



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Assessment of L1LPs & L2LPs in Mainstream Settings

Learning Intentions for Today



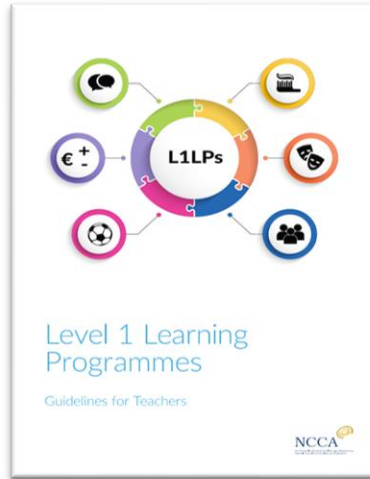
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- ✓ Developing a deeper understanding of how ongoing assessment supports student learning
- ✓ Identifying the connections between teaching, learning, assessment and reporting
- ✓ Understanding the way well planned assessment supports learning and teaching
- ✓ Explore the need for PLU ‘assessment moments’ with success criteria (individual LOs **and/or** cross-curricular/thematic assessments with more than one LO)
- ✓ Explore assessment within Level 1 and Level 2 Short Courses – CBAs.

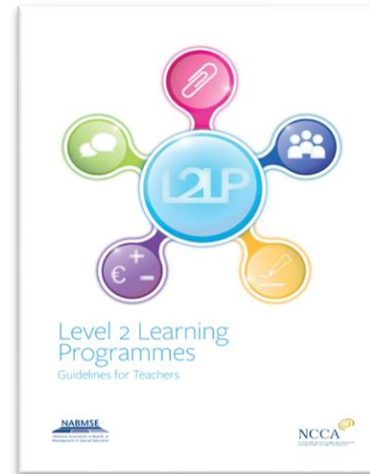
Key Documents and Resources



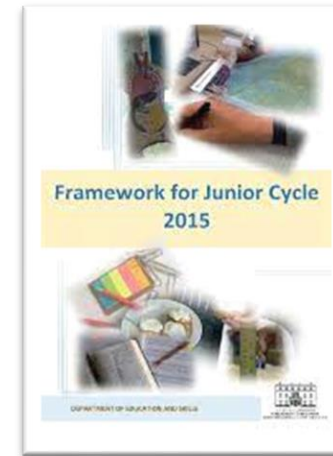
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L1LPs Guidelines



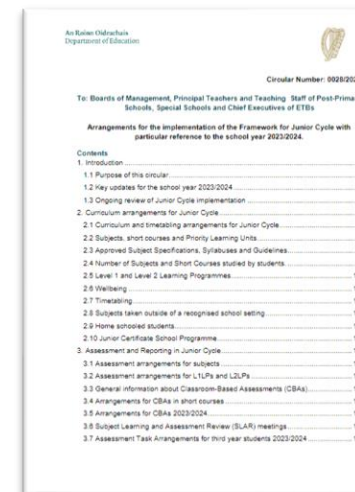
L2LPs Guidelines



Framework for JC



NCCA Focus on Learning: Ongoing Assessment Booklets



Circular 0028/2023 Arrangements for Implementation of the Framework for Junior Cycle 2023/24



Teachers are familiar with the need to plan their teaching but not so familiar with the need to plan assessment. However, plans for teaching are incomplete unless they contain plans for assessment... **Assessment and teaching** have to be **aligned**, as they share common learning intentions.

(Berry, 2008)



National Framework of Qualifications



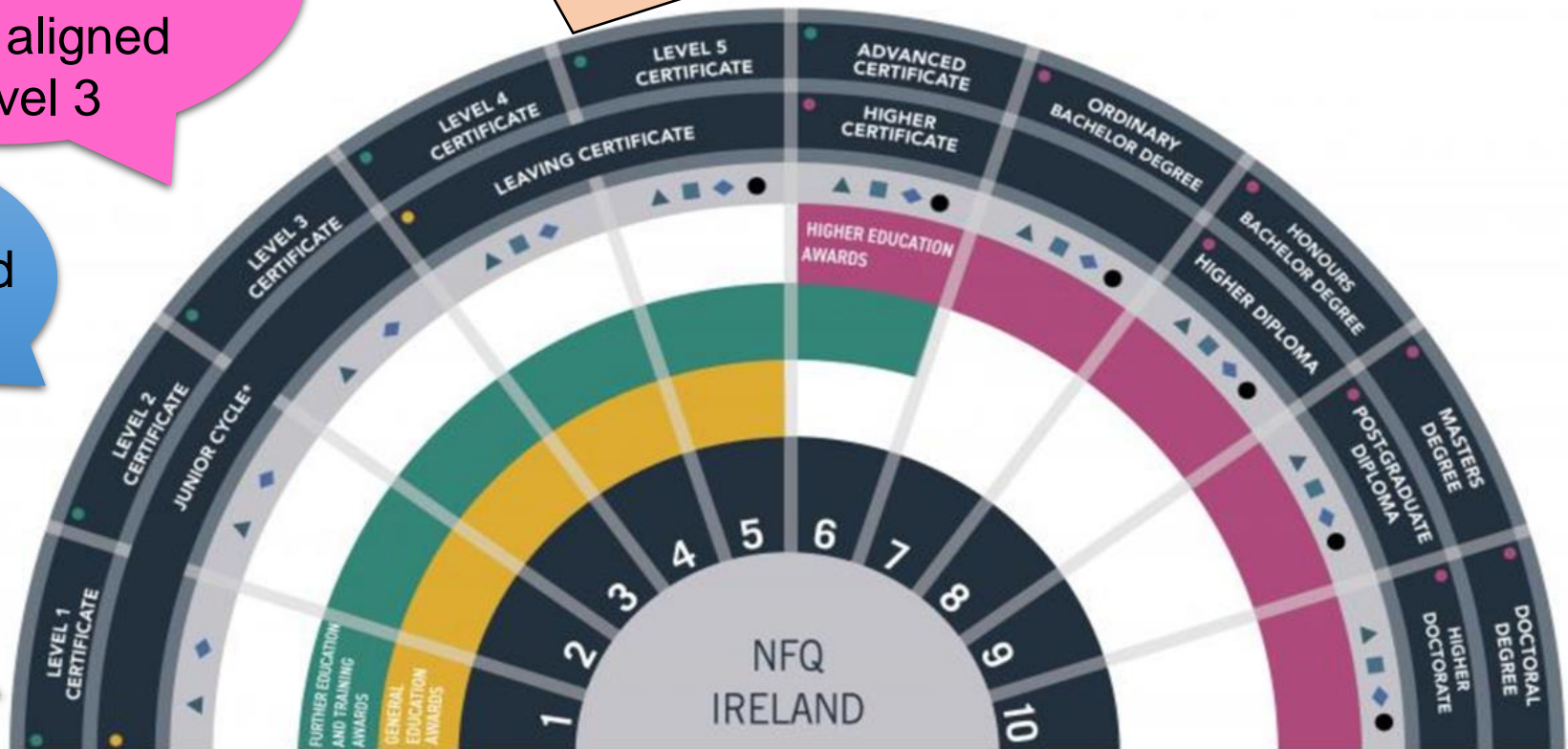
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Leaving Certificate broadly aligned to Level 4 (LCA) and Level 5 Leaving Certificate established

Junior Cycle Subject Specifications broadly aligned to Level 3

L2LPs broadly aligned to Level 2

L1LPs broadly aligned to Level 1





Broad Alignment to NFQ Indicators



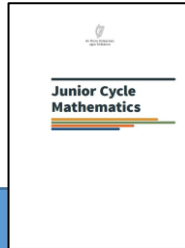
Level 1

- Practical
- Basic
- Predictable
- Designed
- Supported
- Sequential



Level 2

- Narrow
- Concrete
- Routine
- Limited
- Under direction
- Structured
- Supervised



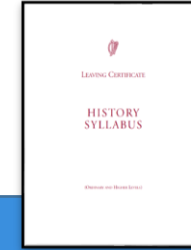
Level 3

- Moderately broad
- Mainly concrete
- Application
- Limited autonomy
- Function with familiar
- Learn to learn



Level 4

- Broad
- Abstract
- Theoretical
- Familiar and unfamiliar
- Responsible



Level 5

- Broad
- Theoretical
- Evaluate
- Varied contexts
- Independence
- Initiative
- Responsibility

Assessment Journey



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1st Yr.

Ongoing
Assessment
and Reporting

2nd Yr.

Ongoing
Assessment
and Reporting

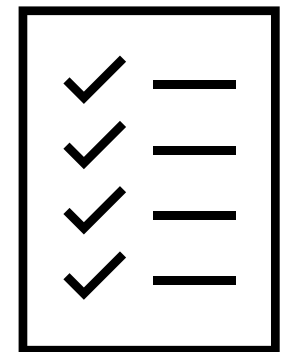
Short Course
CBAs

3rd Yr.

Ongoing
Assessment
and Reporting

Short Course
CBAs

Final Portfolio
Assessment



The process of generating, gathering and judging evidence of learning at Level 1 & 2



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Teachers select learning outcomes and/or design assessment activities to generate evidence of learning

Success Criteria are established to use in judging the evidence of learning

Students generate evidence of learning through ongoing assessment and/or an assessment activity

Evidence of learning is included in the portfolio along with the identified success criteria

Evidence in the portfolio meets the 'majority' requirement for achievement certification in the Junior Cycle Profile of Achievement

Individual Student



An Oide Showcase in Motion
JuniorCYCLE
 for teachers

Junior Cycle – Level 1 Learning Programmes Priority Learning Units (PLUs)

PLU: Communication, language and literacy

ELEMENT: Developing communicative relationships

- 1.1 In a role awareness of sensory stimuli in the learning environment
- 1.2 Make an assessment of others in the immediate environment
- 1.3 Engage in an activity requiring joint attention with one or more people
- 1.4 Demonstrate listening in a communicative act
- 1.5 Make awareness of and/or use tone, body language, gestures, eye, vocalisations and volume in verbal communication
- 1.6 In a role communication with a familiar adult and peers
- 1.7 Engage in and make a meaningful exchange with a communicative partner

ELEMENT: Understanding

- 1.8 Show recognition of personal and/or environmental objects of reference
- 1.9 Respond to verbal and non-verbal cues related to familiar communicative routines
- 1.20 Attend and respond to increased vocabulary in use
- 1.21 Respond to familiar facial expressions
- 1.22 Show signs of anticipating next stage in a routine
- 1.23 Respond to a familiar or unfamiliar story or event choosing from a range of possible outcomes

ELEMENT: Exploring and using

- 1.24 Clearly and with confidence identify and/or describe and relate environmental objects
- 1.25 Respond to verbal and non-verbal cues related to familiar communicative routines
- 1.26 Participate in the sharing of familiar or non-verbal activity or event
- 1.27 Respond to a familiar or unfamiliar story or event choosing from a range of possible outcomes

ELEMENT: Writing an expression

- 1.28 Write simple signs and messages and use pictures, symbols or words to help structure or clarify
- 1.29 Write simple signs and messages and use pictures, symbols or words to help structure or clarify
- 1.30 Write simple signs and messages and use pictures, symbols or words to help structure or clarify
- 1.31 Write simple signs and messages and use pictures, symbols or words to help structure or clarify

ELEMENT: Reading an expression

- 1.32 Read simple signs and messages and use pictures, symbols or words to help structure or clarify
- 1.33 Read simple signs and messages and use pictures, symbols or words to help structure or clarify
- 1.34 Read simple signs and messages and use pictures, symbols or words to help structure or clarify
- 1.35 Read simple signs and messages and use pictures, symbols or words to help structure or clarify

PLU: Numeracy

ELEMENT: Awareness of environment

- 2.1 Discover and explore a range of objects
- 2.2 Recognise objects in familiar situations
- 2.3 Recognise and/or show preferences for objects/situations
- 2.4 Identify familiar items that are similar to the student
- 2.5 Recognise objects/situations in one or more ways
- 2.6 Participate in class and affect activities
- 2.7 Explore the concept of object permanence

ELEMENT: Pattern and sequence

- 2.8 Explore pattern through a variety of sensory experiences
- 2.9 Observe patterns in the student's environment
- 2.10 Explore with language, objects, symbols, signs and sounds associated with ordering and sequencing which forms part of the student's daily routine
- 2.11 Participate in activities where the aim is to recognise patterns
- 2.12 Recognise and/or anticipate familiar activities or routines with predictable patterns and sequences

ELEMENT: Developing number sense

- 2.13 Participate in counting activities
- 2.14 Explore and use familiar numerals
- 2.15 Explore the relationship between sets and numbers
- 2.16 Experiment with differences in quantity and the language associated with it
- 2.17 Explore the concepts of addition and subtraction

ELEMENT: Shape and space

- 2.18 Experiment with the movement of body parts in the immediate environment
- 2.19 Participate in activities where the language of movement and position is used
- 2.20 Explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences
- 2.21 Recognise and/or identify shapes in the immediate and local environment

ELEMENT: Measures and data

- 2.22 Investigate objects and language in relation to measurement
- 2.23 Participate in everyday activities associated with measurement in the student's environment
- 2.24 Participate in an activity where real money is used
- 2.25 Participate in recording and displaying number and/or familiar data

ELEMENT: Time

- 2.26 Engage with language symbols, signs, stimuli or associated with times of day
- 2.27 Explore language stimuli associated with personal and cultural events
- 2.28 Participate in an activity where time is used to measure the passage of time
- 2.29 Use a watch or clock to measure time

ELEMENT: Managing money

- 2.30 Recognise frequently used Euro notes and coins
- 2.31 Pay for an item correctly and count the correct change given
- 2.32 Explain a shopping receipt, in relation to correct change given
- 2.33 Understand a common household bill in relation to the services provided, how much money is charged and how can it be paid for
- 2.34 Recognise the difference between using money to buy essential items and luxury items
- 2.35 Plan a personal budget for a week
- 2.36 Save a small amount of money each week

ELEMENT: Developing an awareness of number

- 2.37 Recognise numbers up to 100 in N units, tens and hundreds
- 2.38 Add two-digit whole numbers that total less than 100 in the context of an everyday situation
- 2.39 Subtract two-digit whole numbers in the context of an everyday situation
- 2.40 Estimate quantities to the nearest or broad terms

ELEMENT: Developing an awareness of temperature

- 2.41 Identify instruments used for indicating and adjusting temperature situations
- 2.42 Estimate temperatures to everyday situations
- 2.43 Locate appropriate temperatures on a cooler dial
- 2.44 Compare temperatures for the different times of the year

ELEMENT: Developing an awareness of weight and capacity

- 2.45 Use appropriate vocabulary to describe the units of weight and capacity
- 2.46 Identify the marks for the units of weight and capacity
- 2.47 List some examples of weight and capacity from daily life
- 2.48 Use a graduated vessel to work out the capacity of liquids
- 2.49 Use a weighing scale to work out the weight of powders and solids

ELEMENT: Developing an awareness of length and distance

- 2.50 Use appropriate vocabulary to describe the units in length and distance
- 2.51 Identify the units of length and distance on a ruler, metre stick and measuring tape
- 2.52 Use a ruler to draw and measure different lengths of lines
- 2.53 Estimate the length of common objects
- 2.54 Measure the length of common places

ELEMENT: Using a calculator

- 2.55 Find digits 0-9 and the decimal point
- 2.56 Use a calculator to solve simple problems
- 2.57 Use a calculator to correct work which has been completed without the use of a calculator
- 2.58 Find and use a calculator on a mobile phone to work out how much several items will cost in a shopping trip

ELEMENT: Developing spatial awareness

- 2.59 Use appropriate vocabulary to describe direction
- 2.60 Use a simple map to find a given location
- 2.61 Draw a simple map to give directions
- 2.62 Place a map on a display
- 2.63 Use the body of body parts to move in a given direction
- 2.64 Move a range of objects in given directions

ELEMENT: Using data for a range of different purposes

- 2.65 Identify uses of data in everyday life
- 2.66 Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records
- 2.67 Interpret basic data of two criteria
- 2.68 Construct basic representations to communicate data with two criteria
- 2.69 Talk about, discuss information from basic data

ELEMENT: Using shapes

- 2.70 Name common 2D and 3D shapes in everyday life
- 2.71 Divide a line into two equal segments
- 2.72 Find axes of symmetry of familiar 2D shapes and figures by folding, and mark them
- 2.73 List the properties of common 2D shapes and 3D shapes and forms in relation to size

ELEMENT: Developing an awareness of time

- 2.74 Tell the time from an analogue clock for the hour, half hour and quarter hour
- 2.75 Tell the time from a digital clock for the hour, half hour and quarter hour
- 2.76 Identify times during the day, on passage of time
- 2.77 Solve problems to work out the passage of time
- 2.78 Find a specified day or date on a calendar or timetable
- 2.79 Match months or activities with their seasons

ELEMENT: Physical well-being

- 2.80 Use the body to draw an outline of objects in the environment
- 2.81 Move to improve gross motor control of the body
- 2.82 Practice fine motor control
- 2.83 Participate in activities that develop a healthy lifestyle
- 2.84 Identify preferred activities
- 2.85 Demonstrate enjoyment of co-operating with peers in team games and group activities

ELEMENT: Food and nutrition

- 2.86 Use the senses to explore different types of foods
- 2.87 Explore and describe familiar foods and ingredients
- 2.88 Describe the uses of different types of foods
- 2.89 Participate in activities that develop a healthy lifestyle

ELEMENT: Reviewing and reflecting

- 2.90 Express some feelings consistently with or without words
- 2.91 Show interest and enjoyment in talking with particular peers or familiar adults respectively while engaging in hobbies and extra-curricular activities

PLU: Numeracy

ELEMENT: Developing an awareness of number

ELEMENT: Developing an awareness of temperature

ELEMENT: Developing an awareness of weight and capacity

ELEMENT: Developing an awareness of length and distance

ELEMENT: Developing an awareness of time

L1LPs Progression Pathways

PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is exposed to and/or aware of the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	Becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	Demonstrates capacity to actively or purposefully take an interest in the learning environment. Indicates likes, dislikes or preferences. S/he actively takes an interest in the learning environment.
INITIATING	Shows curiosity about the learning environment. S/he actively responds to a learning activity with or without support, with and/or influence that environment.
ACQUIRING	Demonstrates that knowledge, a concept or a skill is being learned. S/he actively and independently seeks opportunities to engage with the learning environment.
BECOMING FLUENT	Moves towards fluency and accuracy in familiar learning contexts. S/he explores and participates in the learning environment. Demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	Transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

use: oral (gesture, sign, written, visual), electronic and digital



‘A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to **know, understand, and be able to do** as a result of learning and teaching activities. Clear learning intentions should help students focus not just on the task or activity taking place but on what **they are learning.**’

Pg 5. NCCA Focus on Learning: Learning Intentions and Success Criteria

Exploring Level 1 Learning Intentions



PLU: Communicating, Language and Literacy

✓ **Learning outcome 1.19** Express interests and opinions through a range of verbal or nonverbal communication methods


✓ **Learning intention:** What are we learning?

To express our preference



Activity: What are we doing?

Expressing our preferred food



PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

Exploring Level 2 Learning Intentions



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PLU: Communicating and Literacy

✓ **Learning outcome 1.5** Participate in practical formal and informal communication

✓ **Learning intention:** What are we **learning**?
To communicate formally and informally



Activity: What are we **doing**?

Write a card for forthcoming meeting for school notice board

Pass a verbal message on to a student next to you



What



I



Am



Looking



For

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Pg 5. NCCA Focus on Learning: Learning Intentions and Success Criteria



Learning Intention:

- To express our preference in relation to food



PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
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ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

Success Criteria

- ✓ Will gesture to preferred lunch food from selection of 3.
- ✓ Will experience preferred lunch food
- ✓ Will independently choose preferred lunch food



Learning Intention

- ✓ To communicate formally and informally

Success Criteria

- ✓ Will know the difference between formal and informal communication
- ✓ Will be able to explain the features of formal communication and informal communication
- ✓ Will be able to apply what is learned to design of authentic examples of formal and informal communication

Demonstrating knowledge at Levels 1, 2 & 3



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Mathematics:

N.1 investigate the representation of numbers and arithmetic operations so that they can:

- represent the operations of addition, subtraction, multiplication, and division in N , Z , and Q using models including the number line, decomposition, and accumulating groups of equal size

Level 1	Level 2	Level 3
Counting Cubes	Number lines and how to fill in a number line	Multiple representations of numbers
Draw, cover, count on number line	Less than with a number line e.g., 8 less than 12	Working from right to left and left to right on a number line
Rolling dice and counting values	Negative numbers in the everyday e.g., Thermometers, underground car parks (level -1)	Explain what N , Z and Q -numbers are
Number line with images of concrete objects	Number tiles to represent equivalent forms of the same number	Plotting points on Cartesian/coordinate plane
Money	Whole number and parts	Area and perimeter of shape on Cartesian plan

Assessing Knowledge at levels 1, 2 & 3



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Mathematics:

Teachers assess the learning outcomes, depending on the level the student is engaging with.

Level 1	Level 2	Level 3
Tallies Place numbers in correct sequence	Make own number line representation of the multiples of number	Always, sometimes, never true statements
Fill in the missing value on number Line Arranging counting cubes	Recognise numbers up to 100 in N, e.g. knowing how many zeros for tens, hundreds	Fill in the missing value e.g. $-4 \times \underline{\quad} = 20$
Subtract one-digit, two-digit whole numbers in the context of an everyday situation	Add two-digit whole numbers that total less than 100 in the context of an everyday situation	Using a number line provided to answer questions
Recognise one digit and two digit numbers in N, e.g. knowing how many zeros for tens	Subtract two-digit whole numbers in the context of an everyday situation	Write down any three integers which when added or subtracted from each other will give a total of _____
Add one digit and two-digit whole numbers in the context of an everyday situation		

When designing assessment activities, you consider:



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Learning Outcomes

Which Learning Outcomes you are working towards?

Learning Intentions

What you would like your students to be able to know, value, understand & do?

Success Criteria

How you will assess (and gather evidence) of the learning?

What teaching and learning activities will happen to support the learning journey?

Individual Student

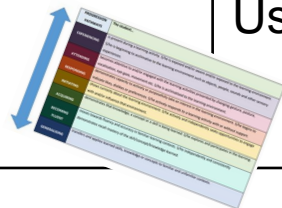
Assessing a Learning Activity

Trip to the Library



Learning Outcomes in focus:

PLU	ELEMENT	LEARNING OUTCOMES
Level 2 Numeracy	Developing an awareness of length and distance	2.24 Use appropriate vocabulary to describe the units in length and distance
Level 2 Communication and Literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	1.2 Ask questions to obtain information
Level 1 Communication, Language & Literacy	Developing Communicate Relationships	1.3. Engage in an activity requiring joint attention with 1 or more people.
Level 1 Being part of a community	Using local facilities	4.11 Visit and participate appropriately in using facilities in their environment.





- ✓ Students will **communicate** with the librarian (L1)
- ✓ Students will **visit** the library and **borrow** some materials (L1)
- ✓ Students will **role play** three different scenarios of ways to travel to the library/people they will meet in the library (L1/L2)
- ✓ Students will complete a '**how to booklet**' and make **recommendations** for the next trip
- ✓ Students will **sort** the photos taken into a photo-story for use by others. (L1/L2)
- ✓ **Identify** key areas within the library using pictures and/or signs



Student will....

- ✓ **Communicate** 'Hello' and 'Thank you' with the librarian
- ✓ **Experience or respond** to the process of borrowing materials from the library
- ✓ **Identify** the location of the library within their community
- ✓ **Discuss** the route and transport options
- ✓ **Talk to and ask questions** of the people they meet in the library
- ✓ **Identify three key areas** in the library

Evidence of Learning



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Video (Trip to the Library)



Photos Bus Timetable and travel receipts



Teacher or student notes (written or recorded)



Written / Oral - step by step account of their experience.

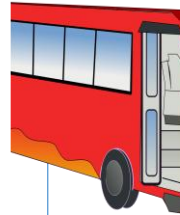


Illustration of the 'journey'



Photograph or photo-story.



Completed worksheet



Completed Teacher observation sheet

Business Studies CBA 1 as an Assessment Activity



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How will students demonstrate their learning?

A group-based research project comprising of four areas of activity:

- Conducting research
- Evaluating information
- Developing Action plans and
- Report Findings

Students will collaborate with classmates in order to complete the project, but teachers should ensure that each student makes an individual contribution to the project and produces their own evidence to meet the *Features of Quality* for this assessment.

Links with Level 2 Learning Programmes

- 1.35 Access a range of websites on the internet
- 1.36 Find information for a project on the web.
- 1.5. Participate in practical, formal and informal communications
- 2.39. Identify basic approaches to data collection
- 2.40. Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records
- 2.41. Interpret basic data of two criteria
- 2.43. Talk about /discuss information from basic data
- 1.18. Write/type at least five sentences so that they convey meaning or information
- 1.22. Participate in a performance or a presentation
- 1.24. Produce a piece of work for display

CBA to be completed within a four-week window during second year.



Divided into PLUs or projects or subjects.

Content checklist.

Varied type evidence showing achievement of a learning outcome(s)

What would you expect a portfolio to look like or include?

Be user-friendly (i.e. easy to navigate)

Be the student's work

Evidence of who completed the work with the student.

Show progression

Include feedback

Assessment of Level 1 and Level 2 Priority Learning Units



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Ongoing formative Assessment & Reporting

A portfolio of evidence created of **students' work**

Assessment of portfolio is **school based**

The **JCPA** will reflect on all learning achieved in the PLUs after 3 years

Level 1 -Achievement in PLUs is on the basis of one of the following descriptors: **Successfully Completed** or **Progress Achieved**.

Level 2 – Achievement in PLUs is on the basis of the descriptor: **Achieved**

Short Courses Level 1 & Level 2



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Short Course

**Keeping Well,
Looking Good, Being Great**

Level 1 Specification for Junior Cycle Short Course

Short Course

**Around The
World in
Eighty Days**

Level 1 Specification for Junior Cycle Short Course

Short Course

**A Personal Project:
Caring for Animals**

Level 2

Specification for Junior Cycle Short Course

Short Course

**Enterprise
in Animation**

Level 2 Specification for Junior Cycle Short Course

Short Course

Food, Glorious Food

Level 1 Specification for Junior Cycle Short Course



Junior Cycle History (Level 2)
Short Course specification

Short Course

**CSI: Exploring
Forensic Science**

Level 2

Specification for Junior Cycle Short Course

Minimum of 100 hours timetabled engagement

School-developed Level 2 Short Courses

Short Course
**Civic, Social &
Political Education**
A Citizenship Course

Level 2 Specification for Junior Cycle
School Developed

(Adapted from NCCA CSPE short course)



NCCA Scoping Document

Title of short course

Drama and Music in my Life

Short Course Specification

Scoil Bernadette

Title of short course

Where am I from, Where am I going?

Short Course

**Digital Media
Literacy**

School Developed – Level 2

Short Course
**Social, Personal &
Health Education**

School Developed – Level 2

Adapted from the Junior Cycle SPHE short
[course](#)

Short Course
Physical Education

School Developed
Level 2 Specification for Junior Cycle PE

(Adapted from NCCA PE short course)

Short Course

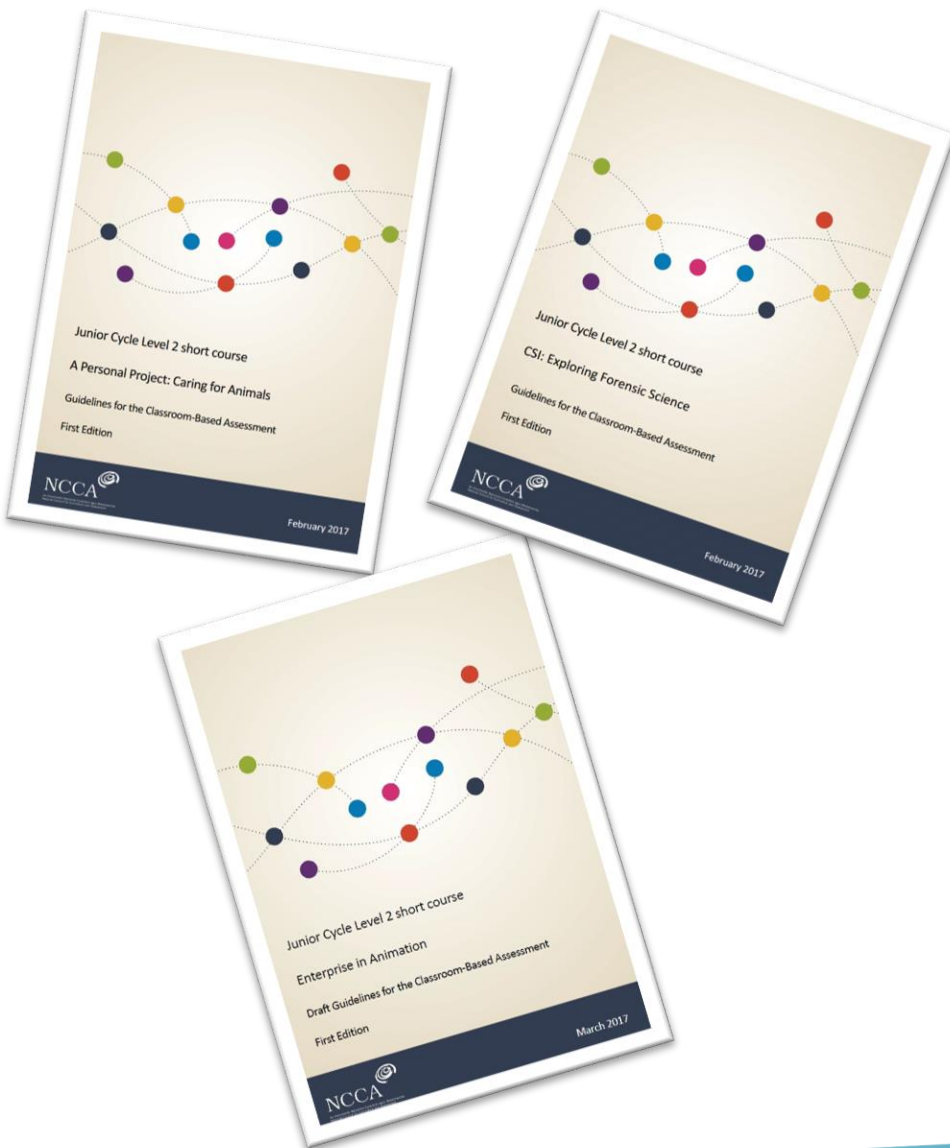
Grow It! Cook It! Eat It!

Level 2

Specification for Junior Cycle Short Course

School Developed short courses can be found
on Scoilnet.

Short course specifications can be found on
JCT website and curriculum online website.



Students complete a Classroom Based Assessment (CBA) which is assessed using **Features of Quality**.

The JCPA will use the descriptor **'Achieved'** (L2) and **'Progress Achieved/Successfully Completed'** (L1) to reflect on the Short Courses that have met the Features of Quality/benefited from access to LOs

CBA (Level 1) Around the World in 80 days - An Excursion



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Choose

Students choose a destination in the local area or wider community to visit from an area of interest the student has selected in Strand 1

Research & Decide

Students will research and decide on the modes of transport, calculate the cost involved and identify essential items required for the excursion

Collaborate

Students may collaborate with others to research, find information, plan and organise the excursion

Short Course

Around The World in Eighty Days

Level 1 Specification for Junior Cycle Short Course

PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity, s/he is exposed and/or aware and/or exposed to the learning environment. s/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing posture, position, vocalisation, eye gaze, movement etc. s/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. s/he begins to indicate likes, dislikes or preferences. s/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. s/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. s/he explores and participates in the learning.
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. s/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

Teachers will utilise **Features of Quality** to assess students' achievement in the CBA.

CBA (Level 2) Enterprise in Animation - An account of the student's experience



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Reflect

Student will reflect on the lessons learned and what they might have done differently in the future.

Showcase

Student will 'show what they know about preparing for an interview, the process of animation and an appropriate understanding of roles and procedures in companies using a format of their choice.

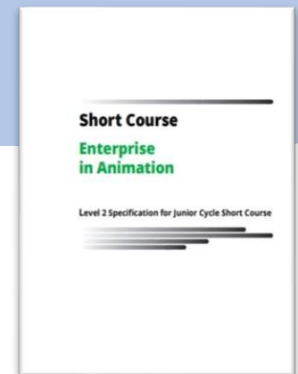
Collaborate

Students can work with others to research, find information, plan and organise.

Present

Students can present their work in any format; conversation, interview role play, storyboard, animated video. It can be spoken, signed or through electronic form.

The teacher's judgement on whether the student's work in the CBA is awarded the **Achieved** Descriptor is based on the **Features of Quality** for the Presentation as set out in the Assessment Guidelines



Assessment Resources



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An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
 for teachers

Sample Assessment and Reporting on L1LPs/L2LPs Action Plan

Month	Yr. 1	Yr. 2	Yr. 3	Action	Date and Who is Responsible
September				Building student profile Parental/Student Consultation	
October				Set out goals – student/parents Get parental consent Engage with teachers – which LOs will they work towards (evidence of this in units of work)	
October				Add PLUS and Short Courses to PPOD or JCAD (level 2 only)	
November				Checkpoint with teachers Feedback to students	
December				Checkpoint – look at portfolios (Management, SEN team, Teachers) Student check in Report home	

COMMUNICATING & LITERACY

ELEMENT OF LEARNING	Students should be able to...	Subject Ownership	Teacher Ownership	Assessment Date	Certified by:	Type of Evidence Uploaded	Element Achieved/Not Achieved
Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener							
1.1	Listen to obtain information relating to more than one option, e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time						
1.2	Ask questions to obtain information, e.g. to check dates/prices (face to face and by booking a meal over the telephone)						
1.3	Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, top up a mobile telephone						
1.4	Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend						
1.5	Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with interest related topics, chatting while out with friends, making announcements on the school intercom						
1.6	Listen to and respond to a range of stories						
Using non-verbal behaviour to get the message across							
1.7	Identify a range of non-verbal communication						
1.8	Use appropriate non-verbal communication to support verbal communication						
1.9	Relay a response or message using appropriate non-verbal communication						

Numeracy

When I finish studying Numeracy I will be able to:

- ✓ Manage money
- ✓ Develop an awareness of numbers
- ✓ Develop an awareness of temperature
- ✓ Develop an awareness of weight and capacity
- ✓ Use a calculator
- ✓ Develop spatial awareness
- ✓ Use data for a range of different purposes
- ✓ Identify a range of shapes
- ✓ Develop an awareness of time

These are called Elements. Each element has steps (the teacher calls them learning outcomes) for me to follow. I can show my progress on the next pages. I can use a pen, stickers or colours to do this.

L2LPs TEACHER ASSESSMENT CHECKLIST

Preparing for Work

L2LPs ASSESSMENT OVERVIEW

1. COMMUNICATING & LITERACY	2. NUMERACY	3. PERSONAL CARE	4. LIVING IN A COMMUNITY	PREPARING FOR WORK
Speaking appropriately for a variety of purposes and demonstrating	Managing money	Developing good daily personal care	Developing good Relationships	Being able to set Goals for Learning
1.1 1.2 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5 2.6 2.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4
Using non-verbal behaviour to get the message across	Developing an awareness of number	Developing healthy eating habits	Resolving Conflict	Finding out about Work
1.7 1.8 1.9 1.10 1.11	2.8 2.9 2.10 2.11 2.12	3.8 3.9 3.10 3.11 3.12 3.13	4.8 4.9 4.10 4.11 4.12 4.13	5.5 5.6 5.7 5.8 5.9 5.10
Reading to obtain basic information	Developing an awareness of temperature	Developing a healthy Lifestyle	Using Local Facilities	Preparing for a Work Related Activity
1.12 1.13 1.14 1.15 1.16	2.13 2.14 2.15 2.16 2.17	3.14 3.15 3.16 3.17 3.18 3.19 3.20	4.14 4.15 4.16 4.17	5.11 5.12 5.13 5.14 5.15 5.16
Using a range of writing forms to express opinions	Developing an awareness of weight and capacity	Being able to Manage Stress	Seeking Help and Advice	Developing an awareness of health and safety, using equipment
1.17 1.18 1.19 1.20 1.21	2.18 2.19 2.20 2.21 2.22	3.21 3.22 3.23 3.24 3.25 3.26	4.18 4.19 4.20 4.21 4.22	5.17 5.18 5.19 5.20 5.21 5.22 5.23
Using expressive arts to communicate	Developing an awareness of length and distance	Knowing how to Stay Safe	Making Consumer Choices	Taking Part in a Work Related Activity (Work Experience)
1.22 1.23 1.24 1.25 1.26	2.23 2.24 2.25 2.26 2.27	3.27 3.28 3.29 3.30	4.23 4.24 4.25 4.26 4.27 4.28	5.24 5.25 5.26 5.27 5.28 5.29 5.30

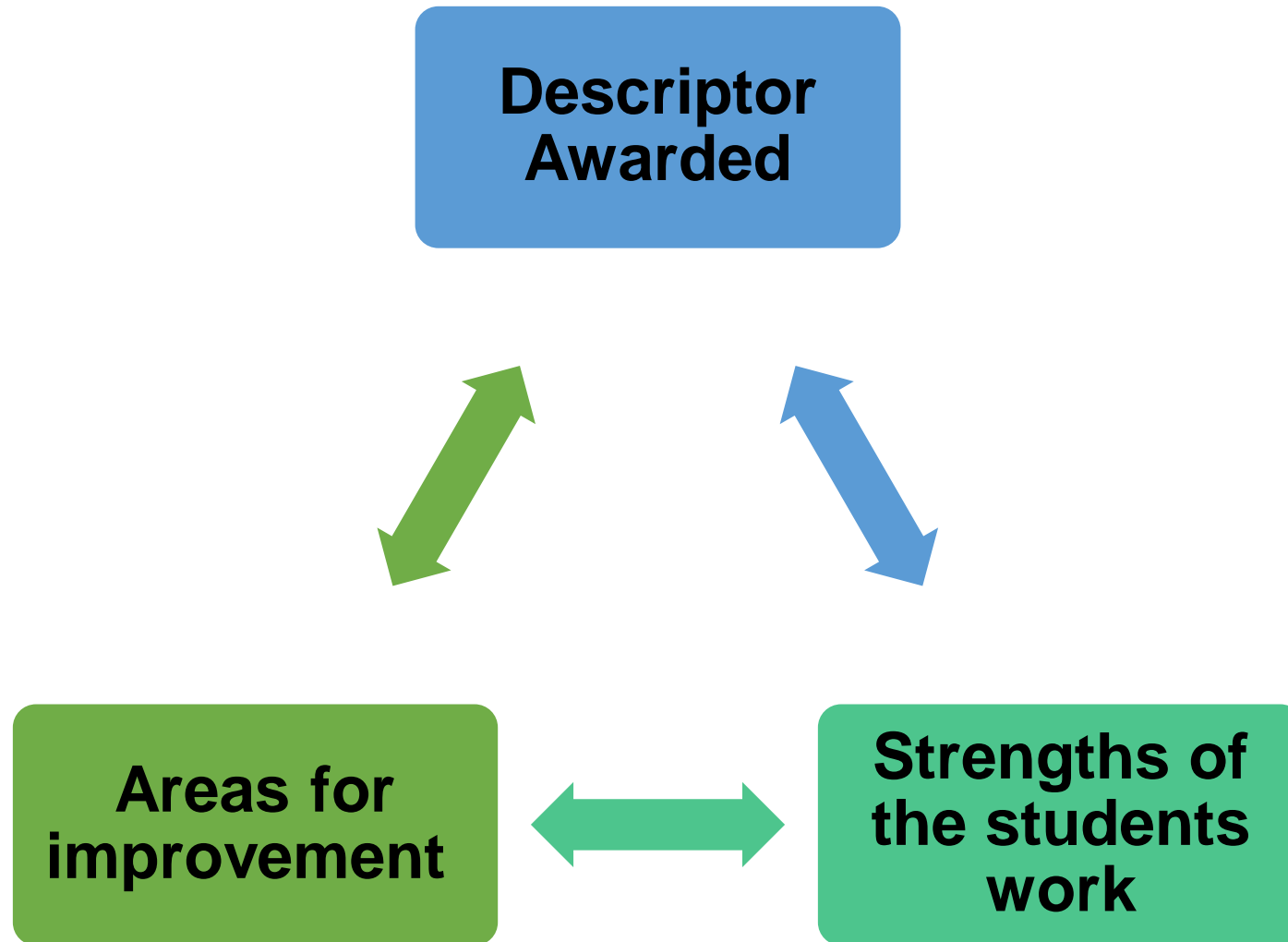
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Supporting the Professional Learning of School Leaders and Teachers

Providing Effective Feedback following Assessment



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Reporting in junior cycle will take various forms which may include **informal oral feedback, parent teacher meetings, learning logs and diaries** as well as formal end of term and end of topic/unit **written reports**. In whichever form is used, effective reporting is an important part of the assessment process as it can **provide rich feedback to support student learning**.

NCCA -Guiding Principles of Reporting in Junior Cycle



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Encourage authentic engagement with parents

Provide opportunities for students through feedback to reflect on their learning

Value the professional judgements of teachers

Use the language of learning to provide effective feedback

Be manageable and not take time away from learning and teaching

Clearly communicate students' progress in learning

Provide information on a broad range of achievement

Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach



Final Reporting Summary



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Important

Students Engaging with L1LPs & L2LPs should experience **all** learning outcomes in each PLU and short course they are engaging in.

For JCPA PLU accreditation at **Level 1**

Majority of the learning outcomes (minimum of 50% +1) across a PLU must be evidenced

For JCPA short course accreditation at **Level 1**

Using the short course assessment guidelines & the FOQ student is awarded the descriptor 'Progress Achieved' or 'successfully completed'

Students Engaging with L1LPs & L2LPs should have all areas of learning recognised on the JCPA including Subjects, subject CBAs, Wellbeing and other areas of learning.

For JCPA PLU accreditation at **level 2**

Majority of the learning outcomes (minimum of 50% +1) across every element in every PLU must be evidenced

For JCPA short course accreditation at **level 2**

Using the short course assessment guidelines and the FOQ student is awarded the descriptor 'Achieved'

Registering and Recording results for the Junior Cycle Profile of Achievement



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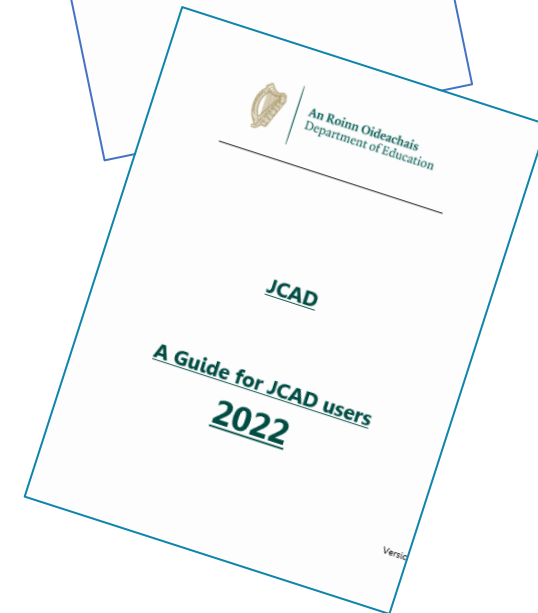
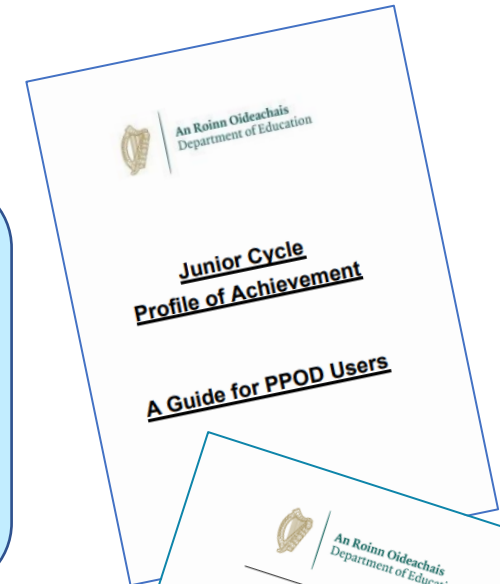
All students following L1LPs and L2LPs in mainstream schools are registered on P-POD

If the student is engaging in L2LPs and any junior cycle level 3 SEC exam

JCPA will be generated on P-POD

If the student is engaging in L1LPs & L2LPs PLUs and Short courses only



JCPA will be generated on JCAD





Final Reporting JCPAs



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JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018
Samuel Jefferson		DOB: 13 February 1967
STATE CERTIFIED FINAL EXAMINATIONS Examination number: 9995 English (O) Merit	Classroom-Based Assessments - English Oral Communications Above Expectations Collection of Texts In Line with Expectations	
Classroom-Based Assessments - Short Courses CSI: Exploring Forensic Science Achieved SPHE (Social, Personal, Health Education) In Line with Expectations		
Priority Learning Units Communicating and Literacy Achieved Personal Care Achieved Preparing for Work Achieved Living in a Community Achieved Numeracy Achieved	Other Areas of Learning	
Principal John Hancock 	Roll Number: 10000X Springfield Elementary School 16 Plympton Street, Springfield D11 X999 	
This JCPA recognises and records achievements in Junior Cycle.		



JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018
Dexter Kane		DOB: 15 January 2003 Student ID number: 4561
Priority Learning Units Living in a Community Achieved Preparing for Work Achieved Communicating and Literacy Achieved Numeracy Achieved Personal Care Achieved	Classroom-Based Assessments - Short Courses Personal Project: Caring for Animals Achieved CSI: Exploring Forensic Science Achieved	
Other Areas of Learning		
Principal John Hancock 	Roll Number: 10000X Springfield Elementary School 16 Plympton Street, Springfield D11 X999 	
This JCPA recognises and records achievements in Junior Cycle.		

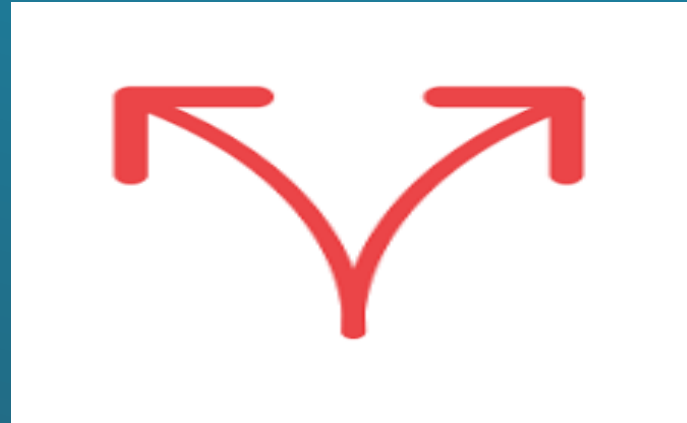


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Supporting the Professional
Learning of School Leaders
and Teachers

Consider how
best to support
assessment at
Levels 1 & 2 in
your school?



Review your
current
assessment
practices and
consider areas for
improvement

Where to next?



L1LPs & L2LPs School Visit Feedback Form





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Supporting the Professional
Learning of School Leaders
and Teachers

Thank you

