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
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|  **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
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|  **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
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|  **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
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