TEAL writing assessment criteria

Communication

consistently clear

a good range of

given for animal

interaction with

reporting voice

meaning mostly

a range of relevant

reasons given for

animal preference

awareness of

reporting voice

relevant ideas

clear reasons

preference

informative

reader

clear

ideas

reader

meaning

unclear

ideas

provided

sometimes

some relevant

meaning often

picture/s with

limited relevant

few or no reasons

given for animal

preference

unclear

labels

ideas

Level

limited reasons for

animal preference

meaning

Level

3

Cultural

conventions

demonstrates a clear

understanding of the

context, purpose and

audience of the text

appropriate report

detailed animal

characteristics

demonstrates an

understanding of the

context, purpose and

audience of the text

appropriate report

sequence of ideas

demonstrates some

understanding of the

context, purpose and

audience of the text

discrete but relevant

demonstrates an

some identifiable

characteristics

understanding of the

identifiable report

characteristics

relevant animal

characteristics

aenre

aenre

animal

ideas

task

animal

described

identifiable

aenre

Task 2: My favourite animal

Text structure

writing shows consistent

control of text structure

logical sequence of ideas

appropriate paragraphing,

paragraphs relate to the

writing shows varying

extended description

elements

sentences

paragraphs

elements

sentences

elements

short text

and information writing shows little or no

name as heading

consistent use of

control of key text structure

logical sequence of ideas

consistently uses complete

writing shows some control

repetitive sentences - Dogs

of key text structure

text made up of short,

like ... Dogs eat ...

simple description

sequence of ideas

varying use of complete

paragraphs do not always

relate to the text structure

control of text structure

some identifiable sentences

inconsistent subject-verb agreement

frequent grammatical errors

run-on sentences

extended cohesive

elements

description

text structure

Student: Sample 5

Date: _____ Linguistic structures and features EAL curriculum levels **Strategies** B1. C1 A2, B2, C2 Grammatical features Vocabulary Writing conventions correct spelling of high mostly accurate use of present tense to talk wide range of topic flexible use of framework to plan and about general truths specific vocab frequency and recently elaborate ideas plural form used to refer to the animal in including nouns and studied words little or no use of teacher support to adjectives to general: 'Cats' not 'A cat' frequent attempts at complete writing describe/compare complex spelling uses word attack skills for spelling consistent subject-verb agreement appearance/ appropriate use of use of references to extend accurate use of personal, possessive and behaviour/habit of relative pronouns and pronoun reference punctuation vocabulary range in writing favourite animal makes use of self, peer and teacher accurate use of common comparatives and colloquial language feedback to improve writing 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 consistent use of present tense to express quite a wide range of correct spelling of high use of text framework to plan and topic specific general truths about the chosen animal frequency words communicate own ideas vocabulary including plural form used to refer to the animal in some attempts at more selective use of teacher support general: 'Cats' not 'A cat' nouns and adjectives complex spelling uses modelled grammatical patterns to describe/compare mostly consistent subject-verb agreement consistent basic independent use of dictionaries to appearance/ punctuation simple and compound sentences check spelling behaviour/habit of planning in placement makes use of peer and teacher relative clauses favourite animal some modals of text, diagram, feedback to improve writing colloquial language heading pronoun reference more complex connectives - because, use of connectives present tense verb forms to refer to general relevant topic vocab to variable spelling of use of text model/framework to plan describe some more truths about the animal high frequency words and scaffold writing variable use of plural and singular forms to complex correct letter forms use of teacher support and feedback refer to the chosen animal as a general entity characteristics of to complete and improve writing consistent upper and favourite animal variable subject-verb agreement lower case repetition of sentence patterns/ habitat. life cycle, body formulas simple and compound sentences inconsistent coverinas variable pronoun reference punctuation uses print environment to write evidence of some familiar words basic connectives - and then phonetic or assisted spelling of planning in placing text on the page unfamiliar words assisted use of dictionary to check spelling reflects basic oral speech patterns - subjectsome relevant and variable spelling of extensive use of text model/ high frequency words framework to plan and scaffold verb-object patterns appropriate topic some use of present tense vocab to describe a variable use upper and writing few characteristics of singular forms to refer to the chosen animal lower case extensive use of teacher support to rather than plural form to refer to the animal favourite animal - size. left/right orientation complete writing as a general entity colour, foods accurate copying of words, phrases, correct letter forms picture labels

return sweep

little punctuation

sentences

use of words from the first language

attempted phonetic spelling