

# Response/Review

*A response/review is a personal evaluation of a particular product or performance.*

A highly effective response/review will likely include:

- A clear title that outlines the subject being reviewed
- Text that gives details about the key aspects of a product or performance
- Descriptive language
- Personal statements and opinions e.g. I think... I did not enjoy... my favourite part...
- Text written in the appropriate tense
- Subject-specific vocabulary
- Reflective or evaluative statements about aspects of the subject

## 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 / ENG 3-30a

# Response/Review Assessment at Early Level

<b>Creating Written Texts</b>	Includes a clear title.	
	An opening statement indicates like or dislike of the subject with a point of view.	
	Descriptive categories (e.g. number, size, colour, shape, texture, feeling, action or location) are used.	
	A single element of judgement (positive or negative) is used followed by an adjective.	
	The writing meets its purpose to give a personal evaluation of a particular product or performance.	
	<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>	
	First-person pronouns (e.g. I, we, me, us) are used rather than third-person pronouns (e.g. it, they).	
	Verbs are usually in the present tense.	
	Uses articles correctly (e.g. the, a, an).	
	Uses adjectives or describing words.	
	<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>	
	<b>Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.</b>	
	Uses varied, appropriate vocabulary (e.g. language reflects the content).	

# Response/Review Assessment at First Level

<b>Creating Written Texts</b>	Includes a clear title that outlines the subject.	
	An opening statement gives some context about the subject.	
	Descriptive categories (e.g. number, size, colour, shape, texture, feeling, action or location) are used.	
	A few sentences of judgement (positive or negative) are included.	
	Judgements are supported with examples.	
	Includes a concluding summary or rating.	
	The writing meets its purpose to give a personal evaluation of a particular product or performance.	
	<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 (e.g. and, because, but or so).</b>	
	First-person pronouns (e.g. I, we, me, us) are used rather than third-person pronouns (e.g. it, they).	
	A variety of adjectives are used to describe the product or performance (positively or negatively).	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	Present tense is used.	
	<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>	
	<b>Uses relevant and/or interesting vocabulary as appropriate for the context</b> (e.g. technical language reflects the content).	

# Response/Review Assessment at Second Level

<b>Creating Written Texts</b>	Includes a clear title that outlines the subject.	
	An opening statement gives clear context about the subject (e.g. the creator, when the text was constructed, other works by the creator and intended audience).	
	Descriptive categories (e.g. number, size, colour, shape, texture, feeling, action or location) are used.	
	A summary of judgements and recommendations (positive or negative) are included.	
	Judgements (positive or negative) are supported with examples.	
	Includes a concluding rating or recommendation.	
	The writing meets its purpose to give a personal evaluation of a particular product or performance.	
	<b>When writing to persuade, evaluate, explore issues or express an opinion:</b> <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>Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.</b>	
<b>Tools for Writing</b>	Uses simple, compound and complex 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>	
	<b>Links sentences using a range of conjunctions.</b>	
	Pronouns are used consistently and correctly.	
	A variety of adjectives are used to describe the product or performance (positively or negatively).	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	Present tense is used.	
	Personal voice is confined to the final paragraph.	
	<b>Writes most sentences in a grammatically accurate way.</b>	
	<b>Uses paragraphs to separate thoughts and ideas.</b>	
	<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). Diagrams, illustrations, charts, maps and photos may be used to support information.</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 (e.g. may be using more technical vocabulary as relevant to the subject matter).</b>	

# Response/Review Assessment at Third Level

<b>Creating Written Texts</b>	Includes a clear title that outlines the subject.	
	An opening statement gives clear context about the subject (e.g. the creator, when the text was constructed, other works by the creator and intended audience).	
	Descriptive categories (e.g. number, size, colour, shape, texture, feeling, action or location) are used.	
	A summary of judgements and recommendations (positive or negative) are included.	
	Judgements (positive or negative) are supported with examples.	
	Includes a concluding rating or recommendation.	
	The writing meets its purpose to give a personal evaluation of a particular product or performance.	
	<b>Creates short and extended texts regularly for a range of purposes and audiences.</b>	
	<b>Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre.</b>	
	<p><b>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</b></p> <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, compound and complex 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.	
	Pronouns are used consistently and correctly.	
	A variety of adjectives are used to describe the product or performance (positively or negatively).	
	Uses articles correctly (e.g. the, a, an).	
	The subjects and verbs agree.	
	Present tense is used.	
	Personal voice is confined to the final paragraph.	
	<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 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 ideas and 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 more technical vocabulary as relevant to the subject matter).	