

Explanation

An explanation makes clear how or why things are, or how things work.

A highly effective explanation will likely include:

- A clear title e.g. 'How...' or 'Why...'
- A process that has been sequenced clearly, often arranged into numbered points, sections or paragraphs
- Time connectives and sequencing words e.g. first, after, then, next, finally
- Relevant images e.g. diagrams, flowcharts, illustrations
- Text written in simple present tense
- Text presented in a simple, clear to follow format

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 2-28a

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

Explanation Assessment at Early Level

Creating Written Texts	Includes a clear title.	
	Includes three simple sequenced sentences.	
	The writing meets its purpose: to make clear how or why things are, or how things work.	
	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. it, they) rather than first-person pronouns (e.g. I, we, me, us).	
	Verbs are in the present tense.	
	Uses articles correctly (e.g. the, a, an).	
	May use simple time connectives to introduce each step (e.g. First..., Second..., Finally...).	
	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. may use different time connectives such as next, then, after).	

Explanation Assessment at First Level

Creating Written Texts	Includes a clear title to identify the focus of the writing (e.g. how or why).	
	A few sentences are used to define the focus of the text.	
	A logical sequence of sentences, chronologically ordered, explains how or why things are, or how things work.	
	Descriptive sentences are given for all topic sentences.	
	Includes a conclusion.	
	The writing meets its purpose to make clear how or why things are, or how things work.	
	When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: <ul style="list-style-type: none"> • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. • Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose. 	
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 (e.g. then, eventually, after).	
	Links sentences using common conjunctions (e.g. and, but, because or so).	
	Third person pronouns are used (e.g. him, her, it, and them) rather than first person pronoun (e.g. I, we, me, us).	
	Modifiers are used to tell how much, how many or what size (e.g. all, most, many, some, few, only, mainly, often).	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	Action verbs are used to explain processes.	
	Simple present tense is used.	
	Writing has been checked to ensure it makes sense.	
	Presents writing in a clear, legible way using images and other features as appropriate (e.g. labelled diagrams).	
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. Sequence of the process is clear and fully described.	

	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. may use different time connectives such as next, then, after).	

Explanation Assessment at Second Level

Creating Written Texts	Includes a clear title to identify the focus of the writing (e.g., How...or Why..).
	A clear introduction defines the focus of the text.
	A logical sequence of sentences, chronologically ordered, explains how or why things are, or how things work.
	Descriptive sentences are given for all topic sentences.
	Includes a conclusion. This revisits the topic which is being explained.
	The writing meets its purpose to make clear how or why things are, or how things work.
	When writing to convey information, describe events, explain processes or combine ideas in different ways: <ul style="list-style-type: none"> • Uses appropriate style and format to convey information applying key features of the chosen genre. • Includes relevant ideas, knowledge and information. • Organises and presents information in a logical way. • Uses tone and vocabulary appropriate to purpose.
	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.
	Links sentences using a range of conjunctions (e.g. to show cause and effect).
	Noun groups are used.
	Third person pronouns are used (e.g. him, her, it, them, and them) rather than first person pronoun (e.g. I, we, me, us).
	Modifiers are used to tell how much, how many or what size (e.g. all, most, many, some, few, only, mainly, often).
	Uses articles correctly (e.g. the, a, an).
	The subjects and verbs agree.
	Action verbs are used to explain processes.
	Simple present tense is used.
	Writes most sentences in a grammatically accurate way.
	Uses paragraphs to separate thoughts and ideas.
	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, diagrams, illustrations, charts, maps and photos may be used to support information).

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. Paragraphs are chronologically ordered.	
	Selects relevant ideas and information.	
	Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience (e.g. may be using more technical vocabulary as relevant to the subject matter).	
	Acknowledges sources making clear where the information came from. Sources of information are correctly referenced (e.g. footnotes or bibliography).	

Explanation Assessment at Third Level

Creating Written Texts	Includes a clear title to identify the focus of the writing (e.g. how or why).	
	A clear introduction defines the focus of the text.	
	A logical sequence of sentences, chronologically ordered, explains the how the phenomenon occurs.	
	Descriptive sentences are given for all topic sentences.	
	Includes a conclusion. This revisits the phenomenon which is being explained.	
	The writing meets its purpose to make clear how or why things are, or how things work.	
	Creates short and extended texts regularly for a range of purposes and audiences.	
	Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre.	
	<p>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</p> <ul style="list-style-type: none"> • Uses a style and format appropriate to purpose and audience, applying features of the chosen genre. • Includes relevant ideas/knowledge/information with supporting detail or evidence. • Organises and structures ideas or information in a logical order using linking words or phrases. • Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure. • Uses appropriate tone and vocabulary for purpose and audience. 	
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.	
	Noun groups are used.	
	Third person pronouns are used (e.g. him, her, it, them, and them) rather than first person pronoun (e.g. I, we, me, us).	
	Modifiers are used to tell how much, how many or what size (e.g. all, most, many, some, few, only, mainly, often).	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	Action verbs are used to explain processes.	
	Simple present tense is used.	
	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.	
	Uses and acknowledges sources appropriately. Sources of information are correctly referenced (e.g. footnotes or bibliography).	
	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 descriptive vocabulary is demonstrated).	