TEAL writing assessment criteria Task 12: The advantages and disadvantages of having a pet 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 persuasive text * Shows understanding of the communicative purpose of the task and persuasive texts * Balanced discussion of the issue * Appeals to reader’s views * Conveys an authoritative personal stance * Elaborates and justifies a point of view * Pursues an extended line of argument | * Provides both advantages and disadvantages in discussion * Reflects a logical development of ideas * Uses a range of rhetorical/ persuasive language devices | * Broad introductory paragraph * Balanced two-sided discussion using conventional staging of issue statement/ arguments for and against/recommendations * Uses a range of cohesive devices linking within and across paragraphs, and signalling text transitions * Topic sentences clearly signals the main idea of the paragraph * Uses a range of connectives appropriate to persuasive language function * Flexible pronoun reference alternating with varied lexical chains to stay on topic * Paragraphs based on idea units | * Extended sentences and paragraphs * A range of language functions elaborating/ paraphrasing key ideas   E.g. Generalising, reiterating, elaborating,  reasoning, contrasting, refuting   * Language of cause & effect * A range of simple, compound and complex sentences * Consistent subject-verb agreement * Consistent verb tenses * Extended compact noun groups * Active and some passive voice * Elaborated clauses of reason * Timeless present tense | * Range of language of argumentation * Verbs of saying thinking and believing * A range of topic- specific vocabulary * Register-appropriate vocabulary | * Correct spelling of high frequency words * Correct punctuation * Correct spelling of topic specific vocabulary | * Flexible use of framework to plan and elaborate ideas * Little or no use of teacher support to complete writing * Attempts complex spelling * Extends ideas gained from class interaction * Uses word attack skills for spelling * Uses references to extend vocabulary range in writing * Makes use of self, peer and teacher feedback to improve writing |  |  |  |
| **Level 3** | * Meaningful persuasive text * Shows understanding of the communicative purpose of the task and persuasive texts * Elaborates a point of view * Shows awareness of reader’s views * Pursues a line of argument | * Discusses both advantages/disadva ntages and draws reasoned conclusions * Shows awareness of other arguments * Sustains a sequence of ideas * Uses some rhetorical/persuasiv e language devices * Reflects spoken and written registers | * Attempted introductory paragraph * Appropriate discussion, text structure and staging * Balanced consideration of two sides of the argument * Sequence of arguments * Some common cohesive devices to link within and across paragraphs and signal text transitions * Topic sentences introducing/concluding sentences reinforcing key idea of paragraphs * A number of connectives appropriate to persuasive language function * Varied pronoun reference and lexical chains * Identifiable paragraphs | * Elaborated sentences and paragraphs * Key argumentative language functions   e.g. Stating opinions, generalising, elaborating, giving reasons, examples   * Words or phrases signalling comparison/ contrast and argument transitions * “if” clauses of condition * Simple, compound and complex sentences * Language of obligation * Compact noun groups * Subject-verb agreement * Past-present verb tenses * Elaborated clauses of reason * Timeless present tense | * Some language of argumentation * Some verbs of saying thinking and believing * A mix of topic-specific vocabulary * Uses some register- appropriate vocabulary * Irregular plurals | * Correct spelling of high frequency words * Consistent punctuation * Plausible spelling of challenging words * Consistent spelling of topic specific vocabulary | * Uses text framework to plan and communicate own ideas * Selective use of teacher support * Uses ideas gained from class interaction * Repertoire of grammatical patterns * Attempted spelling of challenging words * Independent use of dictionaries to check spelling * Makes use of peer and teacher feedback to improve writing * Self-correction |  |  |  |
| **Level 2** | * Comprehensible persuasive   text   * Shows understanding of the communicative purpose of the task * Shows awareness of intended audience | * Simple statements,   opinion with reasons   * Shows some awareness of other arguments * Uses a simple sequence of ideas * Reflects spoken language repertoire | * Emphasis on one-sided argument * Evidence of two sides of argument * Paragraphing of opposing argument * Sequence of arguments * Staging of text using introduction/ arguments/ conclusion * Comprehensible, connected text * Some connectives appropriate to persuasive language function * Local cohesion between sentences * Formulaic expressions and cohesive devices to structure text * Repetitive pronoun reference, lexical chains, and reiteration to stay on topic * Introductory statement * Identifiable paragraphs | * Simple paragraphs * Argumentative sentences comprising statement and reason * Simple and compound sentences * Common conjunctions linking sentences * Run-on or loosely connected sentences * Repetition of familiar sentence patterns * Manipulation of learned words phrases and structures * Simple noun groups (e.g. Adjective + noun) * Noun-pronoun, subject verb agreement and verb tenses * Simple clauses of reason * Timeless present tense | * Evidence of language   of argumentation   * Some topic-specific vocabulary | * Correct letter   forms   * Correct spelling of familiar words * Phonetic spelling * Variable upper and lower case * Variable use of punctuation * Variable spelling of topic specific vocabulary | * Use of text model/framework to plan and   scaffold writing   * Use of teacher support to complete writing * Uses some ideas gained from class interaction * Attempted spelling of unfamiliar words * Repetition of sentence patterns/ formulas * Use of l1 sentence patterns * Uses print environment to write familiar words * Phonetic or assisted spelling of unfamiliar words * Assisted use of dictionary to check spelling * Makes use of teacher feedback to improve writing * Attempted self-correction |  |  |  |
| **Level 1** | * Short persuasive text * Shows some understanding of task purpose | * Expresses a simple point of view * Reflects spoken language repertoire | * Focus on one-sided argument * Identifiable introduction * Identifiable persuasive texts * Isolated/point form listing of arguments * Some linked sentences * Copied stage headings * Common pronoun references * Scaffolded paragraphs | * Simple sentences * Sentences reflecting spoken language * Use of SVO sentence structure * Some errors of subject-verb agreement * Use of prefabricated phrases and formulas * Timeless present tense | * Known words * Confused words * Topic specific vocabulary | * Some upper and lower case * Some standard spelling * Some invented spelling * Little or no use of punctuation | * Extensive use of text model/ framework to plan scaffold writing * Extensive use of teacher support to complete writing * Uses some words from class interaction * Attempted, phonetic spelling * Some use of l1 words |  |  |  |