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

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| Levels ofachievement |  **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
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| **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
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| **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
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| **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 |  |  |