  **4** | * Convincing attempt to persuade a customer * Selected information is provided to effectively make simple point(s) about the value of the product * Language is limited to essential phrases and expression that convey key messages | * Use of cultural icons and conventions to add to message and interests and perceptions of the audience * Shows skilful control of tone to create relationship with audience | * Layout allows key words and phrases to be prominent * Text shows an effective and varied use of cohesive devices throughout * Text is fully coherent and makes references readers will understand * Reference to sales brand or source of product | * Use of limited grammatical features to convey a simple but strong meaning and impression, including:   - Conditional e.g C*ould you live without…?*  - Imperative e.g *Just do it!*,  - Comparison of adjectives & adverbs e.g *When only the finest is good enough.*  - Rhetorical questions, e.g. *Don’t you deserve the best?* | * Precise and skilful use of a range of vocabulary to convey meaning and impression * Use of words that have impact in terms of impression being conveyed e.g. *Enjoy!*   *Quality!* | * Minimal punctuation, so as not to detract from main message of the limited text * Careful integration of visual elements (picture, logo) and text | * Uses devices observed in real world print advertisements e.g. *you and your baby will be happier and healthier* |  |  |  |
| **Level**  **3** | * Text provides reasons to persuade the audience about the value of the product * Provision of information about the qualities of the product | * Explicit indication of persuasive purpose * Appropriate voice and tone is used overall with occasional inconsistency | * The layout and text structure are appropriate for an advertisement * Cohesion in the text, through use of pronouns for the article, audience and the seller * Provides contact information, price | • Use of a range of features, to provide information about the product, including:   * complex sentences * conditional, * imperatives, * adjectives & adverbs of comparison * rhetorical questions | * Use of terminology that portrays product favourably * Use of comparatives and superlatives e.g.  *better than.., the best.., the cheapest,* | * Punctuation used successfully within text * Picture and important information (price, source of product, contact for product) given prominence | * Uses ideas from prompt sheet |  |  |  |
| **Level**  **2** | * Text partially achieves its purpose to persuade a customer * Information provided is limited but appropriate to an advertisement | * Some appropriate use of persuasive language and elements of advertisements * Use of interpersonal voice and tone but not consistent | * Layout and text structure show some appropriate features for an advertisement * Cohesion is achieved through use of pronouns, such as *it,* and *this* * Use of some advertising techniques - inducement and website information | * Writing shows varying control but uses some features successfully, including complex sentences, conditional, imperatives, comparative adjectives, including superlative, and adverbs | * Vocabulary is generally sufficient for the task. * Usually uses correct part of speech with some errors | * Punctuation is adequate for the task with some errors. * Organisation of text elements around picture | * Follows the task prompt sheet closely |  |  |  |
| **Level**  **1** | * Provides description of product emphasising positive features * Some Information provided is relevant but some is not relevant for the purpose of an advertisement | * The writing shows some use of persuasive strategies, * Voice and tone are often inappropriate for an advertisement | * Layout has limited elements of an advertisement text, name of product s heading, text and illustration * Text is too long for an advertisement * Excessive repetition and limited linking between sentences. | * Writing shows limited range and control with frequent errors. * Some basic grammatical features may be used successfully e.g. conditional, imperatives, comparative adjectives, e.g *beeter than before* & adverbs | * Use of adjectives to provide information about the product. | * Capitalisation errors, some initial letters inappropriately capitalised * Errors with us of inverted commas, incomplete or separated from conversational context * Text relates to picture of product | * Attempts to spell new words e.g *dere*t for decorations |  |  |  |