

Description

A description details the features of a subject whether real or imagined.

A highly effective description will likely include:

- A clear, engaging title that outlines the subject to be described
- Descriptive language that refers to size, shape, number, texture and colour
- Literary techniques e.g. similes, metaphors, onomatopoeia
- Positional language
- Subject-specific vocabulary

EXPERIENCES AND OUTCOMES

Early Level LIT 0-01a / LIT 0-11a / LIT 0-20a / ENG 0-12a / LIT 0-13a / LIT 0-21a / LIT 0-21b / LIT 0-26a / LIT 0-09b / LIT 0-31a

First Level LIT 1-20a / LIT 1-21a / LIT 1-22a / LIT 1-23a / LIT 1-24a / LIT 1-25a / LIT 1-26a / LIT 1-28a / LIT 1-29a / ENG 1-31a

Second Level LIT 2-20a / LIT 2-21a / LIT 2-22a / LIT 2-23a / LIT 2-24a / LIT 2-25a / LIT 2-26a / ENG 2-27a / LIT 2-28a / ENG 2-31a

Third Level LIT 3-21a / LIT 3-22a / LIT 3-23a / LIT 2-24a / LIT 3-25a / LIT 3-26a / ENG 3-27a / LIT 3-28a / ENG 3-31a

Description Assessment at Early Level

Creating Written Texts	Includes a clear title.	
	One sentence is used to define the subject being described.	
	Includes descriptive statements focusing on at least two aspects (e.g. shape, size, colour, number, texture).	
	The writing meets its purpose to describe the characteristics of the subject.	
	Shares feelings, experiences, information, messages or ideas in pictures, print or digital text.	
Tools for Writing	Uses simple sentences.	
	Writes words from left to right.	
	Leaves a space between words when writing.	
	Makes an attempt to use a capital letter and a full stop in at least one sentence.	
	Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).	
	Verbs describe the attribute (e.g. is, are, has, have) and are used in simple present tense.	
	Uses articles correctly (e.g. the, a, an).	
	Forms most lowercase letters legibly.	
Tools for Writing Phonology	Uses known sounds to attempt to write a sentence. Words may be represented with mainly consonants.	
	Makes an attempt to spell familiar words correctly.	
Finding, Using and Organising Information	Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.	
	Uses varied, appropriate vocabulary (e.g. simple adjectives are used to describe the subject based on aspects such as shape, size, colour, number, texture).	

Description Assessment at First Level

Creating Written Texts	Includes a clear title.	
	Includes an opening statement to define the subject being described.	
	A few sentences are used to effectively describe the subject. Multiple attributes may be incorporated in one sentence.	
	The writing meets its purpose to describe the characteristics of the subject.	
	<p>When writing imaginatively and creatively:</p> <ul style="list-style-type: none"> • Creates own texts, for example, stories, poems and plays, with recognisable features of genre. • Creates texts with evidence of structure. • Creates texts interesting characters through their feelings and actions and physical description. 	
Tools for Writing	Uses simple and compound sentences.	
	Writes independently, punctuating most sentences accurately (e.g. using a capital letter, full stop, question mark or exclamation mark).	
	Starts sentences in a variety of ways to engage the reader.	
	Links sentences using common conjunctions (e.g. and, but, because or so).	
	Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).	
	Verbs are used to describe the attribute and are in the present tense (e.g. is, are, has, have).	
	Uses articles correctly (e.g. the, a, an).	
	Uses appropriate subject and verb agreement (e.g. is/are)	
	A range of nouns, both common and proper, are used.	
	Generalised noun groups are used (e.g. many, some, all).	
	Writing has been checked to ensure it makes sense.	
	Presents writing in a clear, legible way using images and other features as appropriate.	
Tools for Writing Phonology	Represents all substantial sounds within words (perhaps without regard for conventional spelling patterns).	
	Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.	
	Spells most commonly used words correctly.	
	Spells most vocabulary used across the curriculum correctly.	
Finding, Using and Organising Information	Includes relevant information in written texts.	
	Organises writing in a logical order and as appropriate to the audience (e.g. may be attempting paragraphs).	
	Uses relevant and/or interesting vocabulary as appropriate for the context (e.g. effective adjectives are used to describe the subject based on aspects such as shape, size, colour, number, texture. May also be beginning to use some positional or figurative language to enhance effect on the reader where appropriate).	

Description Assessment at Second Level

Creating Written Texts	Includes a clear title.	
	An opening statement identifies the subject being described.	
	Many sentences are used to effectively define the subject. Multiple attributes may be incorporated in one sentence.	
	The writing meets its purpose to describe the characteristics of the subject.	
	<p>When writing imaginatively and creatively:</p> <ul style="list-style-type: none"> • Applies a few features of the chosen genre. • Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue. • Creates setting/context with some descriptive detail. • Attempts to use figurative language (imagery) to engage the reader for example simile, metaphor, alliteration and onomatopoeia. • Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending. 	
	Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.	
Tools for Writing	Uses simple, compound and complex sentences.	
	Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes (where appropriate). Punctuation is mainly accurate.	
	Uses sentences of different lengths and types and varies sentences openings (where appropriate).	
	Links sentences using a range of conjunctions (where appropriate).	
	Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).	
	The tense of verbs is consistent (e.g. uses simple present tense).	
	Complex noun groups are used (e.g. adjective/adjectival phrase, secondary noun, prepositions or a relative clause).	
	Adverbs of time and frequency are used (e.g. where, when, how long, why, with whom).	
	Plurals and articles are used correctly.	
	The subject and verbs agree (e.g. is/are).	
	A variety of adjectives are used to describe the subject (e.g. shape, size, colour, number, texture).	
	Writes most sentences in a grammatically accurate way.	
	Uses paragraphs to separate thoughts and ideas (where appropriate).	
Writing has been reviewed and corrected to ensure it makes sense, is technically accurate and meets its purpose.		
Writes in a fluent and legible way.		

	Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader (e.g. headings, bullet points, fonts, graphics, and/or captions where appropriate).	
Tools for Writing Phonology	Though spelling may lack accuracy, all vowel and consonant sounds are represented in a word.	
	Applies knowledge of spelling patterns, rules, and strategies to spell most words correctly.	
Finding, Using and Organising Information	Organises and presents information in a logical way.	
	Selects relevant ideas and information.	
	Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience (e.g. an increasing use of technical and more specific, descriptive vocabulary is demonstrated to describe the subject based on aspects such as shape, size, colour, number, texture. May also be using some positional or figurative language effectively to enhance effect on the reader).	

Description Assessment at Third Level

Creating Written Texts	Includes a clear title.	
	An opening statement identifies the subject being described.	
	Many sentences are used to effectively define the subject. Multiple attributes may be incorporated in one sentence.	
	The writing meets its purpose to describe the characteristics of the subject.	
	Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre.	
	<p>When writing imaginatively or creatively:</p> <ul style="list-style-type: none"> • Applies key features of the chosen genre. • Creates interesting and convincing characters. • Creates a clear sense of setting with descriptive detail. • Makes some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language. 	
Tools for Writing	Uses simple, compound and complex sentences.	
	Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.	
	Uses a variety of sentence structures, varying openings and lengths for example simple and complex sentences, lists and repetition.	
	Uses an appropriate range of conjunctions to structure writing for effect.	
	Third-person pronouns are used (e.g. him, her, it, they, them) rather than first-person pronouns (e.g. I, we, me, us).	
	The tense of verbs is consistent (e.g. uses simple present tense).	
	Complex noun groups are used (e.g. adjective/adjectival phrase, secondary noun, prepositions or a relative clause).	
	Adverbs of time and frequency are used (e.g. where, when, how long, why, with whom).	
	Plurals and articles are used correctly.	
	The subject and verbs agree (e.g. is/are).	
	A variety of adjectives are used to describe the subject (e.g. shape, size, colour, number, texture).	
	Writes almost all sentences in a grammatically accurate way.	
	Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.	
	Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve language or content.	
	Writes in a fluent and legible way.	
	Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience (e.g. headings, bullet points, text boxes, and/or relevant graphics where appropriate).	

Tools for Writing Phonology	Uses knowledge of many characteristic patterns and rules in order to correctly spell words.	
	Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.	
Finding, Using and Organising Information	Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.	
	Selects relevant ideas and information including supporting detail or evidence.	
	Organises ideas and information in a logical order.	
	Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing (e.g. clear use of any appropriate technical and increasingly precise word choice is demonstrated. Positional or figurative language has been used thoughtfully to enhance effect on the reader).	