



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Measúnú ar CFL1anna & CFL2nna i Suíomhanna Príomhshrutha



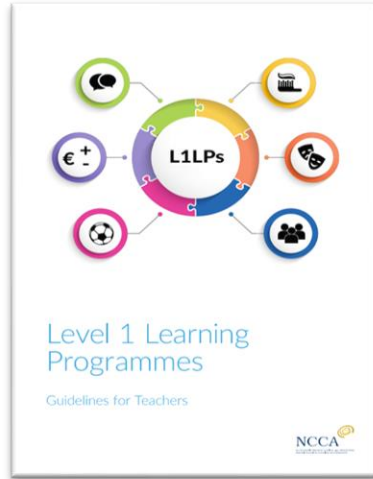
Intinní Foghlama Inniu

- ✓ Tuiscint níos doimhne a fhorbairt ar an gcaoi a gcabhraíonn measúnú leanúnach le foghlaim an scoláire
- ✓ Na naisc idir teagasc, foghlaim, measúnú agus tuairisciú a aithint
- ✓ Tuiscint ar an gcaoi a gcabhraíonn measúnú dea-phleanáilte leis an bhfoghlaim agus leis an teagasc
- ✓ Iniúchadh ar an ngá atá le 'hócáidí measúnaithe' ATFanna le critéir ratha (Torthaí Foghlama aonair agus/nó measúnuithe tras-churaclaim/téamacha le níos mó ná Toradh Foghlama (TF) amháin)
- ✓ Iniúchadh ar mheasúnú i nGearrchúrsaí Leibhéal 1 agus Leibhéal 2 – MRBnna.

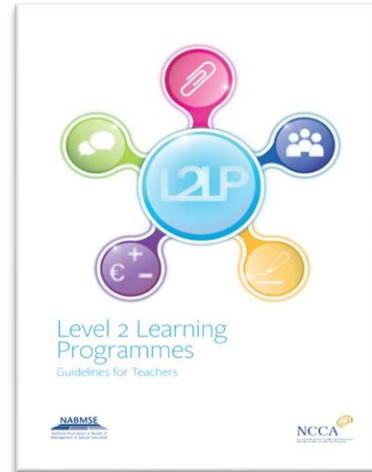
Príomhdhoiciméid agus Acmhainní



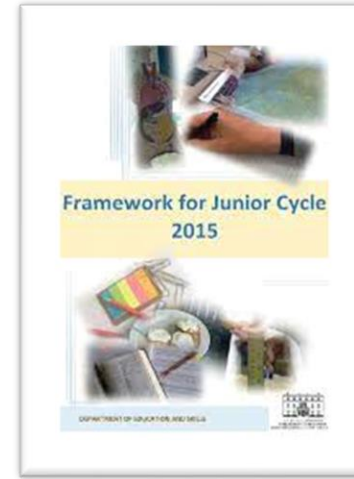
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Cláir Foghlama Leibhéal 1
Treoirínite do Mhúinteoirí



Cláir Foghlama Leibhéal 2
Treoirínite do Mhúinteoirí



Creit don SS



Fócas ar an bhFoghlaim: Leabhráin Mheasúnú
Leanúnach CNCM

An Roinn Chéadair
Department of Education

Circular Number: 0028/2023

To: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs

Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024.

| | |
|--------------------------------------------------------------------|----|
| Contents | |
| 1. Introduction | 3 |
| 1.1 Purpose of this circular | 3 |
| 1.2 Key updates for the school year 2023/2024 | 3 |
| 1.3 Ongoing review of Junior Cycle implementation | 4 |
| 2. Curriculum arrangements for Junior Cycle | 5 |
| 2.1 Curriculum and timetabling arrangements for Junior Cycle | 5 |
| 2.2 Subjects, short courses and Priority Learning Units | 5 |
| 2.3 Approved Subject Specifications, Syllabuses and Guidelines | 6 |
| 2.4 Number of Subjects and Short Courses studied by students | 6 |
| 2.5 Level 1 and Level 2 Learning Programmes | 10 |
| 2.6 Workload | 11 |
| 2.7 Timetabling | 13 |
| 2.8 Subjects taken outside of a recognised school setting | 14 |
| 2.9 Home schooled students | 14 |
| 2.10 Junior Certificate School Programme | 14 |
| 3. Assessment and Reporting in Junior Cycle | 15 |
| 3.1 Assessment arrangements for subjects | 15 |
| 3.2 Assessment arrangements for L1LPs and L2LPs | 15 |
| 3.3 General information about Classroom-Based Assessments (CBAs) | 16 |
| 3.4 Arrangements for CBAs in short courses | 17 |
| 3.5 Arrangements for CBAs 2023/2024 | 17 |
| 3.6 Subject Learning and Assessment Review (SLAR) meetings | 18 |
| 3.7 Assessment Task Arrangements for third year students 2023/2024 | 18 |

Ciorclán 0028 / 2023

Socruithe maidir le
Cur i bhFeidhm an
Chreata don tSraith
Shóisearach 2023 / 24



Tá cur amach ag múinteoirí ar an ngá lena gcuid teagaisc a phleanáil ach níl an oiread sin cur amach acu ar an ngá le measúnú a phleanáil. Tá pleananna don teagasc neamhiomlán, áfach, mura bhfuil pleananna measúnaithe iontu... Caithfear **measúnú** agus **teagasc a ailíniú**, de bhrí go mbíonn intinní foghlama comónta acu.

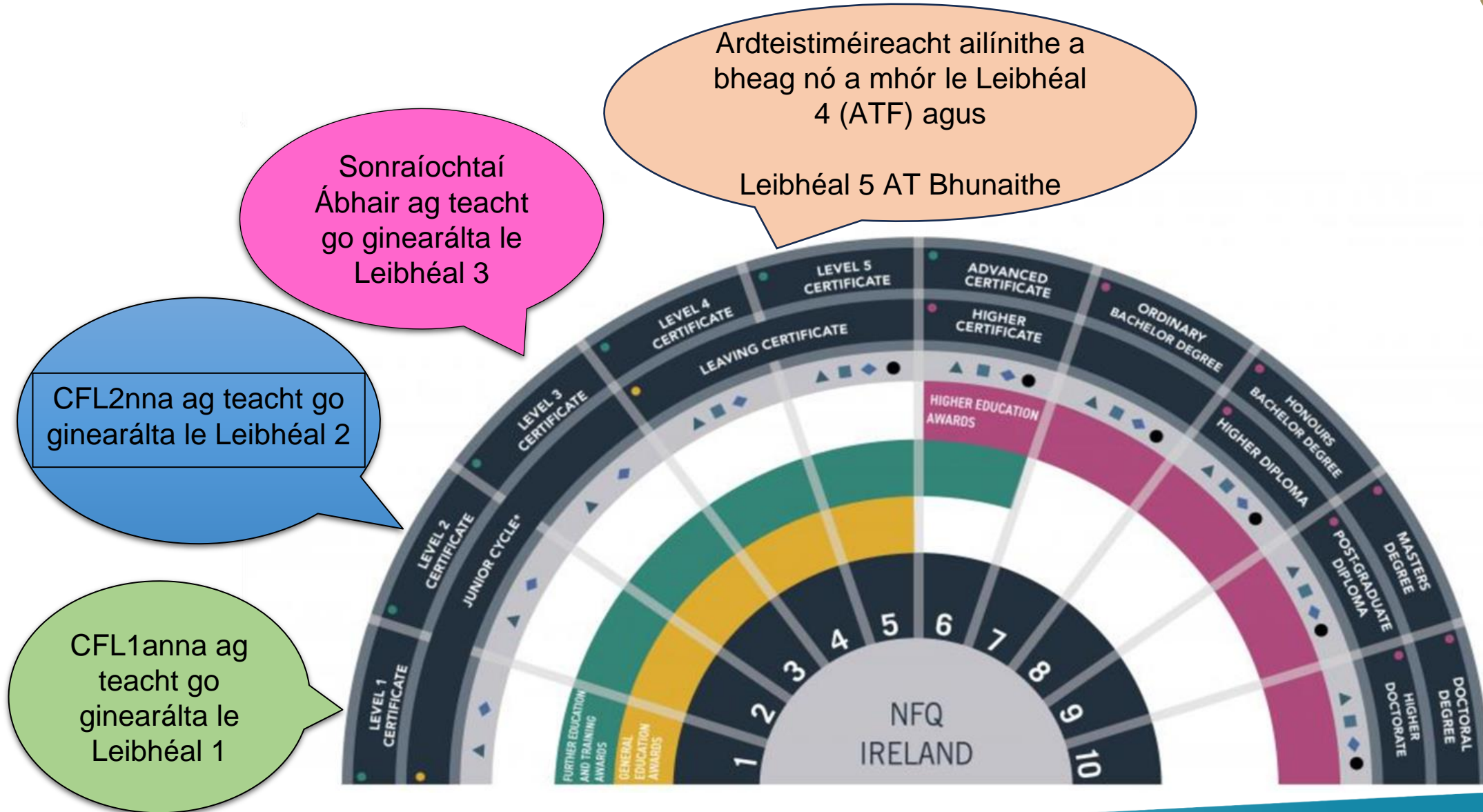
(Berry, 2008)



An Creat Náisiúnta Cáilíochtaí



Oide



Ailíniú leathan le táscairí CNC



Oide



CFL1anna

Leibhéal 1

- Praiticiúil
- Bunúsach
- Intuartha
- Deartha
- Tacaíthe
- Seicheamhach



CFL2anna

Leibhéal 2

- Cúng
- Coincréiteach
- Gnáthamh
- Teoranta
- Faoi stiúir
- Struchtúrtha
- Faoi mhaoirseacht



**Ábhair TS
Leibhéal 3**

- Measartha leathan
- Coincréiteach den chuid is mó
- Feidhmiúil
- Neamhspleáchas teoranta
- Feidhmiú le rud aitheanta
- Foghlaim chun foghlama



**LCA
Leibhéal 4**

- Leathan
- Teibí
- Teoiriciúil
- Aitheanta agus neamhaitheanta
- Freagrach



**AT
Leibhéal 5**

- Leathan
- Teoiriciúil
- Meastóireacht
- Comhthéacsanna éagsúla
- Neamhspleáchas
- Tionscnaíocht
- Freagracht

Turas measúnaithe



Oide

An chéad bhliain

Measúnú agus
Aiseolas
Leanúnach

An dara bliain

Measúnú agus
Aiseolas
Leanúnach

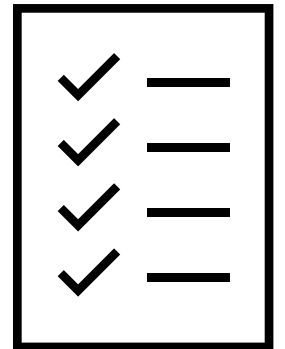
Measúnú
Rangbhunaithe
Gearrchúrsa

An Tríú bliain

Measúnú agus
Aiseolas
Leanúnach

Measúnú
Rangbhunaithe
Gearrchúrsa

Punainn don
Mheasúnú
Deiridh



An próiseas chun fianaise ar fhoghlaim a ghiniúint, a bhailiú agus a mheas do CFL1anna & CFL2nna



Oide

Roghnaíonn múinteoirí torthaí foghlama agus/nó dearann siad gníomhaíochtaí measúnaithe chun fianaise ar fhoghlaim a ghiniúint

Socraítear Critéir Ratha atá le húsáid chun an fhianaise ar fhoghlaim a mheas

Gineann scoláirí fianaise ar fhoghlaim trí mheasúnú leanúnach agus/nó trí ghníomhaíocht measúnaithe

Cuirtear fianaise ar fhoghlaim isteach sa phunann mar aon leis na critéir ratha aitheanta

Comhlíonann fianaise sa phunann riachtanas an 'tromlaigh' i gcomhair teastas gnóthachta i **bPróifíl Ghnóthachta na Sraithe Sóisearaí**

Scoláire Aonair



'Is ráiteas é intinn foghlama do cheacht nó do shraith ceachtanna, cruthaithe ag an múinteoir, ina ndéantar cur síos soiléir ar an méid ar mhaith leis an múinteoir a bheith ar eolas ag na scoláirí, a thuigfidís agus a bhéidís in ann a dhéanamh mar thoradh ar ghníomhaíochtaí foghlama agus teagaisc. Ba chóir go gcabhródh intinn foghlama shoiléir leis an scoláire díriú ní amháin ar an tasc nó ar an ngníomhaíocht atá ar siúl ach ar a mbíonn á fhoghlaim acu.'

L 5. Fócas ar an bhFoghlaim: Intinní Foghlama agus Critéir Ratha CNCM



Iniúchadh ar Intinn Foghlama Leibhéal 1

ATF: Cumarsáid, Teanga agus Litearthacht


Toradh foghlama 1.19 **Ábhair spéise agus tuairimí a chur in iúl trí réimse modhanna cumarsáide briathartha nó neamhbhriathartha**

Intinn Foghlama: Cad atá á fhoghlaim againn?

Ár rogha a chur in iúl

Gníomhaíocht: Cad atá a dhéanamh againn?

Ag cur in iúl cén bia is fearr linn



| 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. |

Iniúchadh ar Intinn Foghlama Leibhéal 2



Oide

ATF: Cumarsáid agus Litearthacht

Toradh foghlama 1.5 Páirt a ghlacadh i gcumarsáid phraiticiúil fhoirmiúil agus neamhfhoirmiúil

Intinn Foghlama: Cad atá á fhoghlaim againn?

Conas cumarsáid fhoirmiúil agus neamhfhoirmiúil a dhéanamh

Gníomhaíocht: Cad atá á dhéanamh againn?

Scríobh cárta do chruinniú atá le teacht le cur ar bhord fógraí scoile

Teachtaireacht ó bhéal a chur ar aghaidh chuig scoláire in aice leat





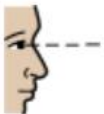
What



I



Am



Looking



For



Oide

Critéir Ratha

Bíonn critéir ratha nasctha le hintinní foghlama. Is é an múinteoir agus / nó an scoláire a fhorbraíonn iad agus déanann siad cur síos ar an gcuma a bhíonn ar an rath. Cabhraíonn siad leis an múinteoir agus leis an scoláire breithiúnais a dhéanamh faoi chaighdeán foghlama an scoláire.

L. 5. Fócas ar an bhFoghlaim: Intinní Foghlama agus Critéir Ratha CNCM



Critéir Ratha Leibhéal 1 a Iniúchadh

Intinn Foghlama:


Ár rogha a chur in iúl maidir le bia

Critéir Ratha:

Déanfaidh siad comhartha i dtreo an bhia lóin is fearr leo ó rogha 3 rud.

Blaisfidh siad den bhia lóin is fearr leo

Roghnóidh siad go neamhspleách an bia lóin is fearr leo



| 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. |



Critéir Ratha Leibhéal 2 a Iniúchadh

Intinn Foghlama

Cumarsáid fhoirmiúil agus neamhfhoirmiúil a dhéanamh

Critéir Ratha

- Beidh a fhios acu an difríocht idir cumarsáid fhoirmiúil agus neamhfhoirmiúil
- Beidh siad in ann gnéithe na cumarsáide foirmiúla agus na cumarsáide neamhfhoirmiúla a mhíniú
- Beidh siad in ann an méid a fhoghlaimítear a chur i bhfeidhm chun samplaí barántúla de chumarsáid fhoirmiúil agus neamhfhoirmiúil a chumadh



Eolas a léiriú ag Leibhéil 1, 2 & 3

Matamaitic:

- U.1 imscrúdú a dhéanamh ar léiriú uimhreacha agus ar oibríochtaí uimhríochta ionas gur féidir leo:
 - a. léiriú a dhéanamh ar na hoibríochtaí: suimiú, dealú, iolrú agus roinnt in N , Z , agus Q trí úsáid a bhaint as samhlacha lena n-áirítear an uimhirlíne, dianscaoileadh, agus carnadh grúpaí atá ar cóimhéid

| Leibhéal 1 | Leibhéal 2 | Leibhéal 3 |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Ciúbanna a Chomhaireamh | Uimhirlínite agus conas uimhirlíne a líonadh isteach | Léirithe éagsúla ar uimhreacha |
| Tarraing, clúdaigh, comhair ar uimhirlíne | 'Níos lú ná' le huimhirlíne m.sh., 8 níos lú ná 12 | Ag obair ó dheas go clé agus ó chlé go deas ar uimhirlíne |
| Dísle a rolladh agus luachanna a chomhaireamh | Uimhreacha diúltacha sa ghnáthshaol m.sh., Teirmiméadair, carrchlóis faoi thalamh (leibhéal -1) | A mhíniú cad iad na huimhreacha N , Z agus Q |
| Uimhirlíne le híomhánna de réada fíora | Tíleanna uimhreacha chun foirmeacha coibhéiseacha den líon céanna a léiriú | Pointí a bhreacadh ar phlána Cairtéiseach / ar phlána comhordanáideach |
| Airgead | Uimhir iomlán agus codanna | Achar agus imlíne chrutha ar phlána Cairtéiseach |

Measúnú a dhéanamh ar Eolas ag Leibhéil 1, 2 & 3



Oide

D'fhéadfadh múinteoirí an toradh foghlama a mheas ar go leor bealaí, ag brath ar an leibhéal a bhfuil an scoláire ag plé leis

| Leibhéal 1 | Leibhéal 2 | Leibhéal 3 |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Scóir Uimhreacha a chur san ord ceart | Leiriú uimhirlíne dá gcuid féin a dhéanamh ar na hionraithe d'uimhir | Ráitis le fíor i gcónaí, uaireanta, riamh / choíche |
| An luach atá ar iarraidh a líonadh isteach ar uimhirlíne Ciúbanna comhairimh a shocrú | Uimhreacha suas le 100 in N a aithint, m.sh. fios a bheith acu cá mhéad náid le haghaidh deiceanna, céadta | An luach ar iarraidh a líonadh isteach m.sh. $-4 \times \underline{\quad} = 20$ |
| Slánuimhreacha aondigite, dhá dhigit a dhealú i gcomhthéacs laethúil | Slánuimhreacha dhá dhigit a shuimiú ar lú ná 100 a n-iomlán i gcomhthéacs laethúil | Ad úsáid uimhirlíne a thugtar chun ceisteanna a fhreagairt |
| Uimhreacha aondigite agus dhá dhigit a aithint in N, m.sh. a thuiscint cá mhéad náid le haghaidh deiceanna | Slánuimhreacha dhá dhigit a dhealú i gcomhthéacs laethúil | Trí shlánuimhir ar bith a scríobh síos arb é $\underline{\quad}$ a suim iomlán nuair a shuimítear iad nó nuair a dhealaítear óna chéile iad |
| Slánuimhreacha aondigite agus dhá dhigit a shuimiú i gcomhthéacs laethúil | | |

Agus ócáidí measúnaithe á ndearadh agat, cuirtear san áireamh na nithe seo a leanas:



Oide

Torthaí Foghlama

Cad iad na Torthaí Foghlama a bhfuil tú ag obair ina dtreo?

Intinní Foghlama

Cad é an t-eolas, an meas, an tuiscint agus an cumas ar mhaith leat go mbeadh ag do scoláirí?

Critéir Ratha

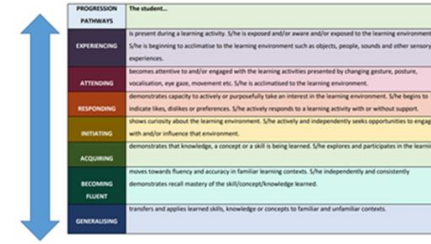
Conas a dhéanfaidh tú measúnú (agus fianaise a bhailiú) ar an bhfoghlaim

Cad iad na gníomhaíochtaí teagaisc agus foghlama a tharlóidh chun cabhrú leis an turas foghlama

Scoláire Aonair

Gníomhaíocht Foghlama a Mheasúnú

Turas chuig an Leabharlann



Oide

Torthaí Foghlama i bhfócas:

| AFT: | GNÉITHE | TORTHAÍ FOGHLAMA |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Leibhéal 2 ATF: Uimhearthacht | Feasacht faoi fhad agus achar a fhorbairt | 2.24 Na haonaid faid agus achair a shainaitheint ar rialóir, ar mhéadarshlat agus ar mhiosúr |
| Leibhéal 2: ATF: Cumarsáid agus Lítearthacht | Labhairt go cuí le haghaidh cuspóirí éagsúla agus aird mar éisteoir a thaispeáint | 1.2 Ceisteanna a chur chun eolas a fháil |
| Leibhéal 1 ATF: Cumarsáid, Teanga agus Lítearthacht | Caidrimh chumarsáideacha a fhorbairt | 1.3. Dul i ngleic le gníomhaíocht a dteastaíonn comhaird le duine amháin nó níos mó lena haghaidh |
| Leibhéal 1 AFT: A bheith rannpháirteach i bpobal | Áiseanna áitiúla a úsáid | 4.11 Cuairt a thabhairt ar áiseanna agus páirt a ghlacadh in áiseanna a úsáid ina thimpeallacht |



Tascanna Measúnaithe

- ✓ Déanfaidh na scoláirí **cumarsáid** leis an leabharlannaí (L1)
- ✓ Tabharfaidh na scoláirí **cuairt** ar an leabharlann agus gheobhaidh siad roinnt **ábhar ar iasacht** (L1)
- ✓ Tugtar **trí chás éagsúla** do scoláirí de bhealaí chun taisteal chuig an leabharlann/ daoine a bhuaileann leo sa leabharlann. Déanann siad **rólimirt** do gach cás (L1/L2)
- ✓ Críochnaíonn scoláirí '**leabhrán conas rud a dhéanamh**' agus déanann siad **moltaí** don chéad uair eile a théann siad ar thurais.
- ✓ Déanann na scoláirí **sórtáil ar na grianghraif** a thógtar isteach i bhfótathuairisc lena n-úsáid ag daoine eile. (L1/L2)
- ✓ Comhlánaigh **fráma scríbhneoireachta** ml taisteal ar bhus, achar agus meastachán roimhe agus comparáid ina dhiaidh / fráma scríbhneoireachta le haghaidh plean don lá agus sainaithin trí phictiúir / comharthaí d'áiteanna agus d'eagraíochtaí ina bpobal a úsáid.



Maidir le scoláirí....

- ✓ **Déarfaidh** siad 'Dia duit' agus 'Go raibh maith agat' leis an leabharlannaí
- ✓ Gheobhaidh siad **taithí** nó **tabharfaidh** siad freagra ar an bpróiseas ábhair a fháil ar iasacht ón leabharlann
- ✓ **Sainaitheoidh** siad an suíomh agus **ríomhfaidh** siad an fad ón scoil go dtí an leabharlann agus bainfidh siad **úsáid as na haonaid chúí ar fhad** m.sh. ciliméadair, méadair
- ✓ **Pléifidh** siad na roghanna bealaigh agus iompair
- ✓ **Labhróidh siad** leis an leabharlannaí / múinteoir sa leabharlann agus **cuirfidh siad ceisteanna orthu**
- ✓ **Aithneoidh siad trí phríomhréimse** sa leabharlann

Fianaise ar Fhoghlaim



Oide



Físeán den turas go dtí an leabharlann

| Am | Stad | Am | Stad | Am | Stad |
|-------|-------|-------|-------|-------|-------|
| 10:00 | 10:00 | 10:00 | 10:00 | 10:00 | 10:00 |
| 10:05 | 10:05 | 10:05 | 10:05 | 10:05 | 10:05 |
| 10:10 | 10:10 | 10:10 | 10:10 | 10:10 | 10:10 |
| 10:15 | 10:15 | 10:15 | 10:15 | 10:15 | 10:15 |
| 10:20 | 10:20 | 10:20 | 10:20 | 10:20 | 10:20 |
| 10:25 | 10:25 | 10:25 | 10:25 | 10:25 | 10:25 |
| 10:30 | 10:30 | 10:30 | 10:30 | 10:30 | 10:30 |
| 10:35 | 10:35 | 10:35 | 10:35 | 10:35 | 10:35 |
| 10:40 | 10:40 | 10:40 | 10:40 | 10:40 | 10:40 |
| 10:45 | 10:45 | 10:45 | 10:45 | 10:45 | 10:45 |
| 10:50 | 10:50 | 10:50 | 10:50 | 10:50 | 10:50 |
| 10:55 | 10:55 | 10:55 | 10:55 | 10:55 | 10:55 |
| 11:00 | 11:00 | 11:00 | 11:00 | 11:00 | 11:00 |

Grianghraifeanna, Amchlár bus agus admhálacha taistil



Nótaí múinteora nó scoláirí (scríofa nó taifeadta)



Cuntas céim ar chéim scríofa/ó bhéal ar a dtaití (an méid a d'iarr siad agus rud amháin a d'fhoghlaim siad)



Pictiúr den 'turas'



Grianghraf nó fótathuairisc



Bileog oibre déanta



Bileog Bhreathnóireachta múinteoirí chomhlánaithe



Conas a léireoidh scoláirí a gcuid foghlama?

Tionscadal taighde grúpbhunaithe ina bhfuil ceithre réimse gníomhaíochta:

- Taighde a dhéanamh
- Meastóireacht a dhéanamh ar fhaisnéis
- Pleananna Gníomhaíochta a fhorbairt agus
- Torthaí a Thuairisciú

Oibreoidh na scoláirí i gcomhar le comhscoláirí chun an tionscadal a chur i gcrích, ach ba chóir do mhúinteoirí a chinntiú go mbíonn ionchur aonair ag gach scoláire sa tionscadal agus go gcuirfidh siad a gcuid fianaise féin ar fáil chun na Gnéithe Cáilíochta don mheasúnú seo a chomhlíonadh.

Naisc le Cláir Foghlama Leibhéal 2

1.35 Rochtain a fháil ar réimse suíomhanna gréasáin ar an idirlíon

1.36 Faisnéis le haghaidh tionscnaimh a aimsiú ar an nGréasán

1.5. Páirt a ghlacadh i gcumarsáid phraiticiúil, fhoirmiúil agus neamhfoirmiúil

2.39. Cuir chuige bhunúsacha bailiú sonraí a aithint

2.40. Réimse sonraí a bhailiú ag úsáid ceann éigin de na modhanna a leanas: suirbhé, leathán taifid, córas scóir nó taifid chlos-amhairc

2.41. Sonraí bunúsacha dhá chritéar a léirmhíniú

2.43. Labhairt ar/plé a dhéanamh faoi eolas ó bhun sonraí

1.18. Cúig abairt ar a laghad a scríobh/a chlósscríobh ionas go gcuirtear brí nó eolas in iúl

1.22. Páirt a ghlacadh i dtaibhiú nó i gcur i láthair

1.24. Píosa oibre a chruthú i gcomhair taispeántais



Roinnte ina ATFanna nó
tionscadail nó ábhair

Seicliosta ábhair.

Fianaise de chineál éagsúil
a thaispeánann gur baineadh
toradh/torthaí foghlama amach

A bheith éasca le
húsáid
(i.e. éasca a
nascleanúint)

Cén chuma a bhéifeá ag súil leis i bpunann agus cad a bheadh istigh inti?

Píosa d'obair an
scoláire

Fianaise ar cé a rinne an
obair leis an scoláirí

Dul chun cinn a
thaispeáint

Aiseolas a bheith ann

Measúnú ar Aonaid Foghlama Tosaíochta Leibhéal 1 agus Leibhéal 2



Oide

Measúnú agus Tuairisciú foirmitheach **leanúnach**

Punann Fianaise a cruthaíodh **d'obair na scoláirí.**

Is í **an scoil** a dhéanann measúnú ar Phunann

Léireoidh an **PGSS** an fhoghlaim go léir a rinneadh in ATFanna tar éis 3 bliana

Leibhéal 1 - Tugtar Gnóthachtáil in ATFanna de réir ceann de na tuairiscíní seo a leanas: **Curtha i gCrích go Rathúil nó Dul Chun Cinn Déanta.**

Leibhéal 2 – Tugtar gnóthachtáil in ATFanna de réir an tuairiscín: **Gnóthaithe**

Gearrchúrsaí Leibhéal 1 & 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



Junior Cycle History (Level 2)
Short Course specification

Short Course

CSI: Exploring
Forensic Science

Level 2

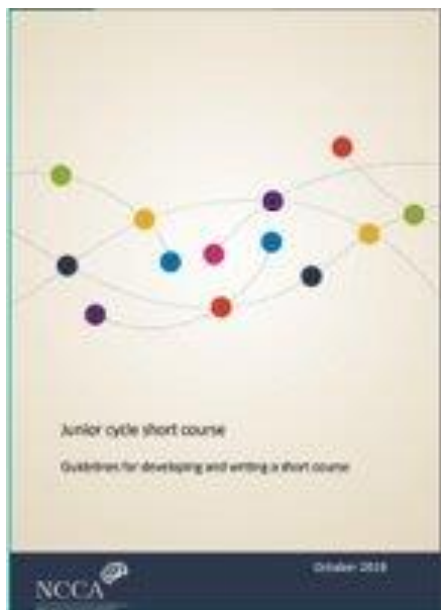
Specification for Junior Cycle Short Course

100 uair an chloig ar a laghad Rannpháirtíocht ar an amchlár

Gearrchúrsaí Leibhéal 2 a forbraíodh ag scoil



Oide



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 Civic, Social & Political Education A Citizenship Course

Level 2 Specification for Junior Cycle
School Developed

(Adapted from NCCA CSPE short course)

Short Course Physical Education

School Developed
Level 2 Specification for Junior Cycle PE

(Adapted from NCCA PE short course)

NCCA Scoping Document

| Draft Short Course Specification | |
|----------------------------------|--|
| 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

Grow It! Cook It! Eat It!

Level 2

Specification for Junior Cycle Short Course

Gearrchúrsaí Leibhéal 2 a forbraíodh ag scoil le fáil ar:

www.scoilnet.ie

Tuairisceoirí Gearrchúrsaí le fáil ar:

www.jct.ie

www.curriculumonline.ie

Measúnú ar Gearrchúrsaí



Oide



Déanann scoláirí Measúnú Rangbhunaithe (MRB) a dhéantar a mheas trí **Ghnéithe Cáilíochta** a úsáid.

Bainfidh an PGSS úsáid as an tuairiscín '**Gnóthaithe**' (T2) agus '**Dul Chun Cinn Déanta/Curtha i gCrích go Rathúil**' (L1) chun léiriú a thabhairt ar na Gearrchúrsaí a chomhlíon na Gnéithe Cáilíochta/a bhain tairbhe as rochtain ar TFanna

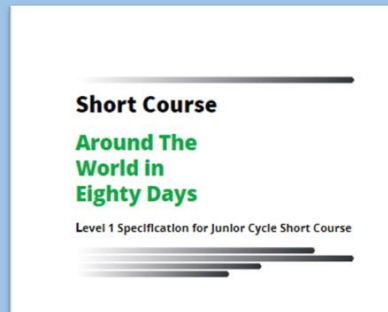
Measúnú Rangbhunaithe (Leibhéal 1) Timpeall an Domhain in 80 lá: An Turas



Oide

Roghnú

Roghnaíonn scoláirí ceann scríbe sa cheantar áitiúil nó sa phobal níos leithne le cuairt a thabhairt air ó réimse spéise atá roghnaithe ag an scoláire i Snáithe 1



Taighde agus Cinneadh

Déanfaidh na scoláirí taighde agus cinneadh ar na modhanna iompair, ríomhfaidh siad an costas atá i gceist agus sainaitheoidh siad na nithe riachtanacha a theastaíonn don turas

Comhoibriú

Is féidir le scoláirí comhoibriú le daoine eile chun taighde a dhéanamh, eolas a aimsiú, an turas a phleanáil agus a eagrú

| PROGRESSION PATHWAYS | The student... |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PATHWAYS | is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment. |
| EXPERIENCING | 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. |

Bainfidh múinteoirí úsáid as **Gnéithe Cáilíochta** chun gnóthachtáil scoláirí san MRB a mheas

Measúnú Rangbhunaithe (Leibhéal 2) i bhFiontraíocht i mBeochan : Cuntas ar thaithí an scoláire



Oide

Machnamh

Déanfaidh an scoláire machnamh ar na ceachtanna a foghlaimíodh agus ar an méid a d'fhéadfaidís a dhéanamh ar bhealach difriúil amach anseo.

Cur ar Taispeáint

Déanfaidh an scoláire 'a bhfuil ar eolas aige' a 'thaispeáint faoi ullmhú d'agallamh, an próiseas beochana agus tuiscint chuí ar ról agus ar nósanna imeachta i gcuideachtaí ag baint úsáid as formáid dá rogha féin

Comhoibriú

Is féidir le scoláirí a bheith ag obair le daoine eile chun taighde a dhéanamh, eolas a aimsiú, pleanáil agus eagrú.

Cur i láthair

Is féidir le scoláirí a gcuid oibre a chur i láthair i bhformáid ar bith; comhrá, agallamh, rólimirt, scéalchlár, físeán beoite. Is féidir í a léiriú ó bhéal, trí comharthaí a dhéanamh nó i leagan leictreonach.

Is ar na Gnéithe Cáilíochta don **Chur i Láthair** mar atá leagtha amach sna Treoirínte Measúnaithe a bhunaítear breithiúnas an mhúinteora ar cé acu a bhronntar an **Tuairiscín Gnóthaithe** ar obair an scoláire sa MRB





An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
 for teachers

Sample Assessment and Reporting on L1LPs/L2LPs Action Plan

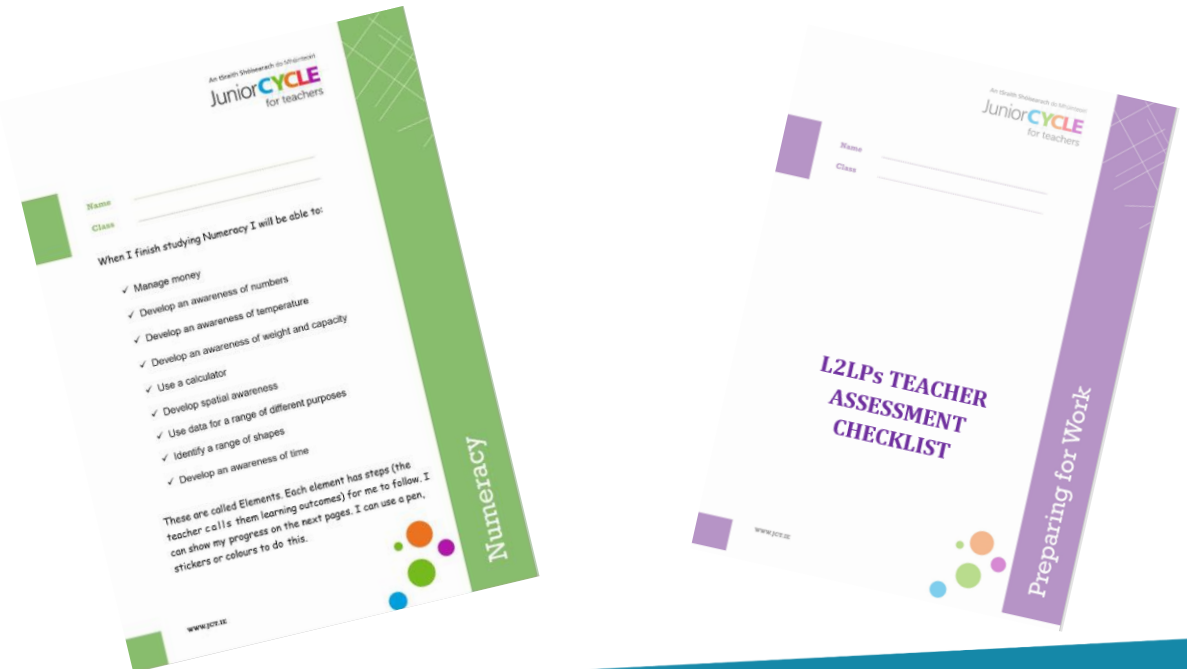
| Month | Yr. 1 | Yr. 2 | Yr. 3 | Action | Date and Who is Responsible |
|-----------|-------|-------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| September | | | | 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

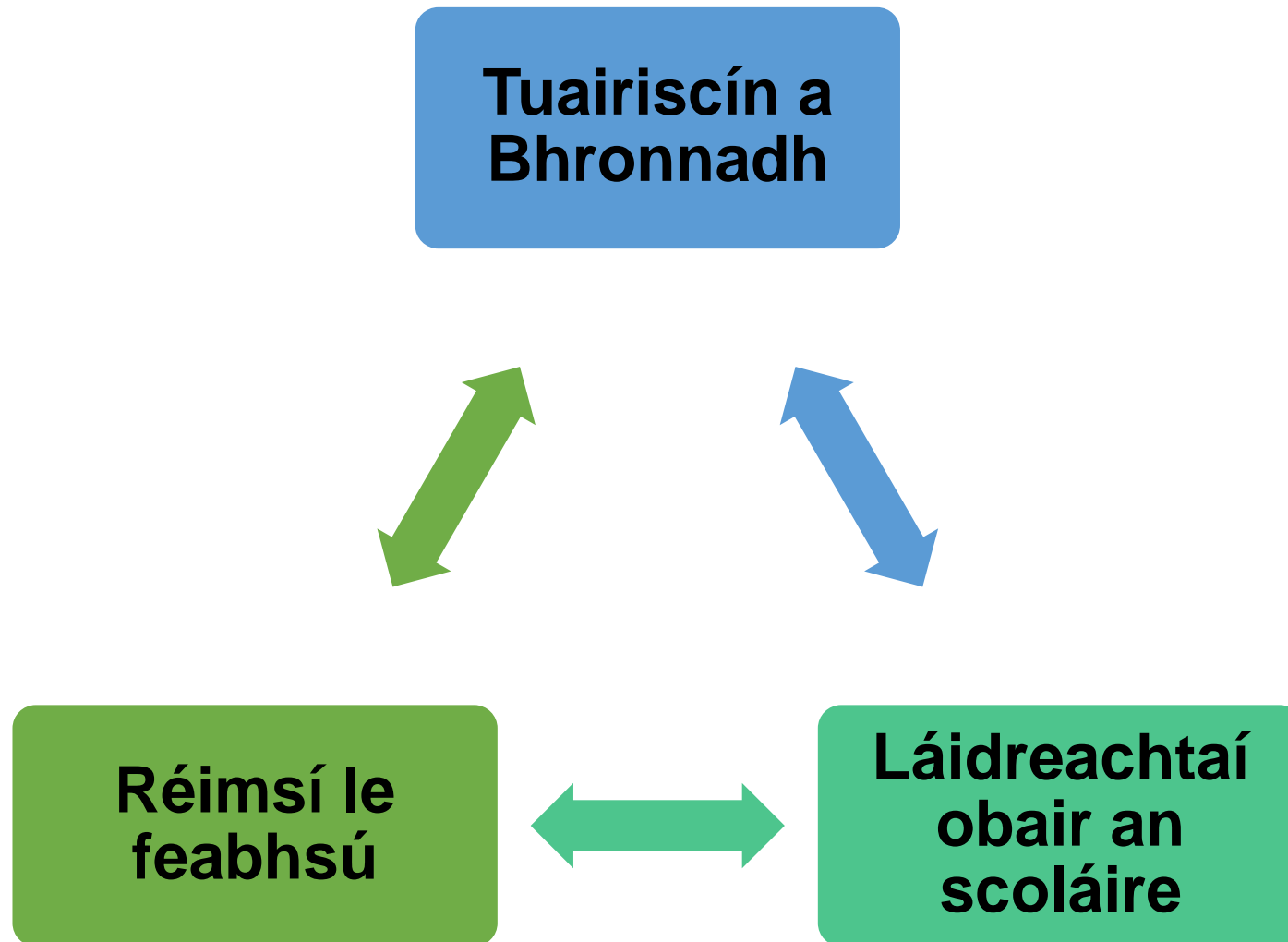
| ELEMENT OF LEARNING | Students should be able to... | Subject Ownership | Teacher Ownership | Assessment Date | Certified by: | Type of Evidence Uploaded | Element Achieved/ Not Achieved |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-----------------|---------------|---------------------------|--------------------------------|
| 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. <i>listen to school related announcements, using a speaking timetable to get a train arrival and departure time</i> | | | | | | |
| 1.2 | Ask questions to obtain information, e.g. <i>to check dates/prices (face to face and by booking a meal over the telephone)</i> | | | | | | |
| 1.3 | Follow a series of spoken instructions under supervision, e.g. <i>go to teacher's room, local shop, or post office, top up a mobile telephone</i> | | | | | | |
| 1.4 | Express personal opinions, facts and feelings appropriately, e.g. <i>expressing an opinion on a television programme, reate news from their weekend</i> | | | | | | |
| 1.5 | Participate in practical, formal and informal communications, e.g. <i>an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom</i> | | | | | | |
| 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 methods, eg. <i>facial expressions, tones of voice, symbols, clothing, colours to signal mood/appropriate action</i> | | | | | | |
| 1.8 | Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance/complain</i> | | | | | | |
| 1.9 | Relay a response or request non-verbally, e.g. <i>signalling a phone call</i> | | | | | | |

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 1.1 1.2 1.3 1.4 1.5 1.6 Using non-verbal behaviour to get the message across 1.7 1.8 1.9 1.10 1.11 Reading to obtain basic information 1.12 1.13 1.14 1.15 1.16 Using a range of writing forms to express opinions 1.17 1.18 1.19 1.20 1.21 Using expressive arts to communicate 1.22 1.23 1.24 1.25 1.26 | Managing money 2.1 2.2 2.3 2.4 2.5 2.6 2.7 Developing an awareness of number 2.8 2.9 2.10 2.11 2.12 Developing an awareness of temperature 2.13 2.14 2.15 2.16 2.17 Developing an awareness of weight and capacity 2.18 2.19 2.20 2.21 2.22 Developing an awareness of length and distance 2.23 2.24 2.25 2.26 2.27 | Developing good daily personal care 3.1 3.2 3.3 3.4 3.5 3.6 3.7 Developing healthy eating habits 3.8 3.9 3.10 3.11 3.12 3.13 Developing a healthy Lifestyle 3.14 3.15 3.16 3.17 3.18 3.19 3.20 Being able to Manage Stress 3.21 3.22 3.23 3.24 3.25 3.26 Knowing how to Stay Safe 3.27 3.28 3.29 3.30 | Developing good Relationships 4.1 4.2 4.3 4.4 4.5 4.6 4.7 Resolving Conflict 4.8 4.9 4.10 4.11 4.12 4.13 Using Local Facilities 4.14 4.15 4.16 4.17 Seeking Help and Advice 4.18 4.19 4.20 4.21 4.22 Making Consumer Choices 4.23 4.24 4.25 4.26 4.27 4.28 | Being able to set Goals for Learning 5.1 5.2 5.3 5.4 Finding out about Work 5.5 5.6 5.7 5.8 5.9 5.10 Preparing for a Work Related Activity 5.11 5.12 5.13 5.14 5.15 5.16 Developing an awareness of health and safety, using equipment 5.17 5.18 5.19 5.20 5.21 5.22 5.23 Taking Part in a Work Related Activity (Work Experience) 5.24 5.25 5.26 5.27 5.28 5.29 5.30 5.31 5.32 |



Aiseolas Éifeachtach a Sholáthar tar éis an Mheasúnú





Beidh tuairisciú sa tsraith shóisearach i bhfoirmeacha éagsúla lena n-áirítear **aiseolas neamhfhoirmiúil ó bhéal, cruinnithe múinteoirí tuismitheoirí, logaí foghlama agus dialanna** chomh maith le **tuairiscí scríofa foirmiúla** deireadh téarma agus deireadh topaice / aonaid. Is cuma cén leagan a úsáidtear, is cuid thábhachtach den phróiseas measúnaithe é tuairisciú éifeachtach mar is féidir leis **aiseolas saibhir a thabhairt chun cabhrú le foghlaim an scoláire.**

CNCM - Treoirphrionsabail an tuairiscithe sa tSraith Shóisearach



Oide

Rannpháirtíocht bharántúil le tuismitheoirí a spreagadh

Deiseanna a chur ar fáil do scoláirí trí aiseolas chun machnamh a dhéanamh ar a gcuid foghlama

Luach a chur ar bhreithiúnais ghairmiúla na múinteoirí

Teanga na foghlama a úsáid chun aiseolas éifeachtach a chur ar fáil

A bheith soláimhsithe agus gan am a thógáil ón bhfoghlaim agus ón teagasc

Dul chun cinn an scoláire san fhoghlaim a chur in iúl go soiléir

Eolas a chur ar fáil ar réimse leathan gnóthachtála

A bheith tuisceanach ar fhéinmheas agus ar fholláine ghinearálta na scoláirí agus cur chuige cuimsitheach a ghlacadh



Achoimre ar Thuairisciú Deiridh



Oide

Important

Ba chóir do scoláirí a bhíonn ag plé le CFL1anna & CFL2nna foghlaim faoi na torthaí foghlama go léir i ngach ATF agus i ngach gearrchúrsa a bhfuil siad ag gabháil dóibh.

Maidir le creidiúnú i leith ATF PGSS ag **Leibhéal 1**.

Ní mór fianaise a thabhairt ar fhormhór na dtorthaí foghlama (50% +1 ar a laghad) ar fud ATF a bheith gnóthaithe

Le haghaidh creidiúnú PGSS ATF ag **Leibhéal 2**

Ní mór fianaise a bheith ann d'fhormhór na dtorthaí foghlama (50% +1 ar a laghad) i ngach gné i ngach ATF

Maidir le creidiúnú i leith gearrchúrsa PGSS ag **Leibhéal 1**.

Trí na treoirlínte measúnaithe do ghearrchúrsaí agus na Gnéithe Cáilíochta a úsáid, bronntar an tuairiscín 'Dul chun cinn déanta' nó 'Curtha i gCrích go Rathúil' ar an scoláire

Le haghaidh creidiúnú gearrchúrsa PGSS ag **Leibhéal 2**

Trí na treoirlínte measúnaithe do ghearrchúrsaí a úsáid, bronntar an tuairiscín 'Gnóthaithe' ar an scoláire

Ba chóir go dtabharfaí aitheantas do gach réimse foghlama ar an PGSS ag scoláirí a bhíonn ag plé le CFL1anna & CFL2nna lena n-áirítear Ábhair, MRBnna ábhair, Folláine agus Réimsí foghlama eile.

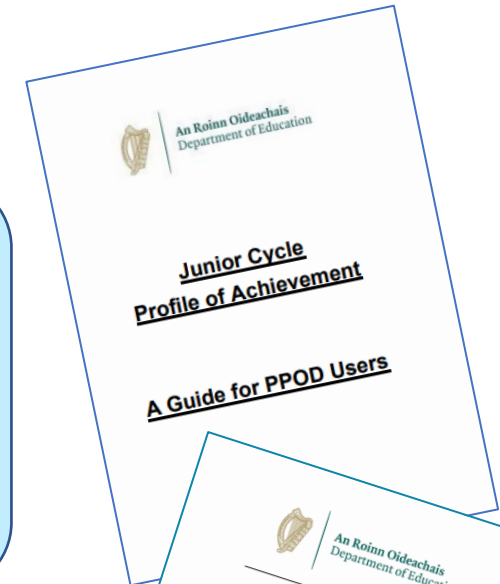


Torthaí a chlárú agus a thaifeadadh do Phróifíl Ghnóthachtála na Sraithe Sóisearaí

Bíodh gach scoláire a leanann CFL1anna agus CFL2nna i scoileanna príomhshrutha cláraithe ar Bhunachar Sonraí ar Líne d'Iar-Bhunscoileanna (BSLIB)

Tugtar le fios má bhíonn an scoláire ag gabháil do CFL2nna agus d'aon scrúdú CSS leibhéal 3 sa tsraith shóisearach

Ginfear PGSS ar BSLIB



Tugtar le fios mura mbíonn an scoláire ach ag gabháil do CFL1anna & CFL2nna ATFanna agus Gearrchúrsaí amháin

Ginfear PGSS ar BSMSS



Tuairisciú Deiridh ar PGSSanna



Oide

| JUNIOR CYCLE PROFILE OF ACHIEVEMENT | | 2018 | | | | |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------|--------------------|---------------------|---------------------------|
| Samuel Jefferson | | DOB: 13 February 1967 | | | | |
| STATE CERTIFIED FINAL EXAMINATIONS | Classroom-Based Assessments - English | | | | | |
| Examination number: 9995 | | | | | | |
| English (O) Merit | <table border="1"> <tr> <td>Oral Communications</td> <td>Above Expectations</td> </tr> <tr> <td>Collection of Texts</td> <td>In Line with Expectations</td> </tr> </table> | | Oral Communications | Above Expectations | Collection of Texts | In Line with Expectations |
| 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 | Other Areas of Learning | | | | | |
| Communicating and Literacy | Achieved | | | | | |
| Personal Care | Achieved | | | | | |
| Preparing for Work | Achieved | | | | | |
| Living in a Community | Achieved | | | | | |
| Numeracy | Achieved | | | | | |
| Principal | Roll Number: 10000X | | | | | |
| John Hancock | 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 | Classroom-Based Assessments - Short Courses | |
| Living in a Community | Achieved | |
| Preparing for Work | Achieved | |
| Communicating and Literacy | Achieved | |
| Numeracy | Achieved | |
| Personal Care | Achieved | |
| CSI: Exploring Forensic Science | | Achieved |
| Personal Project: Caring for Animals | | Achieved |
| Other Areas of Learning | | |
| Principal | Roll Number: 10000X | |
| John Hancock | Springfield Elementary School 16 Plympton Street, Springfield D11 X999 | |
| | | |
| This JCPA recognises and records achievements in Junior Cycle. | | |

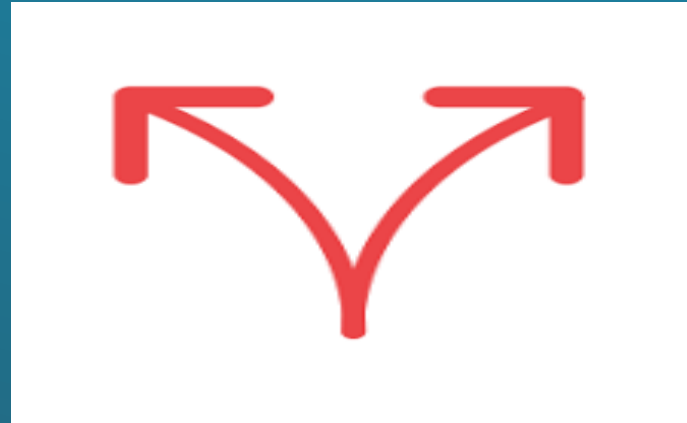


Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Smaoinigh ar an
mbealach is fearr
chun tacú le
measúnú ag
Leibhéal 1 & 2 i do
scoil.



Athbhreithnigh do
chleachtais
mheasúnaithe
reatha agus
breithnigh cé na
réimsí atá le
feabhsú

Cad é an chéad rud eile?