Oide

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Supporting the Professional Learning of School Leaders and Teachers

Junior Cycle in Special Schools
# Assessment & Reporting

Learning Intentions

➢ Explore the use of formative and summative assessment at Levels 1 & 2.

➢ Consider assessment in our context.

➢ Develop our understanding of the process of generating, gathering and assessing evidence of learning at Levels 1 & 2.
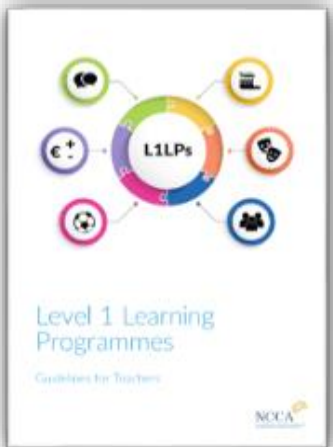
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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
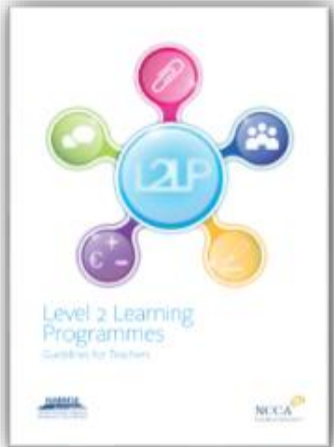Learning of School Leaders
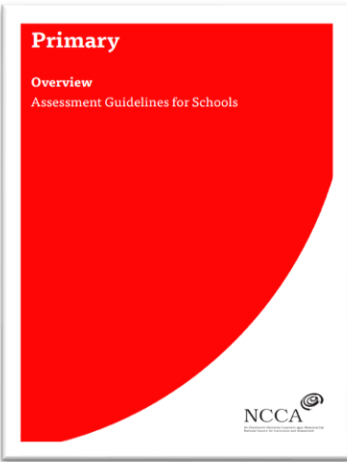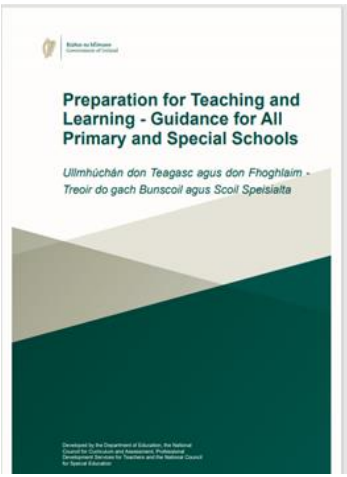and Teachers

Key Documents
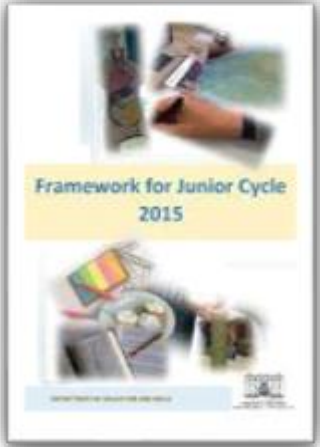
Framework for JC

L1LPs Guidelines

L2LPs Guidelines

Primary Overview
Assessment
Guidelines

Preparation for Teaching and
Learning- Guidance for All
Primary and Special Schools

NCCA Focus on Learning: Ongoing
Assessment Booklets
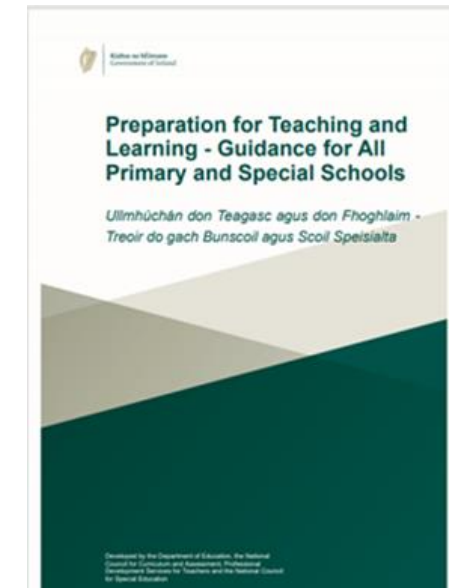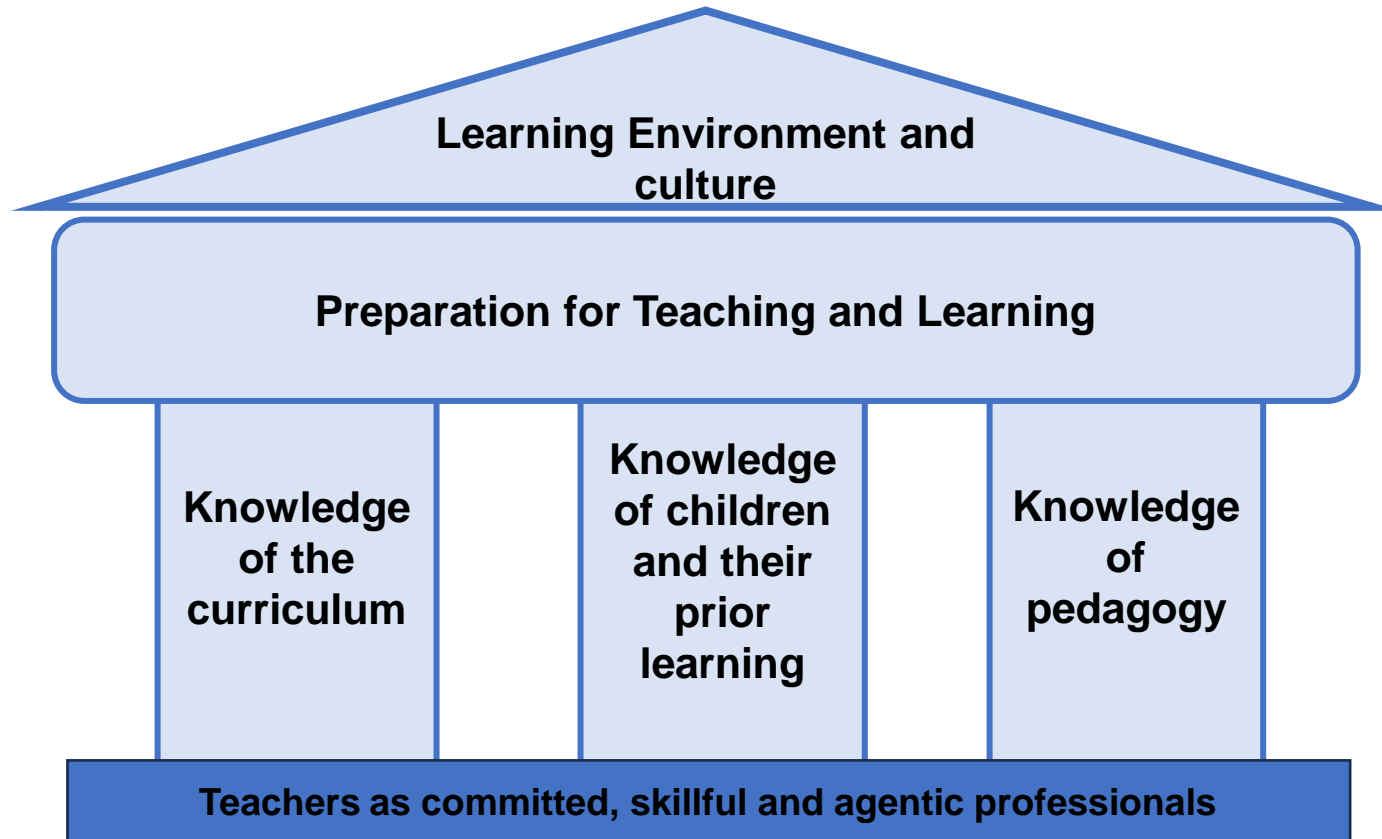

Circular 0028/2023
Arrangements for Implementation of the
Framework for Junior Cycle 2023/24

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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Preparation for Teaching & Learning

Learning Environment and culture

Preparation for Teaching and Learning

| Knowledge of the curriculum | Knowledge of children and their prior learning | Knowledge of pedagogy |

Teachers as committed, skillful and agentic professionals

"Decisions are also underpinned by **high- quality assessment practice** which is used to inform teaching and learning."

(Preparation for Teaching and Learning - Guidance for All Primary and Special Schools Pg.7)

Preparation for Teaching & Learning

Invisible Preparation	Invisible preparation is **continuous** and **unrecorded**; whereby teachers draw on their experience, their knowledge of the children, the learning culture in their setting as well as their beliefs about teaching and learning in making decisions about their practice.
Visible Preparation	Visible preparation is teaching and learning **in action**. It involves the provision of appropriate learning experiences to support the intended learning of **all** children.
Recorded Preparation	Recorded preparation is any documentation which **supports teachers' ongoing practice and reflection.**

Definition of assessment

The NCCA define assessment as "the process of gathering, recording, interpreting, using, and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes."

(Primary: Overview: Assessment Guidelines for Schools p.70)

Current Assessment Practice

'Teachers collectively develop and implement consistent and dependable formative and summative assessment practices'.

(Looking at Our School 2022 p. 33)

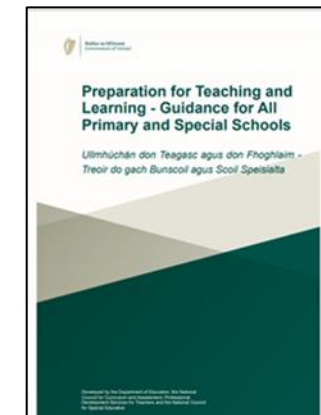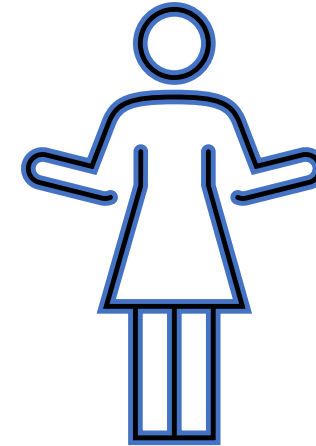What do you consider when designing assessments?
Individually
Collectively

Designing Assessment -

Knowledge of the Children and their prior learning

"Knowledge of the children includes both the children as learners and the children as members of a family and community, and can be deepened through **observation, information gathering and assessment**."
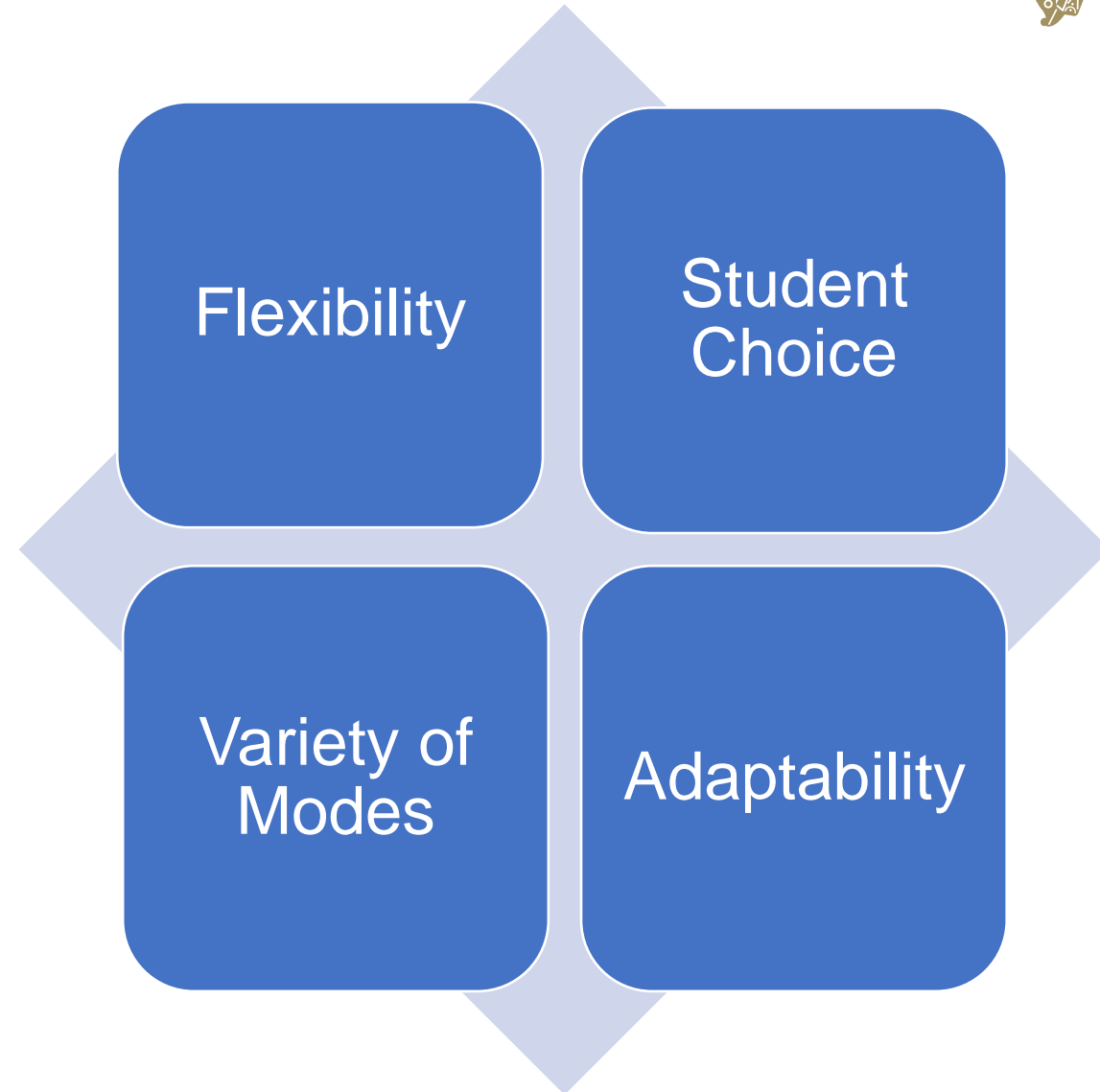
Preparation for Teaching and Learning - Guidance for All Primary and Special Schools p. 8

Designing Assessment –

Multi-modal Assessment

Flexibility

Student Choice

Variety of Modes

Adaptability

Designing Assessment - Teacher considerations

"Teachers engage with pupils' opinions, dispositions, interests and contexts, and modify their teaching practice"

(Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools Domain 3: Teachers' individual practice. p. 31)

"Teachers are aware of pupils' individual learning needs, interests and abilities, and design and implement personalised interventions accordingly."

(Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools Domain 3: Teachers' individual practice. p. 31)

Designing Assessment - Timing

Oide

Well timed

Well-regulated

Recently learned

Number of topics

Individual topic
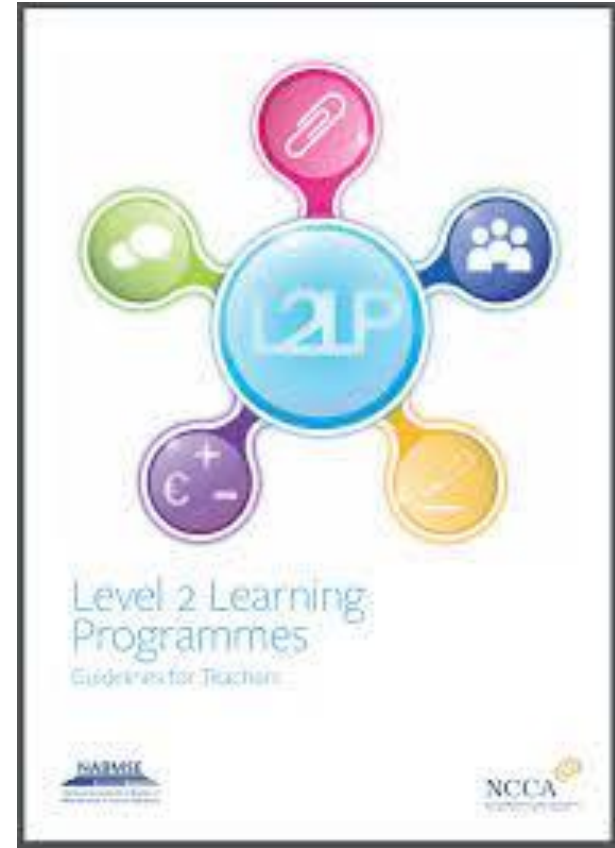
Purpose of assessment

"All assessment in junior cycle, formative or summative, moment-in-time or ongoing, SEC, NCCA or teacher-designed, should have as its primary purpose, the **support of student learning** ."

(NCCA L2LPs Guidelines pg.28)

Purpose of assessment
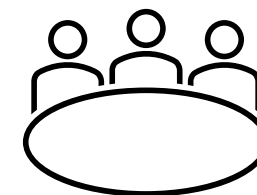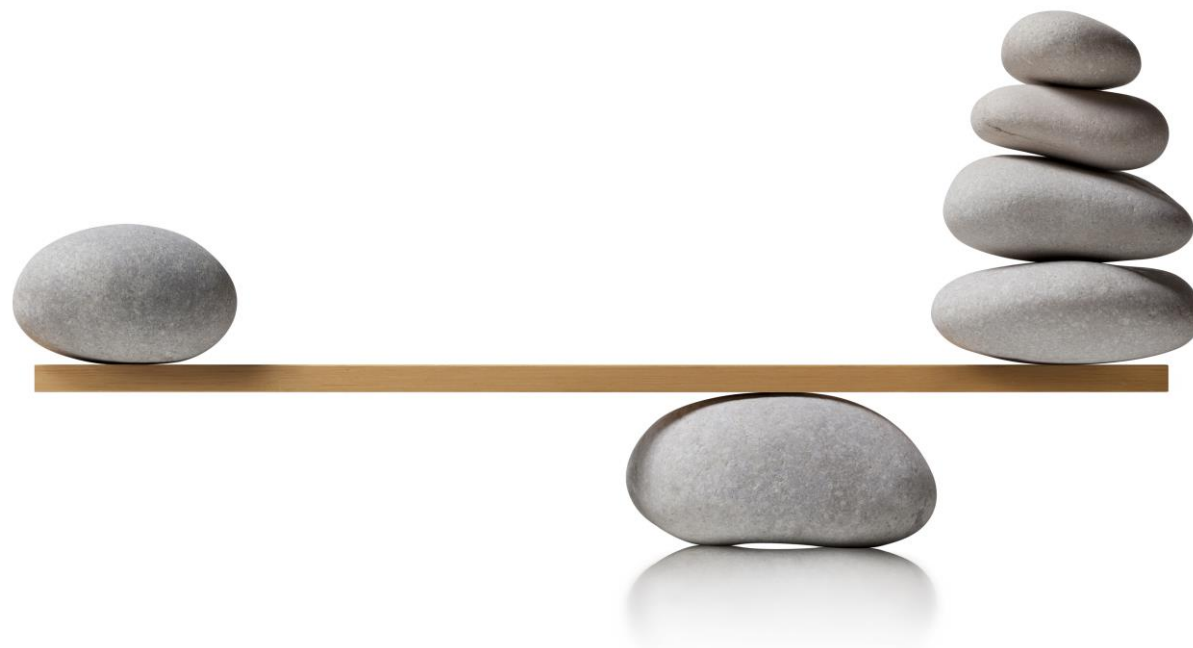
What are the challenges and opportunities of assessment in our school?
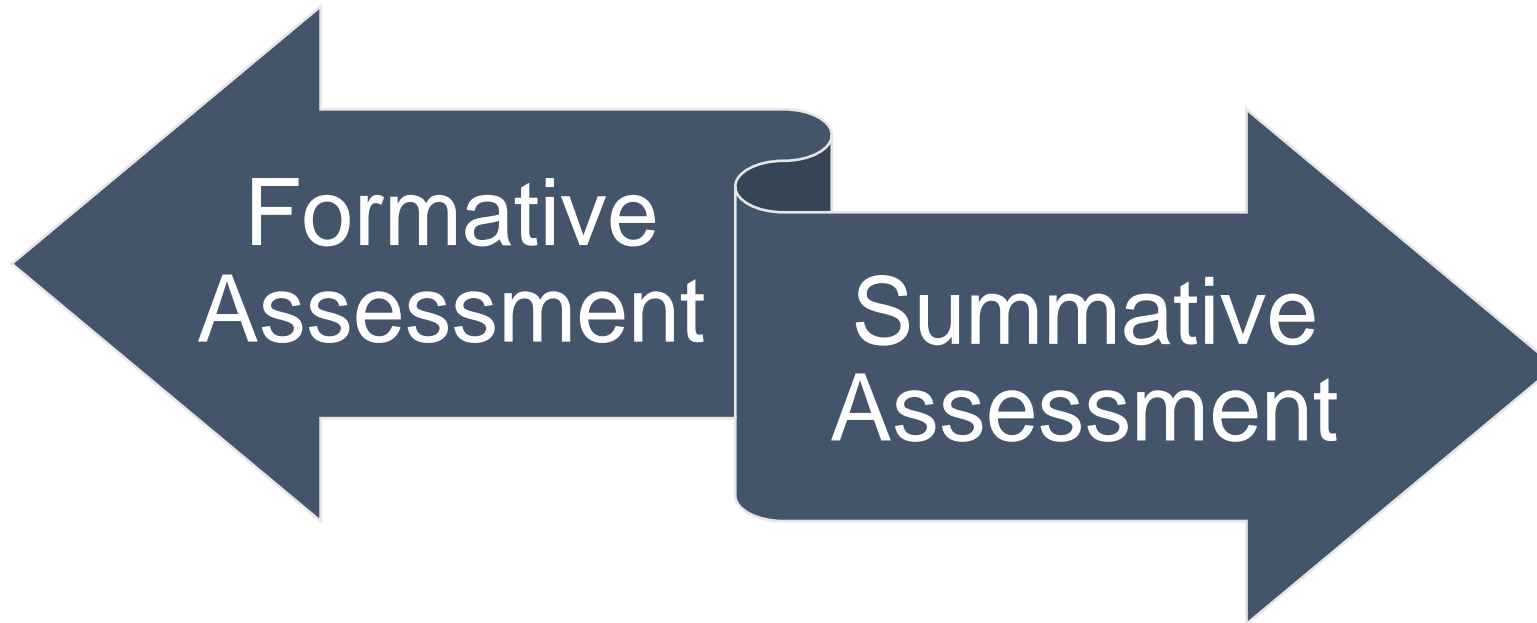
Approaches to Assessment

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

Oide

| Planning for learning: Teachers select learning outcomes and learning intentions | Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome | Gathering evidence of learning: Teachers decide how students will demonstrate their learning | Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement | Reporting on student progress and achievement: Teacher will provide feedback to parents/guardians and students |

Individual Student

Learning outcomes and learning intentions

Oide

'The Learning Outcomes are what informs the subject content to be engaged with identifying key areas of learning (knowledge, understanding, skills, and values).

NCCA, Focus on Learning, Learning Outcomes, p.11

Learning intentions "describe clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities" "Learning intentions are always linked to one or more learning outcomes"

NCCA, Focus on Learning, Learning Intentions and Success Criteria, p.7

Planning for learning: Teachers select learning outcomes and learning intentions

Knowledge of the Curriculum

As all teachers **uncover the curriculum**, they come to interpret its Learning Outcomes in ways appropriate to their school contexts and the needs of their children.

Preparation for Teaching and Learning - Guidance for All Primary and Special Schools. Pg. 9
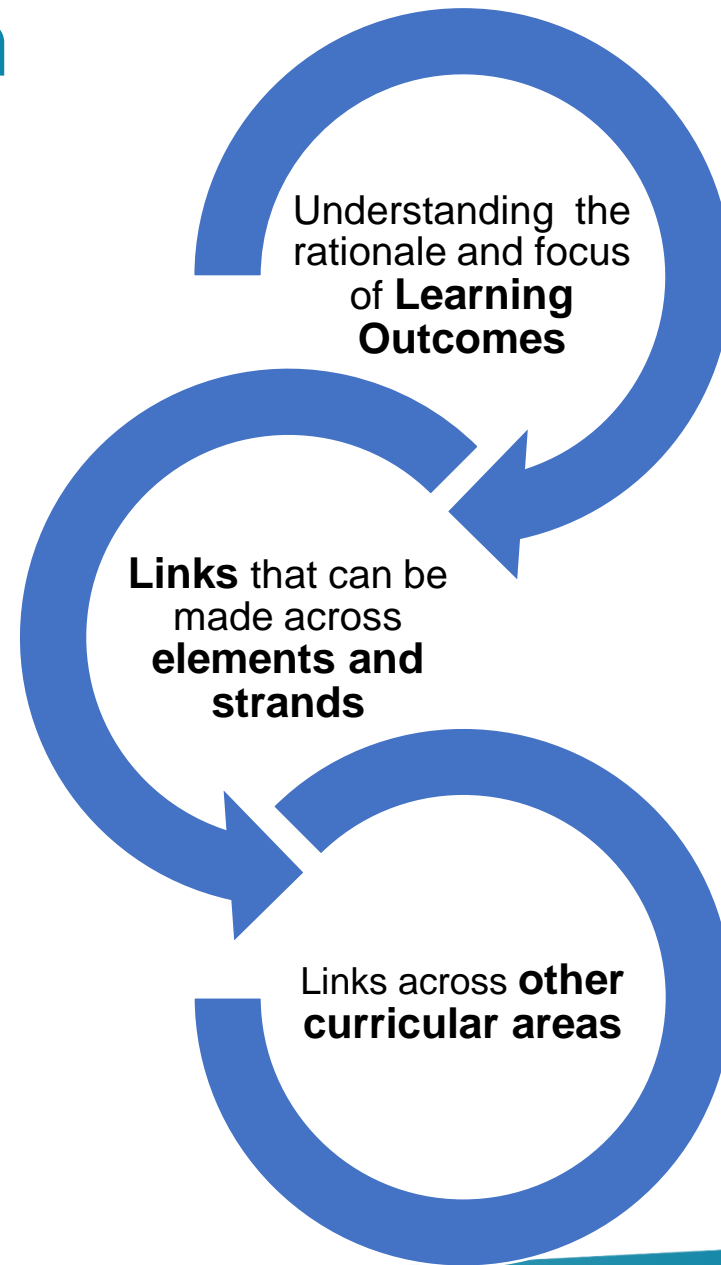
Understanding the rationale and focus of **Learning Outcomes**

Links that can be made across **elements and strands**

Links across **other curricular areas**

Planning for learning: Teachers select learning outcomes and learning intentions

Preparation for Teaching and Learning - Guidance for All Primary and Special Schools

Ullmhúchán don Teagasc agus don Fhoghlaim - Treoir do gach Bunscoil agus Scoil Speisialta
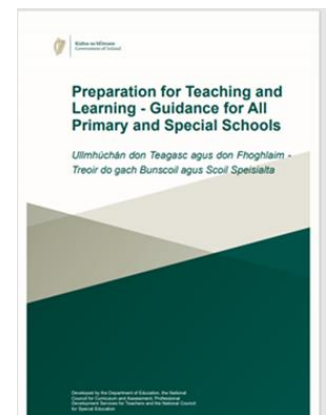
Oide

What do we want our students to **know**?

L1LPs: 3.22 **Use** coping strategies to self-regulate

L2LPs: 3.24 **Demonstrate** a relaxation technique

Planning for learning: Teachers select learning outcomes and learning intentions

Level 1 Learning Intentions	Level 2 Learning Intentions
Attend to visual relaxation stimuli	**Use** a variety of meditation techniques to self-regulate
Use chewies to regulate (as per OT assessment recommendations)	**Use** a variety of sensory tools to self-regulate

What do you want your student(s) to **know**?

Choose a Learning Outcome from Level 1 or Level 2 PLU

Create a Learning Intention suitable for your student(s)

Planning for learning: Teachers select learning outcomes and learning intentions

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

Oide

| Planning for learning: Teachers select learning outcomes and learning intentions | Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome | Gathering evidence of learning: Teachers decide how students will demonstrate their learning | Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement | Reporting on student progress and achievement: Teacher will provide feedback to parents/guardians and students |

Individual Student

How will our students **achieve** the learning?

L1LPs: 3.22 **Use** coping strategies to self-regulate

L2LPs: 3.24 **Demonstrate** a relaxation technique

Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome

Level 1	Level 2
Explore to visual relaxation stimuli (sand timers, liquid motion bubble timer, fluid app) and through teacher observation, **identify** ones that best aid self-regulation	**Explore** a variety of meditation techniques (e.g. body scan, breathing, mindful seeing etc from mindful gnats) and rate them using traffic light system as to their effectiveness
Use chewies to regulate (as per OT assessment recommendations). With prompts from teacher, student will be given OT recommended chewy when they begin biting hand. Teacher will offer different chewies to determine which one best aids self-regulation	**Explore** a variety of sensory tools to self-regulate and rate them using traffic light system as to their effectiveness, Student will have a box of sensory tools from each of these senses (sight, auditory, olfactory, tactile, proprioceptive)

How will your students **achieve** the learning?

What activities and/or resources will you use to help your student achieve the intended learning?

Oide

Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome

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

| Planning for learning: Teachers select learning outcomes and learning intentions | Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome | Gathering evidence of learning: Teachers decide how students will demonstrate their learning | Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement | Reporting on student progress and achievement: Teacher will provide feedback to parents/guardians and students |

Individual Student

How will our students **demonstrate** their learning?

L1LPs: 3.22 **Use** coping strategies to self-regulate

L2LPs: 3.24 **Demonstrate** a relaxation technique

Gathering evidence of learning: Teachers decide how students will demonstrate their learning

Level 1	Level 2
Student will **attend** to visual relaxation for 30 seconds on 3 occasions (Teacher Observation TO)	Student will **follow** the instructions on their preferred Mindful Gnats guided meditation (TO &/or Self-assessment)
Student will **use** chewy instead of biting hand (TO)	Student will select a number of sensory tools to **use** to bring them from blue, yellow or red zones back to green zone (as per the Zones of Regulation) (TO &/or Self-assessment)

Types of evidence

- Teacher Observation Notes
- Project Work
- Visual Arts
- Written/typed Work
- Photographs
- Video Recordings
- Audio Recordings

Gathering evidence of learning: Teachers decide how students will demonstrate their learning

How will your students **demonstrate** their learning?

What mode of assessment will you use to support students to demonstrate their learning?

What evidence of learning will be generated?

Gathering evidence of learning: Teachers decide how students will demonstrate their learning

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

Oide

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Individual Student

What is success criteria?

Oide

Success Criteria are the measures used to determine
whether, and **how well**, learners have **met the learning intentions**

Success criteria are created by the teacher and/or the students

Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement

What are success criteria?

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.
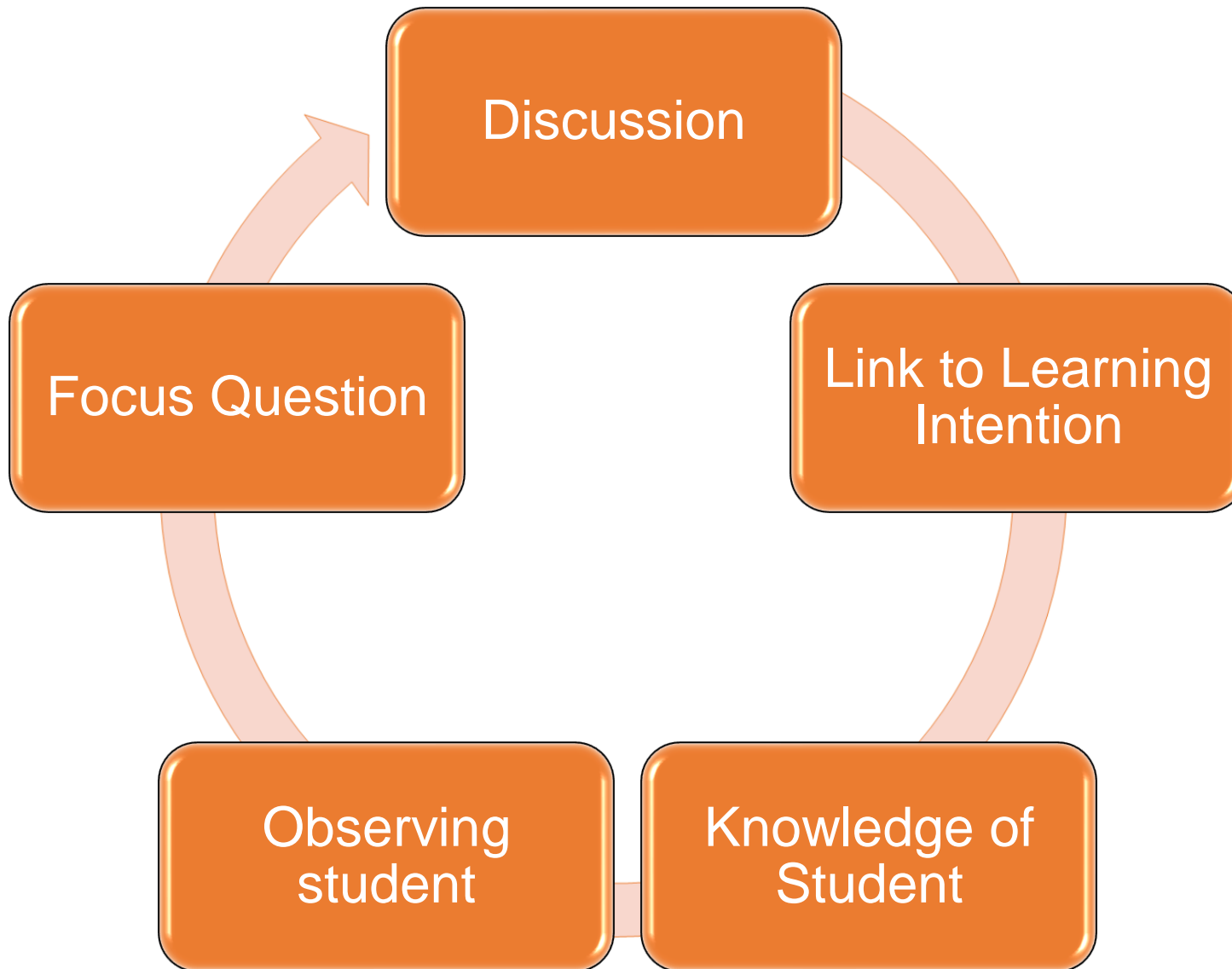
NCCA, Focus on Learning, Learning intentions & success criteria (2015, p. 5)

Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/achievement

How do we create Success Criteria?

- Discussion
- Link to Learning Intention
- Knowledge of Student
- Observing student
- Focus Question

Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement

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Supporting the Professional Learning of School Leaders and Teachers

How will we **assess** the student?

L1LPs: 3.22 **Use** coping strategies to self-regulate

L2LPs: 3.24 **Demonstrate** a relaxation technique

Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement
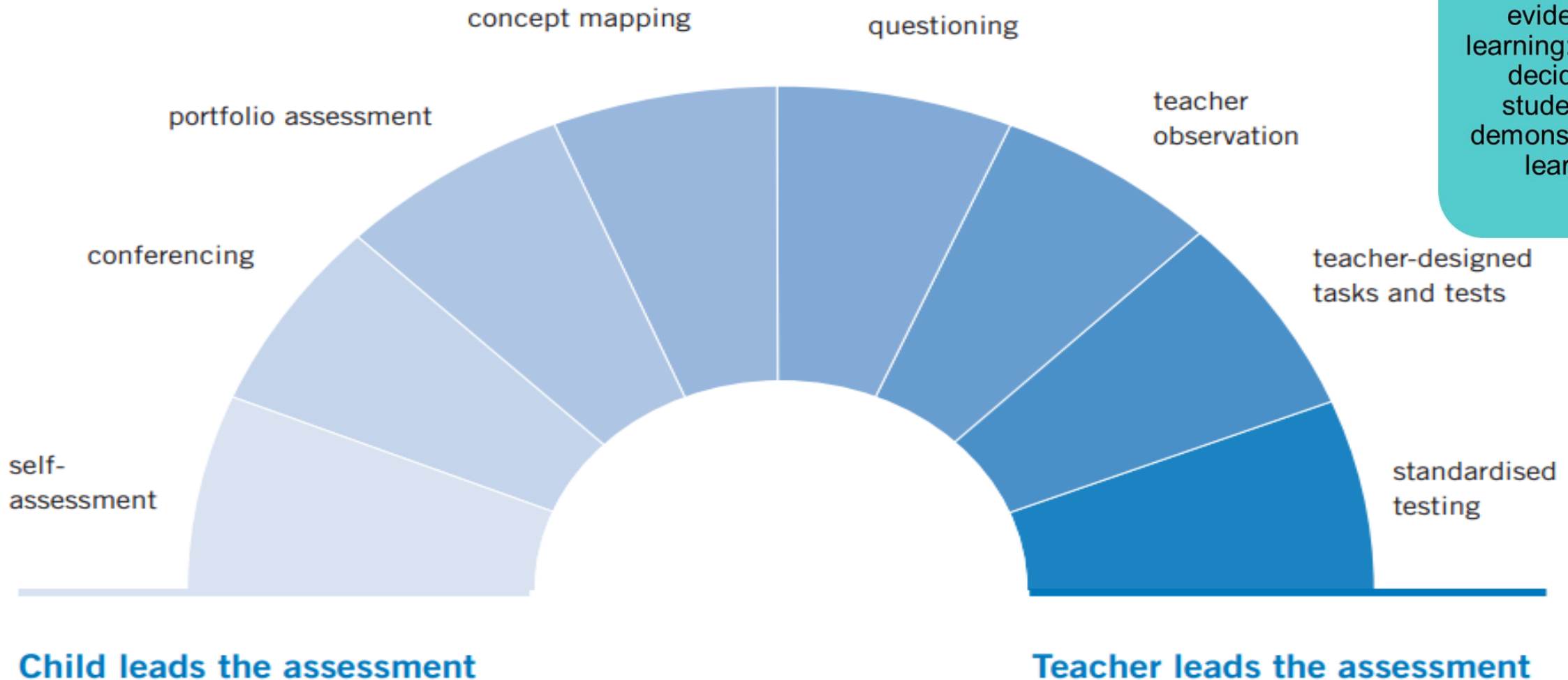
Level 1	Level 2
Teacher will **observe** student direct their gaze to visual sensory tools for 30 seconds on three occasions	Teacher will **observe** student **following** the instructions on their preferred Mindful Gnats guided meditation
Teacher will **record** the student using chewies to self-regulate. Student will bite chewy instead of hand when prompted with presentation of chewy	Teacher will **observe** as the student to **identifies** their zone at intervals throughout the day. Teacher will **observe** the student selecting a sensory tool to **use** to bring them from blue, yellow or red zones back to green zone (as per the Zones of Regulation)

A continuum of assessment methods

concept mapping

questioning

portfolio assessment

teacher observation

conferencing

teacher-designed tasks and tests

self-assessment

standardised testing

Gathering evidence of learning: Teachers decide how students will demonstrate their learning

Child leads the assessment

Teacher leads the assessment

Assessment in the Primary School Curriculum: Guidelines for schools (2007) p.13

How will you **assess** the student?

What success criteria will you use to assess the students learning as demonstrated in the evidence of learning?

Oide

Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement

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

Oide

| Planning for learning: Teachers select learning outcomes and learning intentions | Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome | Gathering evidence of learning: Teachers decide how students will demonstrate their learning | Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement | Reporting on student progress and achievement: Teacher will provide feedback to parents/guardians and students |

Individual Student

How will we provide **feedback** to parent/guardian and students?

Oide

L1LPs: 3.22 **Use** coping strategies to self-regulate

L2LPs: 3.24 **Demonstrate** a relaxation technique

Reporting on student progress and achievement: Teacher will provide feedback to parents/ guardians and students

Level 1	Level 2
Teacher will send parents/guardians a **video recording** of the student directing their gaze to visual sensory tools with **an explanation** as to the learning intentions for that lesson. Teacher will give student a **thumbs up sign** when they direct their gaze to the sensory stimuli	Teacher will **verbally praise** the student for following the instructions on their preferred Mindful Gnats guided meditation to the best of their ability. Teacher will send parents/guardians a **link to the app & an explanation** of how well their child is achieving the learning intentions for the lesson
Teacher will send parents a **video recording** of the student using chewies to self-regulate. Parents/ guardians will reinforce this practice at home by offering the student a chewy when they see the student hand-biting. Teacher will **verbally praise** the student for using their chewy rather than biting their hand	Teacher will **reward** the student for the effective use of the Zones of Regulation. Teacher will **share with parents/ guardians the list of sensory tools** the student has identified to bring them from blue, yellow or red zones back to green zone (as per the Zones of Regulation)

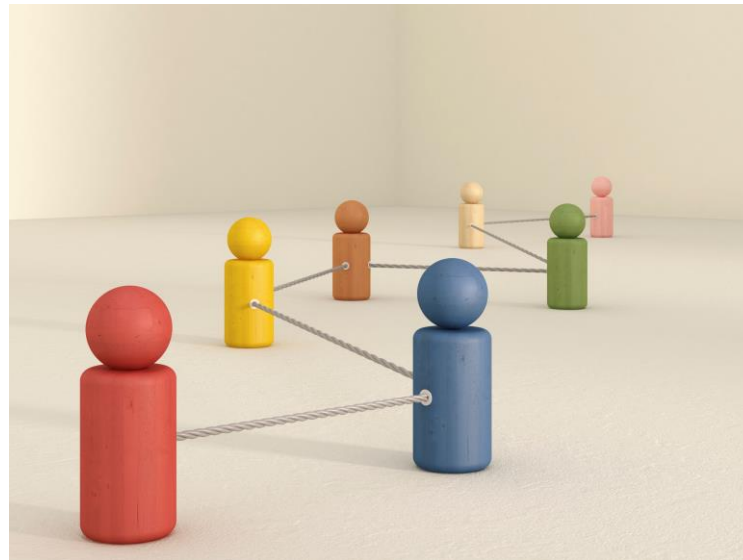# How will you provide **feedback** to parents/guardians and students?

How will you report on your student's achievements?

How will you provide feedback to parents and students which can inform future learning?

Reporting on student progress and achievement: Teacher will provide feedback to parents/ guardians and students

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

Oide

| Planning for learning: Teachers select learning outcomes and learning intentions | Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome | Gathering evidence of learning: Teachers decide how students will demonstrate their learning | Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement | Reporting on student progress and achievement: Teacher will provide feedback to parents/guardians and students |

Individual Student

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

Oide

Planning for learning: Teachers select learning outcomes and learning intentions

Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome

Gathering evidence of learning: Teachers decide how students will demonstrate their learning

Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement

Reporting on student progress and achievement: Teacher will provide feedback to parents/guardians and students

Individual Student

Tea Break

Learning Intentions

➢ Explore the use of formative and summative assessment at Levels 1 & 2.

➢ Consider assessment in our context.

➢ Develop our understanding of the process of generating, gathering and assessing evidence of learning at Levels 1 & 2.

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Supporting the Professional
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and Teachers

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

Oide

PORTFOLIO

| Planning for learning: Teachers select learning outcomes and learning intentions | Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome | Gathering evidence of learning: Teachers decide how students will demonstrate their learning | Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/ achievement | Reporting on student progress and achievement: Teacher will provide feedback to parents and students |

Individual Student

What is a Portfolio?

Portfolios provide students with concrete evidence of their progress and achievements, which they discuss, review and share with teachers, parents and peers as appropriate. Portfolios can exist in hard copy and/or electronic form.

An electronic portfolio, also known as an e-portfolio or digital portfolio, is a collection of a student's work created using word processing and other multimedia presentations

www.curriculumonline.ie

Purpose of the Portfolio

Set goals

Feedback

Capture

Reflect

Share

Showcase

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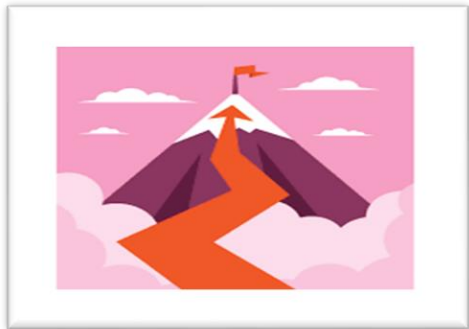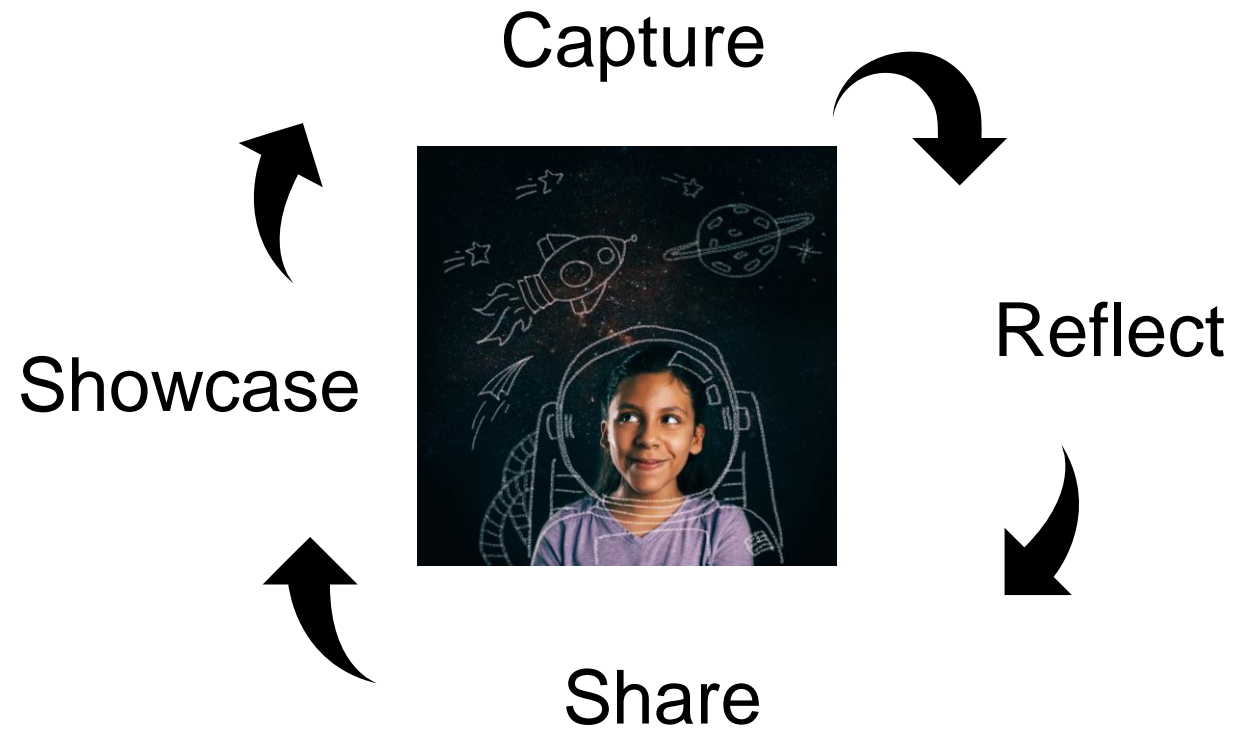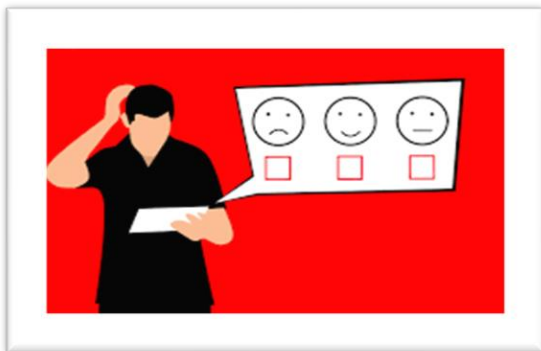
What does a Portfolio look like?
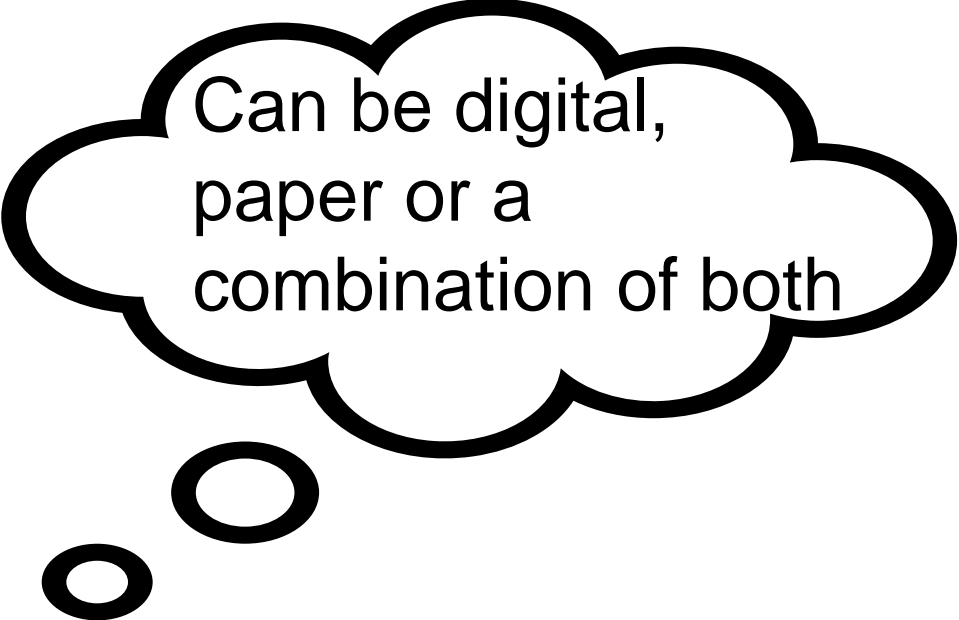
Varied types of evidence

Examples of the students work with identified success criteria

Can be digital, paper or a combination of both

Shows student progression

Evidence of which teacher completed the work with the student

Includes teacher feedback

Planning for E-Portfolios

Plan for the digital infrastructure available to you and your students

A whole school approach is best practice

Focus on teaching learning and assessment

Build on what already works well in your school

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Supporting the Professional Learning of School Leaders and Teachers

School based platform options for digital portfolios
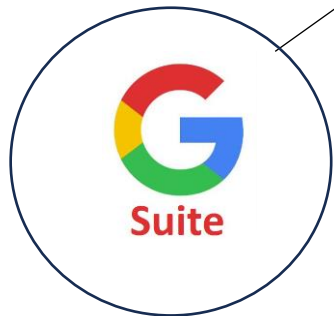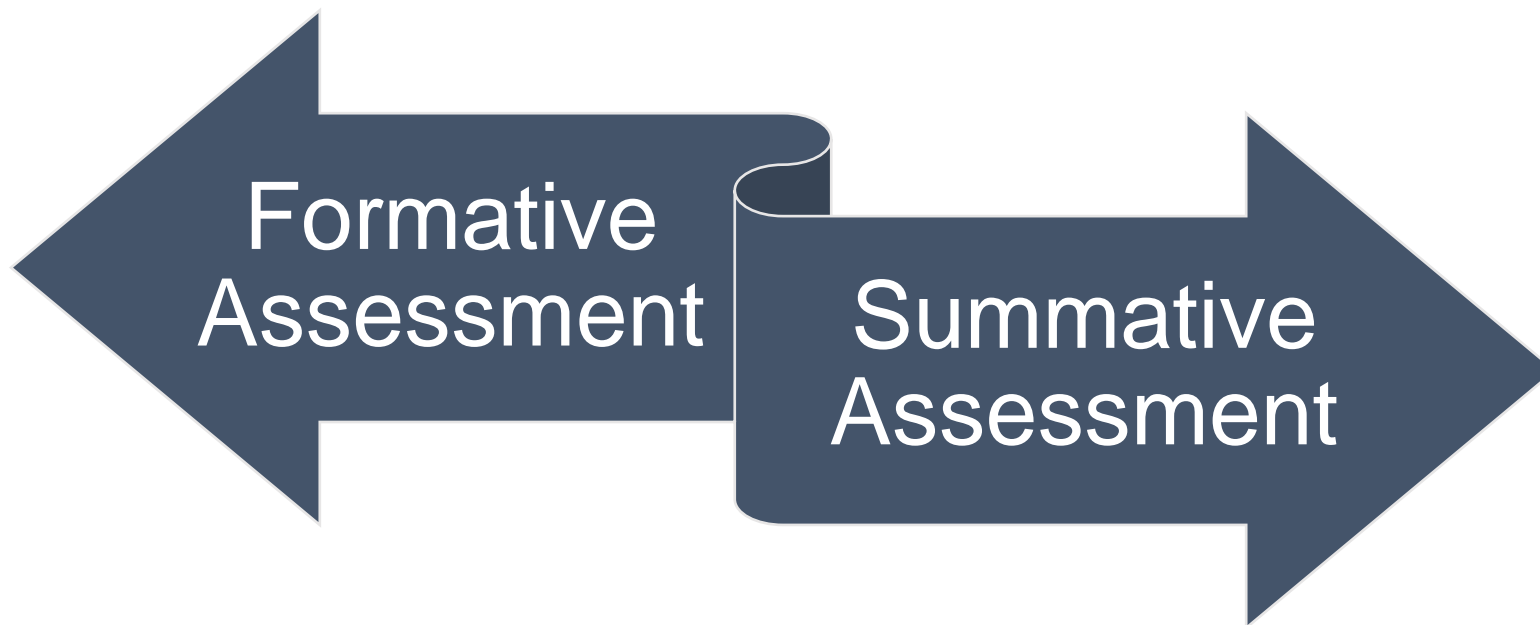
Approaches to Assessment

Assessing a Learning Activity-Visit to the shop

Learning Outcomes in focus:

PLU	ELEMENT	LEARNING OUTCOMES
Level 2 **Numeracy**	Managing Money	2.1 Recognise frequently used Euro notes and coins
		2.2 Pay for an item correctly and count the change in a mock or real-life shopping experience
		2.5 Recognise the difference between using money to buy essential items and luxury items
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
		1.5 Participate in practical, formal and informal communication
	Reading to obtain basic information	1.15 Find key information from different forms of writing
Level 1 **Communication, Language & Literacy**	Developing Communicate	1.3. Engage in an activity requiring joint attention with 1 or more people.
		1.4 Demonstrate turn-taking with a communicative partner
	Relationships	1.14 Clearly indicate preferred objects and/ or activities and refuse non-preferred items
	Exploring and Using	1.16 Make a request and/ or express a need, verbally or non-verbally
Level 1 **Numeracy**	Developing Number Sense	2.13 Participate in Counting Activities
	Measure and Data	2.24 Participate in a shopping experience or in an activity where real money is used functionally

# Learning Intentions for Assessment Activity

What might the Learning Intentions look like with this Assessment Activity?

- ✓ Students will **greet** the shopkeeper (L1)

- ✓ Students will **identify** the price of items in the shop (L2)

- ✓ Students will **role play** three different scenarios prior to the visit (L1/L2)

- ✓ Students will **recognise** frequently used notes and coins (L2)

- ✓ Students will **pay** for an item using the nearest note or coin value (L2)

- ✓ Students will **demonstrate** turn-taking during the visit (L1/L2)

- ✓ Students will **communicate** their preferred item in the shop (L1/L2)

- ✓ Students will **sort** luxury versus non luxury items prior to the visit (L2)

Success Criteria for Assessment Activity

How could you assess if a student has met the Learning Intentions?
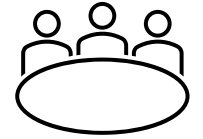
Student will….

- ✓ **Communicate** 'Hello' and 'Thank you' with the shopkeeper

- ✓ **Experience or respond** to the process of engaging with the shopkeeper

- ✓ **Recognise** frequently used notes and coins

- ✓ **Identify** the cost of item being bought

- ✓ **Discuss** the appropriate ways to communicate as a customer

- ✓ **Talk to and ask questions** of the people they meet in the shop

- ✓ **Demonstrate** their ability to turn-take.

Evidence of Learning

Oide

Video (Trip to the Tuck Shop)

Receipts for the items bought

Teacher or student notes (written or recorded)

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

Illustration of the 'experience"

Photograph or photo-story.

Completed worksheet

Completed Teacher observation sheet

Short Courses Level 1 & Level 2

Oide

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

Short Course
CSI: Exploring Forensic Science
Level 2
Specification for Junior Cycle Short Course

NCCA
Junior Cycle History (Level 2) Short Course specification

Minimum of 100 hours timetabled engagement

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Supporting the Professional Learning of School Leaders and Teachers

School-developed Level 2 Short Courses

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

Civic, Social & Political Education

A Citizenship Course

Level 2 Specification for Junior Cycle
School Developed

(Adapted from NCCA CSPE short course)

Short Course

Grow It! Cook It! Eat It!

Level 2

Specification for Junior Cycle Short Course

NCCA Scoping Document

School Developed short courses can be found on www.scoilnet.ie
Short course specifications can be found on JCT website and curriculum online website.

Short Courses Level 3

Minimum of 100 hours timetabled engagement

Assessment of a Short Courses

Formative Assessment Activities

Summative Assessment Moment

Classroom Based Assessment

Second and Third Year Only

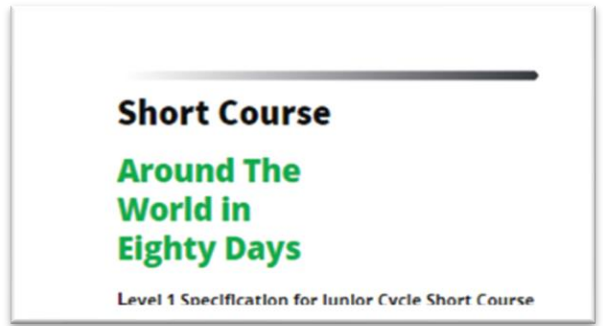# CBA (Level 1) Around the World in 80 days – An Excursion

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

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

Linking Learning Outcomes to a L1 Short Course Oide

Around the World in Eighty Days Short Course

Descriptor……This short course aims to develop the student's experience of independence in relation to travel. It also develops knowledge, cognitive, social and practical skills. This is achieved in the context of learning about their home, school and wider community, and through developing knowledge of other cultures.

Level 1 PLUs

Communication, Language & Literacy
1.8 Show recognition of personal and/or standardised objects of reference
1.20 Illustrate signs of engagement and enjoyment with stories, texts, poetry, funny or favourite reading material

Numeracy
2.13 Participate in counting activities
2.26 Engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week

Personal Care and Wellbeing
3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities
3.31 Differentiate between familiar and unfamiliar people

Being part of a community
4.19 Respond to cues (visual, verbal, gesture, sound) to locate familiar places
4.20 Indicate a desire/request to leave a group or go to another place

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

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

Oide

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.

Short Course

Enterprise in Animation

Level 2 Specification for Junior Cycle Short Course

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

Linking Learning Outcomes to a L2 Short Course

Enterprise in Animation Short Course

Descriptor……
The short course in Enterprise in Animation aims to facilitate the development of entrepreneurial and technological skills while incorporating development of essential life skills such as critical thinking, innovation and collaborative decision making.

Level 1 PLUs	Level 2 PLUs
Communication, Language & Literacy 1.1 Indicate awareness of sensory stimuli in the learning environment 1.2 Establish consistent patterns of attending to stimuli/personnel/activities in the immediate environment	**Communication and Literacy** 1.22 Participate in a performance or a presentation 1.23 Create a range of images using a variety of materials
Personal Care and Wellbeing 3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately 3.21 Show interest in the feelings expressed by others and react appropriately	**Numeracy** 2.38 Identify uses of data in everyday life 2.39 Identify basic approaches to data collection
Being Part of a Community 4.26 Respond to positive reinforcement from others 4.27 Behave appropriately in familiar routine or special events and where possible play their expected role within it	**Living in the community** 4.1 Recognise different kinds of relationships 4.2 Identify situations where people speak differently depending on audience
The Arts 5.9 Identify the source and direction of a sound 5.10 Listen and respond to a wide range of sounds and music (environmental, body percussion, vocal, instrumental, digital, technological, from a variety of traditions and cultures)	**Preparing for work** 5.11 Identify and list their own talents 5.12 Create a curriculum vitae including personal profile, education and work experience details

CBA (Level 3) CSPE Short Course -Citizenship Action record (Guest Speaker Visit to the School)

Oide

Reflect
- Why I chose this action/issue?
- What I/we hoped to achieve?
- How I contributed to the action?
- What I learnt about the issue/topic?
- What skills I developed?

Showcase
Students will demonstrate what they know about reaching a group decision when deciding on the Topic and the Guest Speaker for their Action Plan

Collaborate
Students can work with others to research, find information, plan and organise. They each choose an area of interest and then through discussion and consensus decide on a Guest Speaker

Present
Students can present what they learned using written, visual (eg a poster), audio or multimedia formats and can be supported through the use of an interview or presentation

For JCPA short course accreditation at Level 3
*Using the short course assessment guidelines & the FOQ student is awarded the descriptor 'Exceptional'
or 'Above expectations' or 'In line with expectations'
or 'Yet to meet expectations'*

**Short Course
Civic, Social and
Political Education
(CSPE)**
Specification for Junior Cycle

Linking Learning Outcomes to a L3 Short Course

CSPE Short Course

Descriptor……
The short course in CSPE aims to inform, inspire, empower and enable young people to participate as active citizens in contemporary society at local, national and global levels, based on an understanding of human rights and social responsibilities.

Level 1 PLUs	Level 2 PLUs
Communication, Language & Literacy 1.19 Express interests and opinions through a range of verbal or non-verb 1.24 Read a book, magazine, or other text with understanding	**Communication and Literacy** 1.36 Find information for a project on the web 1.37 Send and open an email
Personal Care and Wellbeing 3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately	**Numeracy** 2.40 Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records
Being Part of a Community 4.22 Communicate 'No' 4.27 Behave appropriately in familiar routine or special events and where possible play their expected role within it	**Living in the community** 4.10 Demonstrate an ability to negotiate with peers
The Arts 5.20 Show an awareness of being part of an audience	**Preparing for work** 5.31 Review the activity to evaluate its success 5.32 Assess effectiveness of own role in the activity

Assessment journey

Oide

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
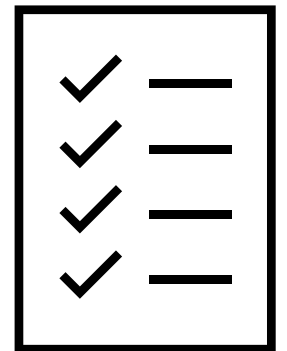
Final Reporting Summary

Oide

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 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 1**

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

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

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

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.

Final Reporting JCPAs

Reflection

Oide

What did I do
- Engaged with collaborative learning
- Professional Discussion

So What did I learn?
- New approaches
- How I collaborate

Now what is my action?
- Something I can try individually
- Something we can try collectively

Rolfe et al.'s Reflective Model

Resources

Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Thank You