TEAL Writing assessment criteria Task 18: Information report based on a given survey Name: Date:

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| Levels of  achievement | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***B2/C2***  ***B3/C3 C4*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |
| **Level**  **4** | * Shows strong understanding of task * Report includes detailed information about numbers of students in activities * Provides a clear statement of the purpose of the report * Recommendations explicitly related to the data | * Uses impersonal tone to convey information and justification for recommendations * Always uses vocabulary appropriate to formal report | * Some commentary as well as provision of elements of information report:   + heading   + purpose and nature of the text   + presentation of information   + recommendations * Elements of text arranged in separate paragraphs within report, marked with topic sentences | * Use of simple, Compound and complex sentences * Mostly accurate sentence structures * Use of a range of verb tenses; simple resent to describe the graph, use of simple past to describe what happened in the activities * Uses a range of verb structures to add precision   or nuance – *might be, pick, and replace* | * Use of an extensive range of vocabulary to express ideas * Use of a range of words for quantities; numbers, *some a little bit* * Appropriate use of adverbs to provide comment – *only, just, too* | * Writing is clear * Appropriate capitalisation * Paragraphs clearly marked and appropriately laid out * Wide range of punctuation elements used appropriately | * Effectively uses text framework to structure writing * Experiments with a range of ways of expressing ideas |  |  |  |
| **Level**  **3** | * Shows understanding of task * Report provides and explains information about numbers of students in activities * Limited statement of the purpose of the report * Recommendations   clearly related to the data | * Uses impersonal tone for presentation of data, personal tone for recommendations * Uses vocabulary appropriate to formal report | * Provision of elements of information report:   + heading   + purpose and nature of the text   + presentation of information   + recommendation * Elements of text arranged in separate paragraphs within report | * Uses simple, compound and complex sentences * Mostly accurate sentence structures * Uses modal *should* in giving recommendation * Some use of comparative structures – *more girls … than boys* | * Use of a wider range of words to express ideas * Numbers used for quantities, along with other terms such as *half, not so many* * Some attempts to use of adverbs to provide comment –   *only, just* | * Writing is clear * Appropriate capitalisation * Paragraphs and punctuated * Use of more sophisticated punctuation elements – colons to list items, dot points | * Uses text framework to structure writing * Uses list to help report data |  |  |  |
| **Level**  **2** | * Shows basic understanding of task * Report includes information about numbers of students in activities * Limited statement of the purpose of the report * Limited statement of recommendations | * Uses objective, impersonal tone * Occasional use of informal language for some words – *kids* for *children* or *students* | * Partial provision of elements of information report:   + heading   + purpose and nature of the text   + presentation of information   + recommendations * Elements of text marked at sentence level, but no in different sections of text | * Uses simple and compound sentences * Uses mostly appropriate sentence structures * Some subject-verb agreement errors * Nouns marked as plural * Determiner pluralisation errors – *this activities* | * Use of vocabulary from graph, and some additional terms – *like best* and *don’t like* * Numbers used for quantities with attempts to use adverbs, such as *only* to provide comment | * Writing is well-spaced and appropriately sized * Appropriate capitalisation * Use of more punctuation elements – colons to list items * Use of basic punctuation | * Uses text framework to structure writing |  |  |  |
| **Level1** | * Shows some understanding of task * Report includes some information about numbers of students in activities, * Attempted statement of the purpose of the report and recommendations | * Mostly objective, impersonal tone, but some personal elements * Frequent use of informal language for some words – *kids* for *children* or *students* | * Limited provision of elements of information report:   + heading   + purpose and nature of the text   + presentation of information   + recommendations * No clear demarcation of different elements | * Uses simple sentences * Not all sentences are complete or convey a complete idea * Noticeable subject-verb agreement errors * Some errors in marking of plurals – *the boy and girl* | * Vocabulary mostly limited to words on the graph * Numbers used for quantities | * Writing clearly legible * Some errors of capitalisation * Some errors of spelling high frequency words * Some basic punctuation errors | * Attempts to use text framework to structure writing * Extensively uses one sentence prompt to report data – *I found out* * Circumlocution of unknown terminology – *This piece of paper* * Uses answers to teacher’s   prompt questions to write parts of the text |  |  |