TEAL Writing assessment Task 21: An explanation of the water cycle 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 | * 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 |  |  |  |
| 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 |  |  |
| 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 |  |  |  |
| 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 |  |  |  |