

# Discussion

*A discussion presents information and opinions from different sides of an issue.*

A highly effective discussion will likely include:

- A clear title that outlines the issue to be discussed in the form of a question
- Text that presents both sides of an argument
- Text that reinforces arguments with evidence and examples
- Persuasive language or rhetorical devices
- Sequencing words and phrases e.g. on the other hand, however, yet
- Text written in simple present tense
- Text that addresses the reader directly e.g. How would you... What would you do if...

## 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

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 2-29a

Third Level LIT 3-21a / LIT 3-22a / LIT 3-23a / LIT 2-24a / LIT 3-25a / LIT 3-26a / ENG 3-27a / LIT 3-29a

# Discussion Assessment at Early Level

<b>Creating Written Texts</b>	Includes a clear title that highlights two options.	
	One articulated position is given after considering the two options.	
	A 'because' statement is given as justification that includes a descriptive component.	
	The writing meets its purpose to present information and opinions from different sides of an issue.	
	<b>Shares feelings, experiences, information, messages or ideas in pictures, print or digital text.</b>	
<b>Tools for Writing</b>	Uses simple sentences.	
	<b>Writes words from left to right.</b>	
	<b>Leaves a space between words when writing.</b>	
	<b>Makes an attempt to use a capital letter and a full stop in at least one sentence.</b>	
	Nouns and personal pronouns are used.	
	Present tense (e.g. feel, believe, like).	
	The subjects and verbs agree.	
	Conjunction 'because' is used to link sentences.	
	Uses articles correctly (e.g. the, a, an).	
	<b>Forms most lowercase letters legibly.</b>	
<b>Tools for Writing Phonology</b>	Uses known sounds to attempt to write a sentence. Words may be represented with mainly consonants.	
	<b>Makes an attempt to spell familiar words correctly.</b>	
<b>Finding, Using and Organising Information</b>	<b>Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.</b>	
	Uses varied, appropriate vocabulary (e.g. an aspect such as shape, size, colour, number or texture is used to inform opinion).	

# Discussion Assessment at First Level

<b>Creating Written Texts</b>	A clear title outlines the issue to be discussed in the form of a question.	
	One articulated position is given after considering two options.	
	A 'because' statement is given as justification that is based on two or more elements of description.	
	A contrary position is stated.	
	Contrary evidence is given and supported by one statement with one element of description.	
	A conclusion is given.	
	The writing meets its purpose to present information and opinions from different sides of an issue.	
	<b>When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:</b> <ul style="list-style-type: none"> <li>• <b>Selects, organises and conveys information in different ways</b></li> <li>• <b>Uses vocabulary and language for specific purposes</b></li> <li>• <b>Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose</b></li> </ul>	
<b>Tools for Writing</b>	Uses simple and compound sentences.	
	<b>Writes independently, punctuating most sentences accurately (e.g. using a capital letter, full stop, question mark or exclamation mark.)</b>	
	<b>Starts sentences in a variety of ways to engage the reader.</b>	
	<b>Links sentences using common conjunctions. These are mainly simple (e.g. and, but, because and so).</b>	
	Contrary statements are indicated appropriately (e.g. however, on the other hand).	
	Nouns are used.	
	Personal pronouns are used.	
	Present tense (e.g. feel, believe, like).	
	The subjects and verbs agree.	
	Uses articles correctly (e.g. the, a, an).	
	<b>Writing has been checked to ensure it makes sense.</b>	
	<b>Presents writing in a clear, legible way using images and other features as appropriate.</b>	
<b>Tools for Writing Phonology</b>	Represents all substantial sounds within words (perhaps without regard for conventional spelling patterns).	
	<b>Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</b>	
	<b>Spells most commonly used words correctly.</b>	
	<b>Spells most vocabulary used across the curriculum correctly.</b>	

<b>Finding, Using and Organising Information</b>	Includes relevant information in written texts.	
	<b>Organises writing in a logical order and as appropriate to the audience</b> (e.g. may be attempting paragraphs).	
	<b>Uses relevant and/or interesting vocabulary as appropriate for the context</b> (e.g. aspects such as shape, size, colour, number or texture are used to inform opinion).	

# Discussion Assessment at Second Level

<b>Creating Written Texts</b>	A clear title outlines the issue to be discussed in the form of a question, and is either a 'yes' or 'no' statement.
	A statement is used to outline the issue.
	At least two arguments are presented 'for' and two 'against'.
	Supporting evidence is included for all arguments, including expert testimonial for at least one of the arguments.
	Includes related counter arguments.
	A conclusion is given.
	The writing meets its purpose to present information and opinions from different sides of an issue.
	Uses appropriate style and format to convey information applying key features of the chosen genre.
	Uses tone and vocabulary appropriate to purpose (e.g. emotive language, addresses reader directly).
	<p><b>When writing to persuade, evaluate, explore issues or express an opinion:</b></p> <ul style="list-style-type: none"> <li>• <b>Presents relevant ideas and information, including supporting detail, to convey view point</b></li> <li>• <b>Organises ideas in a logical way</b></li> <li>• <b>Includes an introduction that makes the topic clear and a conclusion that rounds off the writing</b></li> <li>• <b>Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language</b></li> </ul>
<b>Tools for Writing</b>	Uses simple and compound sentences.
	<b>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.</b>
	<b>Uses sentences of different lengths and types and varies sentences openings</b> (e.g. in addition, on the other hand).
	<b>Links sentences using a range of conjunctions</b> (e.g. but, however, although, to introduce contrary statements).
	Nouns are used.
	Personal pronouns are used in the conclusion.
	Present tense (e.g. feel, believe, like).
	The subjects and verbs agree.
	Uses high-modal verbs (e.g. have to, must) and high-modal adverbs (e.g. absolutely, certainly) for effect.
	Uses articles correctly (e.g. the, a, an).
	Sequencing words are used.
	<b>Writes most sentences in a grammatically accurate way.</b>
	<b>Uses paragraphs to separate thoughts and ideas</b> (e.g. paragraphs based on separate argument with related counter argument).
	<b>Writing has been reviewed and corrected to ensure it makes sense, is technically accurate and meets its purpose.</b>

	<b>Writes in a fluent and legible way.</b>	
	<b>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).</b>	
<b>Tools for Writing Phonology</b>	Though spelling may lack accuracy, all vowel and consonant sounds are represented in a word.	
	<b>Applies knowledge of spelling patterns, rules, and strategies to spell most words correctly.</b>	
<b>Finding, Using and Organising Information</b>	<b>Organises and presents information in a logical way.</b>	
	<b>Selects relevant ideas and information.</b>	
	<b>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</b> (e.g. may be using some persuasive devices and literary techniques to enhance effect on the reader such as rhetorical questions, emotive word choice, repetition).	
	<b>Acknowledges sources making clear where the information came from. Sources of information are correctly referenced (e.g. footnotes &amp; bibliography).</b>	

# Discussion Assessment at Third Level

<b>Creating Written Texts</b>	A clear title outlines the issue to be discussed in the form of a question, and is either a 'yes' or 'no' statement.
	A statement is used to outline the issue.
	At least two arguments are presented 'for' and two 'against'.
	Supporting evidence is included for all arguments, including expert testimonial for at least one of the arguments.
	Includes related counter arguments.
	A conclusion is given.
	The writing meets its purpose to present information and opinions from different sides of an issue.
	<b>Creates short and extended texts regularly for a range of purposes and audiences.</b>
	<b>When writing to convey information, describe events, explain processes or concepts, and combine ideas.</b> <ul style="list-style-type: none"> <li>• <b>Uses a style and format appropriate to purpose and audience, applying features of the chosen genre.</b></li> <li>• <b>Includes relevant ideas/knowledge/information with supporting detail or evidence.</b></li> <li>• <b>Organises and structures ideas or information in a logical order using linking words or phrases.</b></li> <li>• <b>Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure.</b></li> <li>• <b>Uses appropriate tone and vocabulary for purpose and audience</b></li> </ul>
<b>Tools for Writing</b>	Uses simple and compound sentences.
	<b>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.</b>
	<b>Uses a variety of sentence structures, varying openings and lengths for example simple and complex sentences, lists and repetition.</b>
	Uses an appropriate range of conjunctions to structure writing for effect.
	Nouns are used.
	Personal pronouns are used in the conclusion.
	Present tense (e.g. feel, believe, like).
	Uses articles correctly (e.g. the, a, an).
	The subjects and verbs agree.
	Sequencing words are used.
	Uses high-modal verbs (e.g. have to, must) and high-modal adverbs (e.g. absolutely, certainly) for effect.
	Embedded active voice is demonstrated.
	<b>Writes almost all sentences in a grammatically accurate way.</b>
	<b>Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.</b>
	<b>Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve language or content.</b>

	<b>Writes in a fluent and legible way.</b>	
	<b>Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience</b> (e.g. headings, bullet points, text boxes, and/or relevant graphics where appropriate).	
<b>Tools for Writing Phonology</b>	Uses knowledge of many characteristic patterns and rules in order to correctly spell words.	
	<b>Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.</b>	
<b>Finding, Using and Organising Information</b>	<b>Uses and acknowledges sources appropriately.</b>	
	<b>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</b>	
	<b>Selects relevant ideas and information including supporting detail or evidence.</b>	
	<b>Organises and presents information in a logical order.</b>	
	<b>Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing.</b> (e.g. clear use of any appropriate technical and increasingly precise word choice is demonstrated. Persuasive devices and literary techniques such as rhetorical questions, emotive word choice, repetition are used well to enhance effect on the reader).	