TEAL writing assessment criteria   Task 2: My favourite animal   Student: ___Sample 1_____   Date: _____

| | Communication | Cultural conventions | Linguistic structures and features | | | | Strategies | EAL curriculum levels | | |
			Text structure	Grammatical features	Vocabulary	Writing conventions		B1, C1	A2, B2, C2	
Level 4	• meaning consistently clear • a good range of relevant ideas • clear reasons given for animal preference • interaction with reader • informative reporting voice	• demonstrates a clear understanding of the context, purpose and audience of the text • appropriate report genre • detailed animal characteristics	• writing shows consistent control of text structure elements • logical sequence of ideas • extended cohesive description • appropriate paragraphing, paragraphs relate to the text structure	• mostly accurate use of present tense to talk about general truths • plural form used to refer to the animal in general: 'Cats' not 'A cat' • consistent subject-verb agreement • accurate use of personal, possessive and relative pronouns and pronoun reference • accurate use of common comparatives and superlatives • appropriate use of a variety of connectives • simple, compound and complex sentences • extended noun groups • coordinating and subordinating connectives • appropriate conditional and modal forms • articles used consistently • accurate use of negation	• wide range of topic specific vocab including nouns and adjectives to describe/compare appearance/behaviour/habit of favourite animal • colloquial language	• correct spelling of high frequency and recently studied words • frequent attempts at complex spelling • appropriate use of punctuation	• flexible use of framework to plan and elaborate ideas • little or no use of teacher support to complete writing • uses word attack skills for spelling • use of references to extend vocabulary range in writing makes use of self, peer and teacher feedback to improve writing			
Level 3	• meaning mostly clear • a range of relevant i deas • reasons given for animal preference • awareness of reader • reporting voice	• demonstrates an understanding of the context, purpose and audience of the text • appropriate report genre • identifiable sequence of ideas • relevant animal characteristics	• writing shows varying control of key text structure elements • logical sequence of ideas • extended description • consistently uses complete sentences • consistent use of paragraphs	• consistent use of present tense to express general truths about the chosen animal • plural form used to refer to the animal in general: 'Cats' not 'A cat' • mostly consistent subject-verb agreement • simple and compound sentences • relative clauses • some modals • pronoun reference • more complex connectives – because, • use of connectives	• quite a wide range of topic specific vocabulary including nouns and adjectives to describe/compare appearance/behaviour/habit of favourite animal • colloquial language	• correct spelling of high frequency words • some attempts at more complex spelling • consistent basic punctuation • planning in placement of text, diagram, heading	• use of text framework to plan and communicate own ideas • selective use of teacher support • uses modelled grammatical patterns • independent use of dictionaries to check spelling • makes use of peer and teacher feedback to improve writing			
Level 2	• meaning sometimes unclear • some relevant ideas • limited reasons for animal preference provided	• demonstrates some understanding of the context, purpose and audience of the text • identifiable report genre • animal characteristics described • discrete but relevant ideas	• ==writing shows some control of key text structure elements== • text made up of short, repetitive sentences – Dogs like … Dogs eat … • ==simple description== • ==sequence of ideas== • varying use of complete sentences • paragraphs do not always relate to the text structure and information	• present tense verb forms to refer to general truths about the animal • variable use of plural and singular forms to refer to the chosen animal as a general entity • variable subject-verb agreement • simple and compound sentences • variable pronoun reference • basic connectives – and then	• relevant topic vocab to describe some more complex characteristics of favourite animal – habitat, life cycle, body coverings	• variable spelling of high frequency words • correct letter forms • consistent upper and lower case • inconsistent punctuation • evidence of some planning in placing text on the page	• use of text model/framework to plan and scaffold writing • use of teacher support and feedback to complete and improve writing • repetition of sentence patterns/ formulas • uses print environment to write familiar words • phonetic or assisted spelling of unfamiliar words • assisted use of dictionary to check spelling			
Level 1	• meaning often unclear • picture/s with labels • ==limited relevant ideas== • ==few or no reasons given for animal preference==	• ==demonstrates an understanding of the task== • ==some identifiable animal characteristics==	• writing shows little or no control of text structure elements • name as heading • ==short text== • ==some identifiable sentences==	• ==reflects basic oral speech patterns – subject-verb-object patterns== • ==some use of present tense== • ==singular forms to refer to the chosen animal rather than plural form to refer to the animal as a general entity== • inconsistent subject-verb agreement • run-on sentences • ==frequent grammatical errors==	• ==some relevant and appropriate topic vocab to describe a few characteristics of favourite animal – size, colour, foods== • picture labels	• variable spelling of high frequency words • ==variable use upper and lower case== • left/right orientation • ==correct letter forms== • return sweep • ==little punctuation==	• extensive use of text model/ framework to plan and scaffold writing • extensive use of teacher support to complete writing • ==accurate copying of words, phrases, sentences== • use of words from the first language • attempted phonetic spelling			