

Information Report

An information report is used to present information about someone or something.

A highly effective information report will likely include:

- A clear title that outlines the subject
- Accurate, reliable facts and information
- Text that has been clearly arranged into sections or paragraphs
- Relevant images e.g. photographs, diagrams, charts, maps
- Text written in the third person
- Text written in the appropriate tense e.g. present, past for a historical event/figure
- 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

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

Information Report Assessment at Early Level

Creating Written Texts	Includes a clear title.	
	Includes a simple opening statement about the subject.	
	Details are given to describe the subject (e.g. shape, size, colour, number, texture, action/doing statement).	
	The writing meets its purpose to present information about someone or something.	
	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 are usually in simple present tense.	
	Uses plurals and articles correctly.	
	Uses appropriate subject and verb agreement.	
	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.	

Information Report Assessment at First Level

Creating Written Texts	Includes a clear title.	
	Includes an introduction or opening statement about the subject.	
	A conclusion (if necessary) summarises the information presented.	
	Facts are supported with appropriate use of illustrations, charts, maps, photos etc.	
	The writing meets its purpose to present information about someone or something.	
	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, for example, 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 for example and, because, but 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 usually in simple present tense. (e.g. Whales are mammals.)	
	Uses plurals and articles correctly.	
	Uses appropriate subject and verb agreement (e.g. is/are)	
	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. clear sections or paragraphs).	
	Uses relevant and/or interesting vocabulary as appropriate for the context.	

Information Report Assessment at Second Level

Creating Written Texts	Includes a clear title.	
	Includes an introduction or opening statement about the subject.	
	A conclusion (if necessary) summarises the information presented.	
	A conclusion (if necessary) contains no new information.	
	Facts are supported with appropriate use of illustrations, charts, maps, photos etc.	
	The writing meets its purpose to present information about someone or something.	
	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 	
Tools for Writing	Uses simple and compound sentences.	
	Writes independently, punctuating most sentences accurately.	
	Uses sentences of different lengths and types and varies sentences openings (where appropriate).	
	Links sentences using a range of conjunctions (where appropriate).	
	Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.	
	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.	
	Modifiers are used that tell how much or how many (e.g. all, most, many, some, few, only, mainly, often, sometimes).	
	Noun groups are used with embedded technical vocabulary (e.g. the blue-nosed dolphin).	
	Uses plurals and articles correctly.	
	Uses appropriate subject and verb agreement (e.g. is/are)	
	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). Diagrams, illustrations, charts, maps and photos may be used to support information.	

Tools for Writing Phonology	Represents all vowel and consonant sounds in a word, placing vowels in every syllable (less familiar words).	
	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. 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).	

Information Report Assessment at Third Level

Creating Written Texts	Includes a clear title.	
	Includes an introduction or opening statement about the subject.	
	A conclusion (if necessary) summarises the information presented.	
	A conclusion (if necessary) contains no new information.	
	Facts are supported with appropriate use of illustrations, charts, maps, photos etc.	
	Uses appropriate style and format to convey information applying key features of the chosen genre.	
	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.	
	When writing to convey information, describe events, explain processes or concepts, and combine ideas:	
	<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. 	
	The writing meets its purpose to present information about someone or something.	
Tools for Writing	Uses simple and compound 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.	
	Modifiers are used that tell how much or how many (e.g. all, most, many, some, few, only, mainly, often, sometimes).	
	Noun groups are used with embedded technical vocabulary (e.g. the blue-nosed dolphin).	
	Uses plurals and articles correctly.	
	Uses appropriate subject and verb agreement (e.g. is/are)	
	Passive voice 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	Using 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.	
	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 more technical and specific word choice as relevant to the subject matter).	