TEAL Writing assessment Task 21: An explanation of the water cycle Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

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| Levels ofachievement |  **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 | * The response shows a clear understanding of the requirements of the task, relevant information balanced and in appropriate detail
* Length of the text fits the extended short answer format, with information balanced and most important points included
* A fluent response with meaning consistently clear
* Logical sequence of ideas
* Response shows engagement with the ideas and original style of writing
 | * Most requirements of the text type met, with a clear structure and appropriate explanation
* All stages of the process clearly apparent
* Varied sentence beginnings
 | * Writing shows consistent control of text structure elements
* Clear temporal links between stages
* Shows cause/effect relations between stages
* Cohesive explanation
* Concluding statement indicating continuation of the

cycle | * Complex cause/effect statements
* If/when explanatory statements
* Defining water cycle terminology
* Simple, compound and complex sentences
* Consistent subject-verb agreement
* Extended noun groups
* Impersonal third person,
* Control of active and passive voice
* Grammatical errors are rare
 | * Topic specific and technical vocab
* Consistent pronoun reference
* Use of range verbs describing process
* Manipulation of different verb forms
* Consistent timeless present tense
* Time sequence words
 | * Accurate spelling of high frequency words
* Accurate use of punctuation
* Appropriate

sentences* Appropriate paragraphs
 | * 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
* Use self, peer and teacher feedback to improve writing
* Plan writing before beginning
* Self-correct, insert missing words, add additional, clarifying information
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|  Level 3 | * Text is accessible and fluent
* Meaning mostly clear
* Identifiable sequence of ideas, with most stages of the process clearly described
* Relevant information, some additional information and original ideas
 | * Title identifying the water cycle
* Explanation register
* Main ideas supported by clarifying statements
* Conclusion that sums up, and rounds off the text
 | * Writing shows varying control of key text structure elements
* Indicates temporal links and cause/effect relations between stages
 | * Cause/effect statements
* If/when explanatory statements
* Describing of water cycle terminology
* Simple and compound sentences
* Mostly consistent subject-verb agreement
* Relative clauses
* Impersonal third person
* Use of active and passive voice
* Occasional grammatical errors
 | * Uses some topic- specific and technical vocab
* Variable pronoun reference
* Use of a set of verbs describing process
* Consistent timeless present tense
* Time sequence words
* Occasional missing articles
 | * Generally accurate spelling of high frequency words
* Consistent basic punctuation
* Consistent sentence structures
* Consistent paragraph structures
 | * Uses text framework to plan and communicate own ideas
* Attempted spelling of challenging words
* Independent use of dictionaries to check spelling
* Use peer and teacher feedback to improve writing
* Clarify the task before beginning
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|  Level 2 | * Basic text that shows an understanding of the task, and of the concepts involved
* The process is generally logically explained, but with little additional information or elaboration
* Simple factual statements and explanations
* Meaning sometimes unclear
* Relevant information
 | * Appropriate text type, showing some key structural elements
* Title identifying the water cycle
* Clear but simply expressed introductory topic sentences and summing up statement
* Explanation -like register
* Some stages of the text structure clear, beginning and end
* Generally logical sequence
 | * Writing shows some control of key text structure elements
* Opening statement about the water cycle
* Some temporal links and cause/effect relations between stages
 | * Simple factual statements and explanations
* Simple SVO sentences
* Use of present tense
* Formulaic, repetitive sentences,
* Run-on sentences
* Third person pronouns
* Missing articles
* Variable article use, e.g. *a water*
* Variable subject-verb agreement
* Use of active voice only
* Some grammatical errors
 | * Relevant topic vocab
* Use of process verbs
* Some time-sequence words
 | * Correct letter forms
* Phonetic spelling
* Consistent correct upper and lower case
* Variable correct use of punctuation
* Variable sentence formation
* Variable paragraph structures
 | * Use text model/framework to plan and scaffold writing
* Use teacher support to complete writing
* Use set sentence starters
* Use l1 sentence patterns
* Use print environment to spell familiar words
* Phonetic or assisted spelling of unfamiliar words
* Assisted use of dictionary to check spelling
* Use teacher feedback to improve writing
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|  Level 1 | * May not fully understand the task
* Description rather than explanation register
* Response may not be appropriate to the task requirement
* Short text
* Steps of the process are missing,
* Meaning often unclear, ideas uneven
* Some relevant information
* The implementation of the task leaves it unclear as to whether the student understands the concepts
 | * Response may not include key elements of the text type
* May produce a report or a description rather than an explanation
* Text may not be adequately structured to provide a clear, logical explanation
* Limited ability to self-correct
 | * Writing shows little or no control of text structure elements
* Simple labelling of water cycle
* Simple description
* Short text
 | * Reflects oral speech
* The text is one run-on sentences
* Inconsistent SVO pattern
* Inconsistent subject-verb agreement
* Some use of present tense
* Missing articles
* Some pronoun reference
* Frequent grammatical errors
 | * Limited topic vocab
* Limited use of process verbs
* Repeated time- sequence words
 | * Variable correct use of upper and lower case, upper case letters may be used instead of lower case
* Little or no correct punctuation
* Text may not be placed appropriately on the page
* Identifiable sentences
 | * Use text model/ framework to plan scaffold writing
* Rely teacher support to complete writing
* Use l1 words
* Attempt phonetic spelling for unknown words
* Rely on topic specific vocabulary supplied, look up words to check spelling, ask a teacher for a word in English
* Self-correct on rereading
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