**TEAL writing assessment criteria Task 2: My favourite animal Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***B1, C1 A2, B2, C2*** |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Writing conventions** |

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| **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 consistentcontrolof 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 ideas * 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 somecontrolof keytext 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 nocontrolof 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 |  |  |  |