

English Writing

Marking Guide

2014



مجلس أبوظبي للتعليم

Abu Dhabi Education Council

التعليم أولاً Education First

Table of Contents

Word Mix (G3-4)	3
Punctuation: T1A, T2A, T3A, T4A	4
Word order: T1B, T2B, T3B, T4B	4
Spelling and Letter formation: T1C, T2C, T3C, T4C	4
Animals (G3-5)	9
Content: G3 – G4 (T5A, T6A, T7A) and G5 (T1A, T2A, T3A)	10
Grammar and Syntax: G3 – G4 (T5B, T6B, T7B) and G5 (T1B, T2B, T3B)	10
Punctuation: G3 – G4 (T567C) and G5 (T123C)	10
Hamad and Khaled's Day Out - Recount (G5-8)	19
Content: G5 (T4A) and G6 – G8 (T1A)	20
Grammar and syntax: G5 (T4B) and G6 – G8 (T1B)	20
Vocabulary: G5 (T4C) and G6 – G8 (T1C)	20
Spelling: G5 (T4D) and G6 – G8 (T1D)	21
Cohesion: G5 (T4E) and G6 – G8 (T1E)	21
Hamad and Khaled's Day Out - Recount (G9-12)	42
Content: T1A	43
Grammar and syntax: T1B	43
Vocabulary: T1C	43
Spelling: T1D	44
Cohesion: T1E.....	44
In The Desert - Narrative (G6-12)	65
Ideas: T2A	66
Narrative features: T2B	66
Cohesion: T2C.....	66
Vocabulary: T2D	67
Grammar and syntax: T2E.....	67

Word Mix (G3-4)

Arranges words and punctuation into a syntactically correct sentence.

Word Mix

Re-order these words to make correct English sentences.

The first one has been done for you.

apples like . I

I like apples.

my This . sister is

1. _____

games can play We .

2. _____

to goes . Ali school big a

3. _____

does Ali Why a need ? pen

4. _____

Key

- 1 This is my sister.
- 2 We can play games.
- 3 Ali goes to a big school.
- 4 Why does Ali need a pen?

For each sentence

Punctuation: T1A, T2A, T3A, T4A

Code 1

There is a capital letter at the start and a full stop at the end for items 1,2 & 3.
There is a capital letter at the start and a question mark at the end for item 4.

Code 0

Any other answer
A capital letter on the correct word, but not placed at the beginning of the sentence.

Word order: T1B, T2B, T3B, T4B

Code1

All the words are in the correct order.
If a student has added a word and the sentence still works grammatically award a mark.

Code 0

Any other answer

Spelling and Letter formation: T1C, T2C, T3C, T4C

Code 1

Spelling/copying is correct. Letters are legible.
Missing spacing between words is OK.

Code 0

Any other answer.
Script may be in Arabic.

Non attempt Missing

Word Mix (G3-4)

Sample scored responses

This is my sister.

Punctuation	1
Word order	1
Spelling and letter formation	1

We can play games.

(if in doubt about whether a letter is capital, look at the other sentences . In this case, all sentences had correct capital letters formed, so it was given the mark.)

Punctuation	1
Word order	1
Spelling and letter formation	1

we can play nice games.

Punctuation	0
Word order	1
Spelling and letter formation	1

a big school to goes to

Punctuation	0
Word order	0
Spelling and letter formation	1

Can we play games.

Punctuation	0
Word order	0
Spelling and letter formation	1

Does Ali need a pen, why?

Punctuation	1
Word order	0
Spelling and letter formation	1

This is my cute sister.

Punctuation	1
Word order	1
Spelling and letter formation	1

Ali big goes to a school.

Punctuation	1
Word order	0
Spelling and letter formation	1

a big school goes Ali to.

Punctuation	0
Word order	0
Spelling and letter formation	1

Why Ali need a does pen?

Punctuation	1? depends on other items
Word order	0
Spelling and letter formation	1

to goes . Ali school big a

3. to goes . Ali school big a

Punctuation	0
Word order	0
Spelling and letter formation	1

games play can we.

Punctuation	0
Word order	0
Spelling and letter formation	1

sfæfydi

Punctuation	0
Word order	0
Spelling and letter formation	0

man iohT G = ENAMA

Punctuation	0
Word order	0
Spelling and letter formation	0

Punctuation	Non attempt
Word order	Non attempt
Spelling and letter formation	Non attempt

Animals (G3-5)

Animals

Look at each animal. Write a sentence to say what it is doing.

Write a sentence like ...



The cat is sitting.



1. _____



2. _____



3. _____

Animals (G3-5)

Scoring guide

Sample responses

13. The camel is running. / A camel is running.
14. The frog is sleeping. / A frog is eating.
15. The birds are flying. / The bird is flying / A bird is flying.

Content: G3 – G4 (T5A, T6A, T7A) and G5 (T1A, T2A, T3A)

For each sentence

Spelling is not assessed

Code 1

One verb or one noun is produced, appropriate to describe the picture.

Code 0

Noun and verb not provided or not related to picture.

Grammar and Syntax: G3 – G4 (T5B, T6B, T7B) and G5 (T1B, T2B, T3B)

For each sentence

Spelling is not assessed

Code 1

Verb agrees with subject to make a grammatically correct sentence, but is not in the present continuous.

Code 0

Verb does not agree with subject.

Verb agrees with subject to make a grammatically correct sentence, but is not in the present continuous.

Punctuation: G3 – G4 (T567C) and G5 (T123C)

Code 1

There is a capital letter at the start and a full stop at the end for items 1,2 & 3.

Code 0

Any other answer.

Missing - "non attempt"

Animals (G3-5) Sample responses

1. The camel is running.

2. this is a frog sleeping.

3. The Falcon is flying.

sentence 1

Content	1
Grammar and syntax	1
Punctuation	1

sentence 2

Content	1
Grammar and syntax	0
Punctuation	0

sentence 3

Content	1
Grammar and syntax	1
Punctuation	1

1. The cmal is runing.

2. The fagg is sleep.

3. The bridis fly.

sentence 1

Content	1
Grammar and syntax	1
Punctuation	1

sentence 2

Content	1
Grammar and syntax	1
Punctuation	1

sentence 3

Content	1
Grammar and syntax	1
Punctuation	1

1. the commander.

2. the great step.

3. the birds go in the flock.

sentence 1

Content	1
Grammar and syntax	1
Punctuation	0

sentence 2

Content	1
Grammar and syntax	0
Punctuation	0

sentence 3

Content	1
Grammar and syntax	0
Punctuation	0

1. The candle is running

2. The frog is sleeping

3. The bird is flying

sentence 1

Content	1
Grammar and syntax	1
Punctuation	0

sentence 2

Content	1
Grammar and syntax	1
Punctuation	0

sentence 3

Content	1
Grammar and syntax	1
Punctuation	0

1. The camel is running.

2. The frog sleeping.

3. The bird is flying.

sentence 1

Content	1
Grammar and syntax	1
Punctuation	0

sentence 2

Content	1
Grammar and syntax	0
Punctuation	1

sentence 3

Content	1
Grammar and syntax	1
Punctuation	1

1. The camel are running.

2. The frog are sleep.

3. The Birds are flying in
The sky.

sentence 1

Content	1
Grammar and syntax	0
Punctuation	1

sentence 2

Content	1
Grammar and syntax	0
Punctuation	1

sentence 3

Content	1
Grammar and syntax	1
Punctuation	1

The cat is sitting. or resting.

1. ~~The camel is running~~
The camel is racing

2. ~~The frog is sleeping~~
The frog is napping

3. ~~The birds are flying~~
The birds are fhighting

sentence 1

Content	1
Grammar and syntax	1
Punctuation	0

sentence 2

Content	1
Grammar and syntax	1
Punctuation	0

sentence 3

Content	1
Grammar and syntax	1
Punctuation	0

1. The camel is running.

2. The frog is sleeping

3. The birdes is flying.

sentence 1

Content	1
Grammar and syntax	1
Punctuation	1

sentence 2

Content	1
Grammar and syntax	1
Punctuation	0

sentence 3

Content	1
Grammar and syntax	0
Punctuation	1

Hamad and Khaled's Day Out - Recount (G5-8)

Hamad and Khaled's Day Out

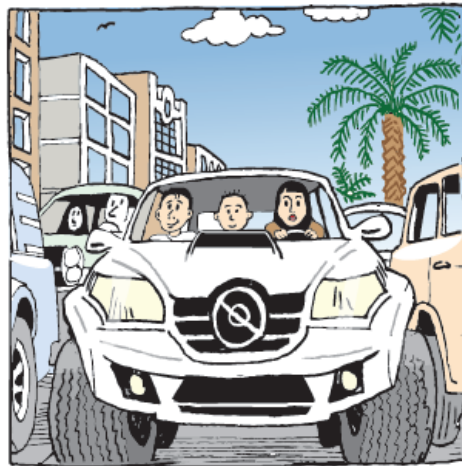
It was the middle of the school holidays and Hamad and Khaled were bored.

Look at the numbered pictures and write about their day.

1



2



3



4



You can use these words in your writing:

money

drive

traffic

drinks

popcorn

scared

Hamad and Khaled's Day Out - Recount (G5-8)

Content: G5 (T4A) and G6 – G8 (T1A)

0 very weak	1 weak	2 moderate	3 good	4 very good
Insufficient text to assess on this category or no meaning conveyed.	Recount is absent. Description only. OR Incomplete or irrelevant ideas convey some meaning but don't recount the events in the prompt.	An adequate recount, relates to prompt. Content is basic, without detail.	Recount is expanded beyond basic by adding detail related to the prompt.	Effective use is made of the prompt to produce an accurate and detailed recount of the events.

Grammar and syntax: G5 (T4B) and G6 – G8 (T1B)

0 very weak	1 weak	2 moderate	3 good	4 very good
Insufficient to assess on this category.	Sentences are incomplete thoughts. Grammatical errors are frequent and impede meaning.	Sentences are short, simple and contain meaning. Some intrusive grammatical errors. Control of tenses may not be evident.	A variety of sentence types is used with mainly correct syntax. Meaning is generally clear. Control of tenses is evident but may contain errors.	Sentences are well structured. Minor grammatical errors do not impede comprehensibility. Tenses are generally accurate.

Vocabulary: G5 (T4C) and G6 – G8 (T1C)

0 very weak	1 weak	2 moderate	3 good
Few and /or random words. May be copied from the prompt.	Immature, simple vocabulary limits writer's ability to express more than simple ideas. Words that have been provided may not be not used effectively.	Vocabulary is adequate to convey the intended meaning. Words that have been provided are mainly used effectively.	Vocabulary is effective for the task. Vocabulary choice may show risk taking, confidence and flair. Words that have been provided are contextualised and used effectively.

Spelling: G5 (T4D) and G6 – G8 (T1D)

0 weak	1 moderate	2 good
Basic words are not spelled correctly. Words may be copied from the prompt.	Spelling errors may be frequent with some impact on comprehensibility.	Spelling is generally accurate; errors do not impact on comprehensibility.

Cohesion: G5 (T4E) and G6 – G8 (T1E)

0 very weak	1 weak	2 moderate	3 good
No evidence of cohesion OR limited to and, and, and... Cohesive devices may be used incorrectly.	Limited use of cohesive devices or evidence of cohesion.	Generally adequate use of a range of cohesive devices or evidence of cohesion.	Effective use of cohesive devices or evidence of cohesion. Relationships of time are explored.

Hamad and Khaled's Day Out - Recount (G5-8)

Sample scripts

SAMPLE SCRIPT 1

Criterion	Score	Comments
Content	1	Legibility issues - will depend on marker.
Grammar and syntax	1	Impedes meaning
Vocabulary	0	Does not use stimulus words
Spelling	0	Very basic words misspelled
Cohesion	0	Little if any cohesion

1 The MaMi / The boes The boes.

g / it to 2 + isib.

2 The boes ont of fr mam.

to Mal to bledrs for The skol.

3 The to boes to os le Mh tow lb Mofes.

4 ON T neto boes ef aks fae fydil

Line 4 reads: to mall to buy dress for the school

SAMPLE SCRIPT 2

Criterion	Score	Comments
Content	2-	Not really adequate but is a recount.
Grammar and syntax	2	Sentences can be read but errors in verbs.
Vocabulary	1	Too simple.
Spelling	1	But a few misspelled simple words.
Cohesion	1	Not a <i>range</i> of cohesive devices.

It was the middle of the school holidays and Hamad and

Khaled were bored. First Their mame Give them money,

gok and she Drive them To The Traffic, Therd

Thy drin k Some pepps and thy eat popcorn,

fourth Thy scared from the daing a soree

When script is brief mark what appears on the page.

SAMPLE SCRIPT 3

Criterion	Score	Comments
Content	4	details
Grammar and syntax	3	Control of tenses varies
Vocabulary	3	Use of idiomatic expressions indicates high level
Spelling	2	Generally accurate
Cohesion	3	Relationships of time are clear. A range of devices.

IT WAS THE MIDDLE OF THE SCHOOL HOLIDAYS AND HANNAH AND

KHALED WERE BORED.

So our mom gave us money to cinema
So we drive to cinema but that wasn't
easy the street was full with cars it
took us half an hour to get through the
traffic and finally we get to cinema
after a long hard day we bought some
popcorn and drinks to watch the movie
but we did not know it a dinosaur movie
and with 3D and the movie start we
were enjoying the movie and it seem
a little bit weird that the screen
show a dinosaur getting out of the
screen and suddenly he scream we freak
out and ran away to home because

that was a enofe exsitemint
for a day.

that was scary but i think
that we well not goneing back
again to cinema forever.

SAMPLE SCRIPT 4

Criterion	Score	Comments
Content	4	Conversation /emotions are detail
Grammar and syntax	3	Tenses not accurate enough for 4
Vocabulary	3	Low 3. Traffic wrongly used, but rest quite good.
Spelling	2	Generally accurate
Cohesion	2	Affected by grammar

It was the middle of the school holidays and Hamad and

Khaled were bored. They went to their mom and ask

her if they can go to the cinema "okay." said the mom.

She gave them some money, when they were driving to there

Hamad asked Khaled "what movie should we watch?"

"maybe a traffic one about Dinacars" said Khaled, hamad and Khal

were so excited they can't wait to watch the film, when

they come in they really choose dinacars film, they get some

snacks and drink and popcorn! then when the movie started

Hamad was a little bit scared but he didn't want to tell

Khaled cause he thing he will laugh so he just still watching

but then Mama realized Khaled was scared too. Then the director was
about to kill a animal Hamad and Khaled screamed "we
have to get out of here" Hamad said they get out and Khaled said
"I think it's better that we go to a cartoon movie" they get
to a cartoon movie. The End

SAMPLE SCRIPT 5

Criterion	Score	Comments
Content	2	No detail added.
Grammar and syntax	2	All with errors
Vocabulary	1	Immature
Spelling	2	Frequent errors
Cohesion	1	Weak - cohesive devices are internal to sentences, not linking.

Hamad and Khaled want a Money.

Hamad and Khaled go with drive.

Hamad and Khaled buy drinks.

Hamad and Khaled have a Traffic

Hamad and Khaled eat a popcorn.

Hamad and Khaled see Movie then him scared.

Hamad and Khaled scared and they food
foel doen.

Hamad and Khaled see dinesore in

Movie then scared.

Hamad and Khaled say for him

sister: I want Money!!!!!! then her

sister Gave him a Money.

Hamad and Khaled happy for Traffic.

Hamad and Khaled's Day Out - Recount (G5-8)

Practice scripts

PRACTICE SCRIPT 1

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

It was the middle of school holiday Hamad and
Hamad and Khaled
Look at the numbered picture about their
day
money drive + traffic
drinks popcorns

PRACTICE SCRIPT 2

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

It was the middle of the school holidays and Hamad and Khaled were bored. They were thinking what they can do. "We can go to cinema by our mother's car" Hamad said "We can take alot of money from our mother". So, they went to the cinema, the traffic was full of cars. Their mother said to herself "I wish if I stayed at home and they went by taxi."

When they arrived they didn't know what to watch from the exciting list of movies. Then they chose a very scary movie. "you'll be afraid" the mom said. "Oh mom it's a silly movie come on"

Khalid said. After that conversation they entered the film with their popcorn, nachoes and drinks. They found the film too scary. Harmael said "mom, let's go home please" and they came back home. The mother said "the next time you shall hear my talk. At the end they learned to enter a film that it goes with their age.

PRACTICE SCRIPT 3

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

It was the middle of the school holidays and Hamad and Khaled were bored.

1 we go mother she give my money for me and my brother

2 and my mother she go with us to get my and my brother

3 and we see a scary movie and we eat a popcorn and drinks

4 and the movie he is too much scary and we run from the cinema

PRACTICE SCRIPT 4

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Khaled were bored.

the Mom give money the Hamad
and Khaled he se go the Koiden
Moll he go the cinema he se filme the
frn he e^o the paper and DePse he s
se filme 3D he se drn the nurse the paper
and DePse he ran the se the mom not
go the cinema go the Poik

PRACTICE SCRIPT 5

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

It was the middle of the school holidays and Hamad and Khaled were bored. Hamad and Khaled said we don't have a many what we have to doing now. Then Khaled said we my mum have a lot of money let's go together and tell my mum we want a money. When they went to Khaled's mom they tell Khaled's mom we need a money to go to the cinema. Khaled's mum gived the two boys a money and said: it's a 200 hundred dirhams. They was happy and they went to the cinema when they was in the street they saw a traffic is off because the sitting was don't working they saw a

parking near it, they stop at parking
they was tired because they
waited very lot of time. Khaled
said: no problem when we get
in the cinema we will feel in a
good feeling you will forget the tired
when they get in the cinema they
forget to buy a ticket they was
running when they want to buy
the ticket the security said the ticket
is finished now they said oh no
then they was waiting to next film
after 2 hours they bought the
ticket and the film was a
scary film they enjoyed in those
time.
and they was eating a Popcorn with together.

PRACTICE SCRIPT 6

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Khaled and Hamad ~~to~~ money, after this he
~~he~~ want to ^{sonima} ~~sonima~~ with mom, mom she want
 with car the name of car milioner, the
 car is wonderful and big, Khaled and Hamad
 he want to ^{sonima} ~~sonima~~ with mother, Khaled
 and Hamad ~~he~~ has watched film about
 the dinosaur, Khaled say to Hamad this film is
 wonderful, after second Khaled and Hamad
 has watched ~~the~~, Khaled say I am very scary
 because I ^{solu} ~~solu~~ monster, after this, Khaled
 and Hamad, has came to home, and
 say to mama I am very scary, Hamad say
 I am scary because is ^{solu} ~~solu~~ monster not ~~the~~.

PRACTICE SCRIPT 7

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Khaled were bored. he wase to d f a t r h s n a e m H a m a d
 and k h a l e d h s g o t o t h e s c h o o l t h e f r e d f o r
 k h a l e d s a y h a t e d y b o u g o w a h e m e s n a m h a s s a y
 N o a l l g o w a h e m y m a m a n d m y d r a t r k h a l e d a n d
 H a m a d h a s f i n i s h t h e s c o o l H a m a d s a y f o r m a m
 a i k a n g o t h a s n a m y a s a n d h a s s a y m a m f o r
 H a m a d a n d k h a l e d a l g o b a y f o r m e k l e s s a n d y o
 g o s n a m o k s a y i o k h a s g o t s n a m a n d b a y p k r a n
 a n d p a p s e k h a l e d s a y f o r H a m a d t h e f l a m
 h a s g o d y e s y e s a n d h e l o b k t h e d y n s e r
 h e w h s b r y a n d h a s k r a y a n d h e g o t o m a m
 h a s s a y f o r m a m t h e f l a m h s k r m e a i d e n t
 o n t g o a g n o

PRACTICE SCRIPT 8

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Hamad and Khaled they want to go to the cinema because they were bored, they go to his mother to told him and the mother said: (okay you can go) then his mother give: Hamad and Khaled's a money.

Then his mother was driving a car and Hamad and Khaled was set behinde his mother when they arrive to the cinema they by a cocke and popcorn they was see a dinasourse move they was exstiting for this move becuse all of the children they see this move when the move started they was exstiting then when they see the dinasourse they scared and run out.

Extra

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Khalid and Hamad go MAM iaont ManlaMan
 our go Khalid go the san me mam ok the s too
 Dhs go same go Khalid and Hamad si n me go
 * film film (cars 2) ctoke film (qomint)
 Khalid go Popcorn 2 & Popcornⁿ go Khalid
 il Hamad is an film good fans the
 film go Khalid and Hamad il Hon
 and MAM # car film Hamad good
 Khalid vere vere good film Man oao
 ok go Khalid and Hamad SIP.

Hamad and Khaled's Day Out - Recount (G5-8)

Score Supplement: Practice scripts

PRACTICE SCRIPT 1

Criterion	Score	Comments
Content	0	No meaning
Grammar and syntax	0	insufficient
Vocabulary	0	copied
Spelling	0	copied
Cohesion	0	No evidence

PRACTICE SCRIPT 2

Criterion	Score	Comments
Content	4	Note: ends with a moral, common trait for this culture
Grammar and syntax	3	high
Vocabulary	3	Silly, nachos, scary, conversation
Spelling	2	Generally accurate
Cohesion	3	Nice examples of internal cohesion that are not devices

PRACTICE SCRIPT 3

Criterion	Score	Comments
Content	2	Basic, relates to prompt
Grammar and syntax	2	Control is not evident
Vocabulary	1	Limiting
Spelling	2	Generally accurate
Cohesion	0	And,and,and

PRACTICE SCRIPT 4

Criterion	Score	Comments
Content	2	Basic, relates to prompt
Grammar and syntax	1	Errors impede meaning - spelling and punctuation errors also intrude here.
Vocabulary	1	Just basic words
Spelling	0	intrusive
Cohesion	0	No evidence of cohesion

PRACTICE SCRIPT 5

Criterion	Score	Comments
Content	4	Prompt is used effectively
Grammar and syntax	2	Control of tenses not evident
Vocabulary	2	adequate
Spelling	1	Some impact
Cohesion	2	Low 2

PRACTICE SCRIPT 6

Criterion	Score	Comments
Content	2	
Grammar and syntax	2	Low 2
Vocabulary	2	TRX might relate to special effects?
Spelling	1	
Cohesion	1	Limited

PRACTICE SCRIPT 7

Criterion	Score	Comments
Content	2	
Grammar and syntax	1	Difficult to distinguish between grammar and spelling here.
Vocabulary	1	limited
Spelling	0	
Cohesion	0	

PRACTICE SCRIPT 8

Criterion	Score	Comments
Content	2	Not really enough detail
Grammar and syntax	2	Lack of punctuation intrudes as well
Vocabulary	2	Low 2
Spelling	2	Low 2
Cohesion	2	Low2

Extra

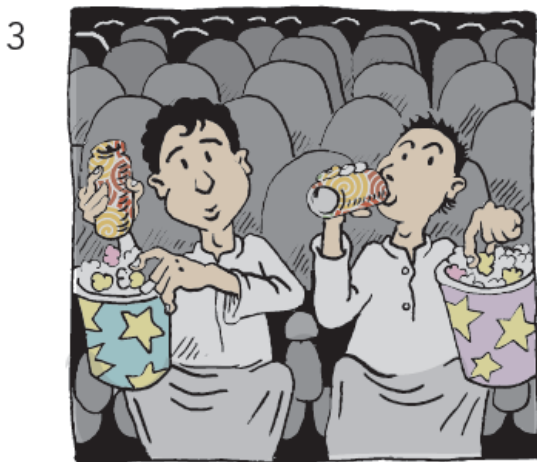
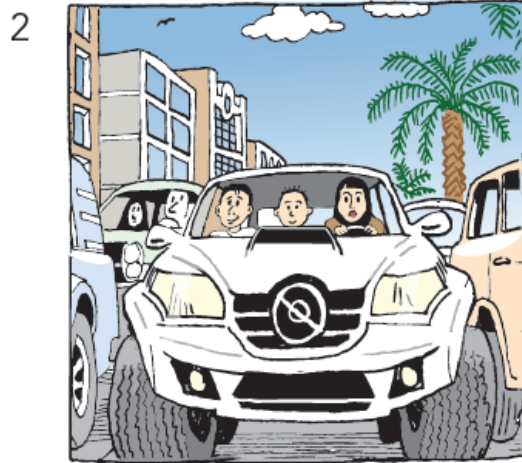
Criterion	Score	Comments
Content	2	
Grammar and syntax	1	
Vocabulary	1	
Spelling	0	Too many basic words are incorrect.
Cohesion	0	

Hamad and Khaled's Day Out - Recount (G9-12)

Hamad and Khaled's Day Out

It was the middle of the school holidays and Hamad and Khaled were bored.

Look at the numbered pictures and write about their day.



You can use these words in your writing:

money

drive

traffic

drinks

popcorn

scared

Hamad and Khaled's Day Out - Recount (G9-12)

Content: T1A

0 very weak	1 weak	2 moderate	3 good	4 very good
Insufficient text to assess on this category or no meaning conveyed.	Recount is absent. Description only. OR Incomplete or irrelevant ideas convey some meaning.	An recount is produced that relates to prompt. Content is basic, without detail.	Recount is expanded beyond basic by adding detail related to the prompt.	Effective use is made of the prompt to produce an accurate and detailed recount of the events.

Grammar and syntax: T1B

0 very weak	1 weak	2 moderate	3 good	4 very good
Insufficient to assess on this category.	Sentences are incomplete thoughts. Grammatical errors are frequent and impede meaning.	Sentences are short, simple and contain meaning. Some intrusive grammatical errors. Control of tenses may not be evident.	A variety of sentence types is used with mainly correct syntax. Meaning is generally clear. Control of tenses is evident but may contain errors.	Sentences are well structured Minor grammatical errors do not impede comprehensibility. Tenses are generally accurate.

Vocabulary: T1C

0 very weak	1 weak	2 moderate	3 good
Few and /or random words, may be copied from the words provided in the task.	Immature vocabulary limits writer's ability to express more than simple ideas. Stimulus words may not be not used effectively.	Vocabulary is adequate to convey the intended meaning. Stimulus words are sometimes used effectively.	Vocabulary is effective for the task. Vocabulary choice may show risk taking, confidence and flair. Stimulus words are contextualised and used effectively.

Spelling: T1D

0 very weak	1 weak	2 Moderate (and above)
Basic words are not spelled correctly. Words may be copied from the prompt.	Spelling errors may be frequent with some impact on comprehensibility.	Spelling is generally accurate; errors do not impact on comprehensibility.

Cohesion: T1E

0 very weak	1 weak	2 moderate	3 good
No evidence of cohesion OR limited to and, and, and...or other similar simple patterns. Cohesive devices may be used incorrectly.	Limited use of cohesive devices or evidence of cohesion.	Generally adequate use of cohesive devices or evidence of cohesion.	Effective use of cohesive devices or evidence of cohesion. Relationships of time are explored.

Hamad and Khaled's Day Out - Recount (G9-12)

Sample scripts

SAMPLE SCRIPT 1

Criterion	Score	Comments
Content	2	Recount does relate to the prompt
Grammar and syntax	1	Incomplete sentences, intrusive errors
Vocabulary	1	Basic. Stimulus words not used effectively.
Spelling	1	Errors are frequent.
Cohesion	1	But devices not used well

Write your recount here.

in one day matter of Khalid say in holidays
were say ok heavy traffic going to
cinema and watching movie when he look
to movie he comfortable and eat the
popcorn and drink (Pepsi) he love
the movie but in the movie look the
disorder he scary and screaming get
out of this film spill of this think
in this holiday he don't want to
go in the cinema his have generous
like cornish take the bike but
the matter he want this boys is
happy onle this.

SAMPLE SCRIPT 2

Criterion	Score	Comments
Content	1	Irrelevant ideas convey some meaning
Grammar and syntax	2	
Vocabulary	2	
Spelling	2	
Cohesion	1	Impossible shifts in content. This may well be a rehearsed script but policy is to mark what is on the page.

Do you have someone who is it was the middle of the school holidays and Hamad and Khaled were bored, great, spends time with you, cares for you, and is an important person? well, I do and she black hair, brown eyes, and a caring touch. That's my mom. My mom talks to me about many things. one of the things she good bored and heavy traffic

SAMPLE SCRIPT 3

Criterion	Score	Comments
Content	2	Relates to the prompt loosely and late, but does relate.
Grammar and syntax	2	Tenses not controlled
Vocabulary	1	Limiting, immature
Spelling	2	low
Cohesion	1	Limited but present

Write your recount here.

Hamed and khaled ~~they~~ In the morning they to
School they in grade 5 they study English and
Arabic and Eclarn and saince in 1:00 clock they Back
to the home than they eat in 5:00clock they
till to mother we want to go to the mall than they
Go to the mall they go to play and shoping in
7:00 clock they go to ~~entema~~ cenima they wash move
after that they go to home than they sleep.

SAMPLE SCRIPT 4

Criterion	Score	Comments
Content	2	Related to prompt
Grammar and syntax	2	Meaning conveyed. No control evident.
Vocabulary	1	Doesn't use stimulus words
Spelling	1	Frequent errors
Cohesion	1	Weak

(pay out)

one day me and my Brothe me and
me very bored after I say to him
Are you know me and you go to
the cinema He tel yes I know After
my Brother say to me lets taking
about I say ok you know me and you
tel to my Mothe Moth I want many
Because I want to go cinema with
my Brother after my mothe say ok After
me And my Brother very happy and
After my mother He tel to me in
cinema in street is very heavy
traffic ok my moth pr say no
problem now because in the cinema
After say its ok wanta wsoina

Turn page please

me And my BrothP go to BX the
Pop corn And Appse ok After
BY the tecit to do in the cinema
After I se film me and MY BrothP
W can com for taP After 20
minyts MY Brothe hi a rrijet and
I sey to him what BROPIEM S to you bis ex
No I sey the pod After me scery
ok I se to Hen lets ok BrothP.

SAMPLE SCRIPT 5

Criterion	Score	Comments
Content	3	Details added to expand recount
Grammar and syntax	2	Intrusive errors distract reader
Vocabulary	2	Adequate. Some misuse of provided vocab
Spelling	2	Generally accurate
Cohesion	2	A lot of devices used. High but not 3

Write your recount here.

Day out.

There's two brothers Hamad and Khaled was in the middle holiday, he set in the home many days, they get bored and didn't want to set in the home all the time.

His mother's give them money to enjoy out and visit all the places that he love it her mother was very generous.

There mother took him to the mall but there wher a heavy traffic and spent many time in this traffic.

Firstly they arrived to the mall they did shoppings and took all things what they want.

Secondly they plained in the games there and enjoied.

After that they wen f to the cinema to watched a new film there.

They bought boob corn and 'cola, they entered the cinema and set in there place.

They watched the films it was nice and happy at the first,

but in the middle of the film it got scary and there was a wild animal, they got scary and the film got terrified, the boys jumped from their place from this film.

While they jumped from their place the cola spilled on his dress and place.

The boys get nervous and scary, they get out from the cinema they were scary, and thanks god.

Finally they told their mother to come and get them to the home, their mother came and took them from the mall to the home. They were happy and exciting that they did their adventure, they didn't forget this trip after that.

SAMPLE SCRIPT 6

Criterion	Score	Comments
Content	4	Accurate, detailed, exploits prompt.
Grammar and syntax	4	Native-like
Vocabulary	3	Nice and natural, even uses a phrasal verb
Spelling	2	accurate
Cohesion	3	Natural, effective

Write your recount here.

A day out

One day Hamad and Khalid were bored and it was the middle of the school holidays.

- Their mom was pretty generous so she gave them ~~some~~ money to go out. Their mom got dressed up and she dropped them at the mall. Hamad and Khalid didn't know what to do so they decided to go to the cinema.

As we all know ~~at~~ the cinema gets pretty much crowded in the holidays so the boys stood in line waiting. Finally it was their turn and they chose a movie about dinosaurs.

They got their tickets and went to the canteen to buy some popcorn and drinks. After they got their food they went in the movie theatre and they sat on their seats. The seats were pretty much comfortable.

The movie started but not until the next 10 minutes that it got scary. Hamad and Khalid spilled the popcorn and the drinks and they were terrified so they ran out and called their mom to pick them up.

Hamad and Khaled's Day Out - Recount (G9-12)

Practice scripts

PRACTICE SCRIPT 1

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Hamad and Khaled are twins, in the spring break they were so bored and they didn't know what to do, so their mother suggested to take them to the cinema to watch a movie in "3D", they loved the idea and accepted immediately.

Their mother told them to dress up because they're going to leave after about 15 minutes, they went upstairs in a hurry and when they finished they waited their mother.

On the way to the cinema there was a heavy traffic and it was

crowded so they took a while to arrive.

When they arrived, their mother dropped them, then they went to buy popcorn and a can of soda.

They were kind of comfortable because there were no one else but them, then suddenly out of nowhere a dinosaur came up, they thought it was real so they escaped and the soda was spilled over the floor, she called their mother to pick them and when she arrived they told her what happened she kept laughing and she said "You are really brave my young men" and she kept laughing, then the twins start laughing too all the way back to their house.

PRACTICE SCRIPT 2

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Homaj pay out and k haled
were bored generous spill
look at the numbered

PRACTICE SCRIPT 3

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

hamed and khaleel take
many from his mom
and then his mother drive
them to the cinema they
found heavy traffic in
the way to the cinema
and they order some
food to see the movie
after 3m go they see
2 scary send and they
ran away.

PRACTICE SCRIPT 4

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Hamad and Khaled are friends in the same school. School was really boring for them. But today is different! It's holiday! They're happy they passed ~~the~~ ^{half the} school year.

"Let's not waste a second," said Khaled. "Let's start this holiday. I'm thinking of going to the cinema!" "Sounds good," said Hamad. "But let's ask for some money from our parents." Both of them got what they needed but Hamad's mother asked them to be careful with the money, she also offered to drive them to the place.

When they arrived, they decided to watch a scary movie about dinosaurs. Before they enter the theater, they bought some drinks and popcorn.

~~In~~ ^{At} the middle of the movie, a scary scene came and it frightened them, they left the theater and spilled their drinks and popcorn. Hamad and Khaled decided to do more peaceful stuff for the rest of the holiday.

PRACTICE SCRIPT 5

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Hamad and Khaled were bored.

They asked their mother for some money to go to cinema

The mother took her sons to the cinema ~~in~~ on a heavy traffic.

Hamad and Khaled ~~got~~ ^{got} some popcorn and Fizzy drinks.

Hamad and Khaled ~~got~~ ^{got} ticket for a horror movie.

The two brothers watched the horror movie until

a great dinosaur appeared on the great wide screen.

The two brothers got terrified and escaped the theater.

PRACTICE SCRIPT 6

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

In the first of the day, Hamad and Khales's tell his mother that they want money to go to ~~Sinma~~^{Sinma}, the mother give him the money and she take him to Sinma.

In the Sinma Hamad and Khales was interested they eat and drink, in the half of the movie they saw a Dinosaur they ~~see~~ ~~scared~~ ~~and~~ ~~they~~ every one run away and they ~~to~~ leave the Sinma.

PRACTICE SCRIPT 7

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Towards the end of the study week in school, Hamad decided with his friend Khaled to spend it in a funny & cool place reflect on their self and changed their sense of bored. Hamad mother's was generous, she gave them for their trip with each other 200 AED.. Hamad & Khaled take the decision to went to ^{the} cinema for watching horror movie. In 3/3/2014, Monday, they preapring ourselves, wearing a new clothes. Hamad sisters had valinter to arrived them to their destination by her new car.. Then, after couples of minutes, precisly after one and half hour, they arrived to the required destination... They entered the cinema with each other, and they enjoy with movie. But the funnist scene was Hamad face when he horrific from the scenes in the movies. other wise, I saw that movie was not too horrific.. perhaps little! That was one page of thousned from my daily diary I hope you enjoy with it.

PRACTICE SCRIPT 8

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

It was the middle of school holidays
Hamad and Khaled planned to watch a
movie.

1. Hamad and Khaled think that they
should ask his mother to go to the
cinema to watch movie and they will be
2. than she accept but they should be
a good boys than they want to the car
to go to the cinema to watch the
movie.

3. when they arrive they choose the
movie and they pay a popcorn and cola.

4. after that they see the reel
start and they want out of the cinema.

Extra

Criterion	Score	Comments
Content		
Grammar and syntax		
Vocabulary		
Spelling		
Cohesion		

Write your recount here.

1- the first picture take about the kids and their mothers first. this is? is the kids was bored they have ~~nothing~~ nothing to do then their mom came and she gave to them some money to go and have some fun.

2- then their mother took them to a place to have some fun by the car on the heavy traffic way

3- then the kids wanted to cinema to watch generous movie they stop on comfortable they buy tickets to watch the movie.

4- then when they watch the movie a spill come out to the spot then the movie they was watch be came ~~real~~ the director come out in a mood of no wear the kids ~~was~~ terrified and they ~~run~~ run fast as they can before something bad happen to them.

Score Supplement: Practice scripts

PRACTICE SCRIPT 1

Criterion	Score	Comments
Content	4	Makes excellent use of prompt
Grammar and syntax	4	natural
Vocabulary	3	But didn't use stimulus words. Vocab is still rich.
Spelling	2	Generally accurate
Cohesion	3	Natural, time flows well

PRACTICE SCRIPT 2

Criterion	Score	Comments
Content	0	No meaning
Grammar and syntax	0	insufficient
Vocabulary	0	Copied from words provided
Spelling	0	Copied from words provided
Cohesion	0	No evidence

PRACTICE SCRIPT 3

Criterion	Score	Comments
Content	2	Relates to prompt
Grammar and syntax	2	Control of tenses not evident
Vocabulary	1	limiting
Spelling	1	Frequent errors
Cohesion	1	Low 1

PRACTICE SCRIPT 4

Criterion	Score	Comments
Content	4	Detailed. Illustrated with dialogue
Grammar and syntax	4	Shows control
Vocabulary	3	Expressions show high level of vocab "Let's not waste a second"
Spelling	2	Generally accurate
Cohesion	3	Cohesive devices used well

PRACTICE SCRIPT 5

Criterion	Score	Comments
Content	2	high
Grammar and syntax	3	One complete and complex sentence only
Vocabulary	3	Horror, great wide screen...
Spelling	2	Generally accurate
Cohesion	1	Low; one only

PRACTICE SCRIPT 6

Criterion	Score	Comments
Content	2	Adequate only. Relates to prompt
Grammar and syntax	2	Short simple sentences
Vocabulary	1	Adequate only
Spelling	2	Generally accurate, "sinma" does not impede comprehension
Cohesion	1	limited

PRACTICE SCRIPT 7

Criterion	Score	Comments
Content	3	Details added relate to prompt. Makes comment referring to previous assessment task for recounts - a diary entry.
Grammar and syntax	2	Too many errors
Vocabulary	3	Risk taker: volunteer, destination etc
Spelling	2	Generally accurate
Cohesion	3	effective

PRACTICE SCRIPT 8

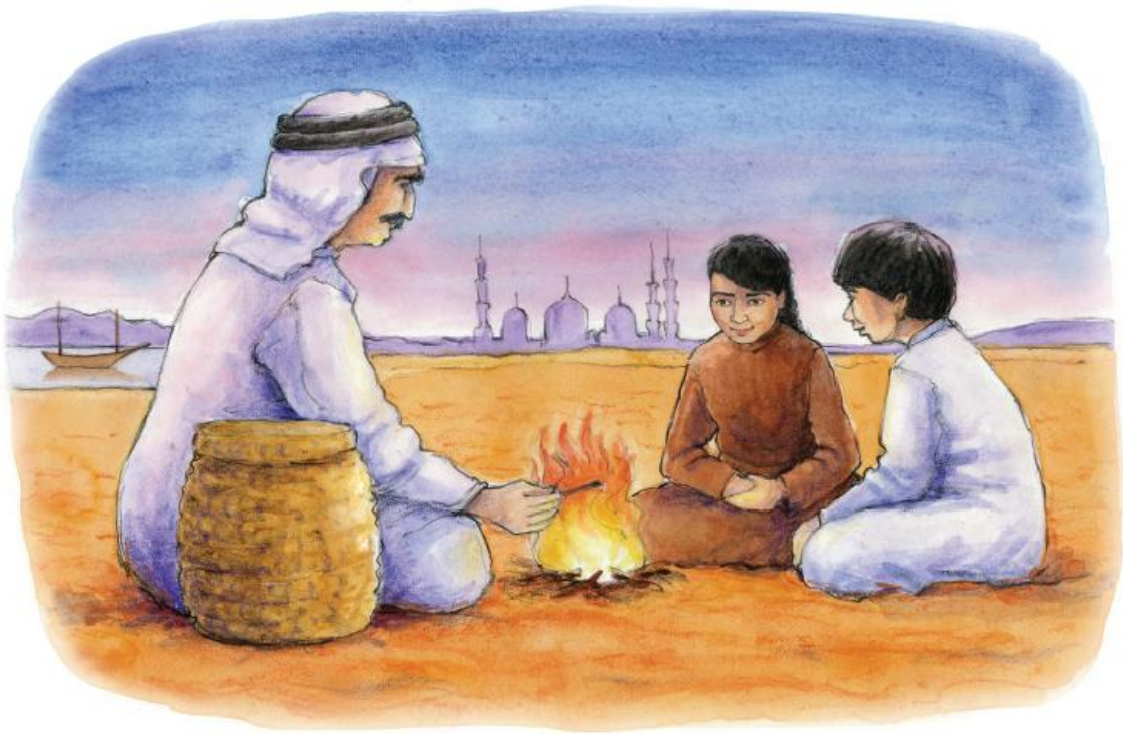
Criterion	Score	Comments
Content	2	Adequate only
Grammar and syntax	2	Control not evident
Vocabulary	1	simple
Spelling	1	Some impact on comprehensibility.
Cohesion	2	Uses numbers as well as cohesive devices.

PRACTICE SCRIPT EXTRA

Criterion	Score	Comments
Content	2	
Grammar and syntax	2	
Vocabulary	1	
Spelling	2	
Cohesion	1	

In The Desert

Look at the picture, then write a story developing its events ('what happened') and characters ('the people').



Plan your story here.

In The Desert - Narrative (G6-12)

Ideas: T2A

0 very weak	1 weak	2 moderate	3 good	4 very good
Insufficient text to assess on this category or no meaning conveyed.	Story is absent Description only OR Incomplete or irrelevant ideas convey some meaning but don't tell the story.	Ideas generally flow to tell a story related to the prompt. Ideas may lack originality.	Story is expanded using detail related to the prompt. Ideas show imagination.	Effective use is made of the prompt to tell a story. Ideas are crafted into a creative story.

Narrative features: T2B

0 very weak	1 weak	2 moderate	3 good (developed narrative)	4 very good (sophisticated narrative)
Insufficient to assess on this category.	Some evidence of character or setting or plot but limited in development OR unrelated to prompt.	Detail is used to establish character, setting or plot.	Narrative is developed through the use of well chosen detail and progresses.	Deliberate choice of detail elaborates the narrative. Story progresses well and may include features such as complication, resolution and coda.

Cohesion: T2C

0 very weak	1 weak	2 moderate	3 good
No evidence of cohesion OR limited to and, and, and...or similar simple patterns.	Adequate use of cohesive devices or evidence of cohesion.	Controlled use of cohesive devices or evidence of cohesion, which may include paragraphing.	Suitable and varied language choices are made to sequence ideas and control textual relationships.

Vocabulary: T2D

0	1	2	3	4
very weak	weak	moderate	good	very good
Few and/or random basic words or copied from stimulus.	Immature vocabulary limits writer's ability to express more than simple ideas.	Vocabulary is generally adequate to convey the intended meaning, but is unsophisticated.	Word choice is adequate and suitable. Where risks are taken, they are not always successful.	Word choice shows broad range and precision. Expressions and idioms may be used with reasonable accuracy.

Grammar and syntax: T2E

0	1	2	3	4
very weak	weak	moderate	good	very good
Insufficient to assess on this category.	Sentences are incomplete thoughts. Grammatical errors, including tense usage are frequent and may impede meaning.	Sentences are simple and contain meaning. Some intrusive grammatical errors. Tense use is mainly consistent.	A variety of sentence types is used with mainly correct syntax. Meaning is generally clear. Control of tenses is evident but may contain errors.	A range of grammatical structures is used with correct syntax. Meaning is clear and tenses are used with accuracy and control.

In The Desert - Narrative (G6-12)

Sample scripts

SAMPLE SCRIPT 1

Criterion	Score	Comments
Ideas	1	ideas convey some meaning
Narrative features	1	Some evidence of character - Sheik Zayed's actions
Cohesion	0	4 'and's only
Vocabulary	1	limiting
Grammar and syntax	1	Incomplete/impede meaning

Write your story here.

~~The~~ UAE mo'a chak ZAYED oll boy Lebe
and he like mo's a chak ZAYED good
and chak ZAYED - he oll boy he love
boy UAE and chak ZAYED Leve Birb's
and he say Birbs good;

SAMPLE SCRIPT 2

Criterion	Score	Comments
Ideas	2	A basic story
Narrative features	1	Limited in development
Cohesion	1	Very low - one day; that day
Vocabulary	1	Very simple , limiting (despite awesome)
Grammar and syntax	2	2 simple sentences with meaning

Write your story here.

one day we go to the Desert
with MY Family and we make
a Fair and we make a Food
That Day is awsem

SAMPLE SCRIPT 3

Criterion	Score	Comments
Ideas	2	Basic ideas tell a story related to the prompt.
Narrative features	1	Not detailed enough for a 2
Cohesion	1	It flows, but only adequate
Vocabulary	2	limiting
Grammar and syntax	3	Low3. Variety of sentences. Set patterns are used correctly

dad and the children.

Then was a dad his name is Rashed
and the children. Noraid Zayed. The family
go to the desert to talk and have
fun the dad and the children.

was set down to hear a score from
the dad when the dad finish the score
Nora and Zayed play when Nora and Zayed
Tinesh play // Dad : say lets pray.

SAMPLE SCRIPT 4

Criterion	Score	Comments
Ideas	4	Ideas are crafted into a creative story.
Narrative features	4	Just a 4. has a complication and a coda.
Cohesion	3	Suitable and varied
Vocabulary	4	Risk taker. Adventures, realised, expected, disappointed
Grammar and syntax	4	Accuracy and control are demonstrated.

Metha and her brother Rashid were very excited about their trip with their grandfather in to the wild. They prepared everything for it, and went to their grandparents house. Grandpa comes out, and load his stuff in the car. Then he calls Metha and Rashid to get in. This was their first visit to the wild they expected it to be fun and exciting.

At the moment they reach there Rashid rushes out from the car running in the desert. Grandpa calls for him, so he can help him to set on the tent.

They sit inside the tent expecting Grandpa will do something fun, but nothing happened they just kept sitting without doing anything. After a while they started to get bored. Rashid and his sister played a little. After that their grandpa calls them to tell them ~~some~~ some of his adventures about him when he was in their age.

When they finished and prepared themselves to sleep Rashid
~~was~~ started to cry disappointed from this trip. That day
he realized something, what adults do can't be fun for
the kids and that's how life goes.

SAMPLE SCRIPT 5

Criterion	Score	Comments
Ideas	3	Good use of detail. Not crafted, so not a 4
Narrative features	3	Well developed action story
Cohesion	1	Repetitive style results in limited cohesion
Vocabulary	3	Some good words; lots of repetition
Grammar and syntax	2	Limited control of tenses

In one day the father named decided to go to the desert with his sons and the father started five because but the food in the five to eat in the desert suddenly wolf come for him shikha and mohammed was scared but the father don't scared because he have a gun in his bag the father shot the wolf in his leg but the wolf was running to him shikha and mohammed was running away but the father shoot him again and again but the wolf don't tired the father was angry and he shoot him in his head and the wolf was died shikha and mohammed was happy because the wolf was died and they kiss his father in his head and they live happy.

SAMPLE SCRIPT 6

Criterion	Score	Comments
Ideas	4	Ideas are crafted into a creative story.
Narrative features	4	Complication -lost. Resolution- found. Coda- apologises etc .
Cohesion	3	Uses both cohesive devices and internal cohesion to control text.
Vocabulary	4	Broad and precise: Coal, transportation, heritage, whispered
Grammar and syntax	4	Accurate, controlled. Not perfect.

Last night, Salem was eating dinner with his father and his sister. They discussed going camping in the Abu Dhabi desert at the next weekend on Friday.

On Thursday, the family started to collect the needed supplies for thier trip. Salem went to collect some wood, while his father went to collect some coal for the barbecue. Salem's sister prepared the tents and their clothes.

On the next morning, at exactly 4 pm, the family reached the desert and found the perfect plot site beside a small mosque. They were enjoying a delicious barbecue until Salem's father started a guide to the animals of desert. He told Salem and his sister that camels live in the desert. "Camels are part of our transportation heritage". Father said. But Salem was not that

interested and while his father and his sister were busy in the walking tour. He moved away and as the night fell he was totally lost in the desert. He was very frightened as the wind whispered through the night. At the next morning, Salem was surprised that he found his family checking his temperature. But thanks to Allah he was fine and between the hands of his family.

At the end, they prayed at the mosque and returned from their exciting trip to home. Salem apologized to his father and promised that he will be with him forever.

Hamad and Khaled's Day Out - Recount (G9-12)

Practice scripts

PRACTICE SCRIPT 1

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

'Look ba'hr e'g u w'p i'nhad
adn neh w'st p'it's evd i'e'v w'n ei'
adn chad'c

PRACTICE SCRIPT 2

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

The last day, the sun is wonder full and the sea is big gone
day the father tell how the U.A.E developing First the
people ride the camle and horse and the building is small the
building and the people eat meat only.
the people number is small 300 people live in U.A.E.
then the U.A.E he have 40000 people.
then the U.A.E developing Now the people eat fruit and
meat, the people live in the big building and ride the
car and van and the U.A.E is wonder full he have
many animals and sea the boy and girl happy
because the U.A.E developing.

PRACTICE SCRIPT 3

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

last 100 years, the UAE was desert then the human

start make building three floor then they make slow car

then they make plane then helicopter then they make

taller than last building then fast car then they

make mosque Al shakhe Zayed then many street

the now Emirat have tallest borge it borge Khalifa

then they make faster car and plane in

the words, then they make building 100 floor

then 105 floor in Abu Dhabi, the Emirate

event from the human.

PRACTICE SCRIPT 4

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

A father with his son and daughter decided to go and camp in a desert. That father really loved deserts when he was young. They discussed the plan and considered making a firecamp to cook something.

When they arrived, it was still morning, this was ~~the~~ planned to stay as long as possible. They sat in the middle of the desert near a lake. They were surprised by how good the desert looks.

They started a fire for their firecamp, and cooked marshmallows.

The father started telling stories to his kids about him when he was at their age.

They had a lot of fun, and decided to leave when it's the sunset.

Notes:

I could have written more. IFT had more time.

PRACTICE SCRIPT 5

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

the wind was cold and animals was
hideing in the cold sand we light up
a fire with my grampa and my brother
to move on in the morning.

me and my brother hamed live with our
grampa in desert. my dad and mam
moved to city and they tell us they
well come to take us to city. we
live in a tent and we plant some
fruit and vegetables and we travel
by a camel the life is easy and
not hard and the lake is near us
with a boat that we fishing with
the boat we don't go to school so
that's why our mom and dad moved
out. we just learn gran and a little bit of

math - and suddly a message arrive
because we don't have a signal in
desert its from mom and dad
the littir says: he kinds i hope the
you are redy we well come to
vist you after 2 days we were
happy its time to move.

after 2 days mom and dad arrive
we were redy and our grampa too
he was sad to leave the desert
but we were happy finally we
well move to city.

PRACTICE SCRIPT 6

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

travil to Desert

the dad told his children to go to travil to desert,
maya and khaled happy and told his dad : yes dad I love
to travil to Desert, the dad go to the car with
maya and khaled to start travil, in the car the
dad is happy and his children, the car is stop
and the chayaam said : what happened, the dad get
out of the car and see what happened of
the car, the dad said : we will stay here, and
the children get out of car and stay in Desert, the
dad make the fire and get the food, then
the dad call his friend in the city and come
to help him to go to their home.

and
the
childre
not
arived
to the
place
he was

PRACTICE SCRIPT 7

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

Write your story here.

Trip in The desert

once a day, There was a Family want to go to the trip. they take the tools of trip in a desert.

they get the car and go to the desert and in the trip all the Family song and dance in the car. when they arrived, they fire on some woods.

Saif and Fatima go and play on the desert some game and the Father and mother for the saif and Fatima take about the plane for what they will do in the desert.

Firstly, they do the laugh and eat and when they finish saif and Fatima run on the desert but

Fatima Fell down and she Feel pain in her leg. the Father run to her, he catch Fatima and go to the tent. he rescued ^{her} by bandage and she Feel all write. in the night the sleep, next day they eat the breakfast and get back to the home. and in the way Fatima and saif and mother thanks the Father about the nice trip.

PRACTICE SCRIPT 8

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

When I were sat with my sister and my father, my father talked about desert and old life in UAE. My sister said: I want to go to the desert.

My father said: OK, after 2 days we went to the desert and we made camp to live in desert some days. The time of pray we go to the shiek Zayed mosque.

If we want to eat we collect some woods and fire it to eat, in one day I think if I go to mountain I will found some people, when I go to their I didn't find any one and I losed the way.

My father and my sister search but they didn't found me so my father rent to the Abu Dhabi and bought firegame. He came back to the desert and lancher this game to sky.

I saw this fire game and went to the fire game, their I found my family and we came back to the home.

PRACTICE SCRIPT 9

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

Write your story here.

(in the desert)

one day I going in the desert with
my family and my brother and my
sister and mother because in school
holiday and I going I stay in the desert
2 day and all my family is happy
and in the night me and my family
sleep after in the night one day he
come my small brother he very cry
because he sleep because the
day come after my mother he
see the day after he come
to the police and he come the police
after he take the day in
police.

Extra

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

Hei how HOLPI hisa H=LDI how GTOBLI

AND GTO PEsERTD in in KSTAIz AD BLI

Extra

Criterion	Score	Comments
Ideas		
Narrative features		
Cohesion		
Vocabulary		
Grammar and syntax		

Kan sagap name:omer la happanah
 kanho a jva bh kan u glthm vka
 n'an ium zoangal il gad ~~Li~~ ^dLi va ~~th~~
 Isaf as LKN kan could olt visal
 anir ogillh milvka ~~h~~ nan sil
~~to~~ boi il gad loit int kant hatk
 Masagat il gad sosigol lka Nam
 Lin ilan Luogd ~~a~~ Tim gl Tim. i vka
 anko an il car.

PRACTICE SCRIPT 1

Criterion	Score	Comments
Ideas	0	
Narrative features	0	
Cohesion	0	
Vocabulary	0	
Grammar and syntax	0	

PRACTICE SCRIPT 2

Criterion	Score	Comments
Ideas	1	Not sufficiently relevant to the prompt
Narrative features	1	No detail to establish narrative
Cohesion	1	Adequate only - then, now, because
Vocabulary	2	Immature and repetitive
Grammar and syntax	2	

PRACTICE SCRIPT 3

Criterion	Score	Comments
Ideas	1	Ideas broadly related to describe prompt do not tell a story
Narrative features	1	Descriptive, not narrative
Cohesion	0	Simple pattern (then)
Vocabulary	2	
Grammar and syntax	2	Low; intrusive but coherent

PRACTICE SCRIPT 4

Criterion	Score	Comments
Ideas	3	Details relate to the prompt
Narrative features	3	Story progresses through
Cohesion	3	Moderate, not varied
Vocabulary	3	Marshmallows, good range of verbs, but not quite a 4
Grammar and syntax	4	Low 4 but the last 'Note' shows the grammar potential...

PRACTICE SCRIPT 5

Criterion	Score	Comments
Ideas	4	
Narrative features	3	Developed but not sophisticated
Cohesion	2	More than adequate; includes coherent use of paragraphs
Vocabulary	3	Adequate and suitable
Grammar and syntax	3	Low - some control of tenses but many errors

PRACTICE SCRIPT 6

Criterion	Score	Comments
Ideas	3	
Narrative features	2	Lacks well chosen detail
Cohesion	1	Adequate
Vocabulary	1	Immature
Grammar and syntax	2	Simple, mainly consistent

PRACTICE SCRIPT 7

Criterion	Score	Comments
Ideas	3	
Narrative features	3	Details well chosen and it progresses
Cohesion	2	Control
Vocabulary	2	Simplistic
Grammar and syntax	2	Not enough control

PRACTICE SCRIPT 8

Criterion	Score	Comments
Ideas	3	Imaginative even if simplistic
Narrative features	3	Low - some good use of detail to create story
Cohesion	2	Mostly controlled; with paragraphing
Vocabulary	3	Some good words; risks not successful
Grammar and syntax	2	Frequency of errors intrudes

PRACTICE SCRIPT 9

Criterion	Score	Comments
Ideas	2	
Narrative features	2	Some detail
Cohesion	1	Adequate, repetitive, not controlled
Vocabulary	1	limited
Grammar and syntax	2	Frequent spelling errors do not really impede meaning

