

Próifíl Ghnóthachtála na Sraithe Sóisearaí

Tabharfar aitheantas anseo don ghnóthachtáil thar achair uile na foghlama de réir mar a oireann Ábhair, Gearrchúrsaí, Folláine, Aonaid tosaíochta foghlama, Achair fhoghlama eile.

Beidh eilimintí uile an mheasúnaithe mar bhonn tagartha agus tuairiscithe don ghnóthachtáil ar a n-áirítear measúnú foirmitheach, leanúnach, Measúnuithe Rangbhunaithe agus gráid CSS ar a n-áirítear torthaí ó na scrúduithe stát-theistithe agus ó na Tascanna Measúnachta.

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2017
John Kelly		DOB: 21 June 2001
STATE CERTIFIED FINAL EXAMINATIONS		Classroom-Based Assessments - English
Examination number: 43825		
English (O)	Distinction	Oral Communication Above expectations Collection of Texts In line with expectations
Irish (O) (H)		Classroom-Based Assessments - Short Courses
Mathematics (H)	B	Coding In line with expectations
History (H)	C	Physical Education Above expectations
Geography (H)	D	Artistic Performance Exceptional
French (O) (H)	C	Philosophy In line with expectations
Business Studies (H)	F	
Science (H)	B	
C.S.P.E. (C)	A	
		Other Areas of Learning
		The school has facilities to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as: <ul style="list-style-type: none">Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.Specific learning opportunities that do not form part of subjects or short courses, i.e. leadership training, activities relating to guidance, membership of school clubs or societies, membership of school's student council.Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCRA, i.e. engagement with a school's own religious education programme or with elements of the PE, SPSE curriculum and CPE.
Principal Ms. Mary Ryan	Year Head MR. Jack Quigley	Roll Number: 600002 Anytown Secondary School Anytown, Co. Anytown V54H005
This JCRA recognises and records achievements in Junior Cycle.		

**Cuspóirí
Foghlama**

Is ráiteas atá anseo le haghaidh ceachta nó sraith ceachtanna, a chruthaíonn an múinteoir, ina ndéantar cur síos go soiléir ar cad is mian leis an múinteoir a bheadh ar eolas ag an scoláire, a thuigfeadh sé agus a bheadh sé in ann a dhéanamh mar thoradh ar na gníomhaíochtaí foghlama agus teagaisc.

‘Táimid ag foghlaim conas caint áititheach a scríobh don raidió agus taifead éisteachta a dhéanamh di.’

<p>Torthaí Foghlama</p>	<p>Is ráitis iad seo i sonraíochtaí curaclaim a dhéanann cur síos ar an eolas, an tuiscint, na scileanna agus na luachanna ba chóir do scoláire a bheith ábalta a thaispeáint i ndiaidh tréimhse foghlama.</p>	<p>TóB 5. Caint ghairid ó bhéal a thabhairt ag úsáid teanga, stíl agus ábhar físe cuí i gcomhair pobail éisteachta ar leith agus cuspóirí roghnaithe</p> <p>TóB 7. Teanga, stíl agus ábhar físe cuí a roghnú i gcomhair pobail éisteachta ar leith agus cuspóirí roghnaithe: ag áitiú, ag cur in iúl, ag aithris, ag cur síos ar phróiseas</p> <p>S 4 Scríobh go hinniúil i réimse d’fhoirmeacha téacs, mar shampla, caint, ag úsáid foclóir, tuin chuí agus stíleanna éagsúla d’fhonn cuspóir roghnaithe a bhaint amach le pobail éisteachta difriúla</p>
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<p>Critéir Ratha</p>	<p>Tá siad seo ceangailte le hintinní foghlama. Is é an múinteoir agus / nó an scoláire a fhorbraíonn iad agus cuireann siad síos ar an gcaoi a n-éiríonn leat i dtasc ar leith. Cabhraíonn siad leis an múinteoir agus leis an scoláire breithiúnais a dhéanamh faoi chaighdeán foghlama a bhíonn ag scoláirí.</p>	<p>CR 1 Léiríonn tuiscint ar an seánra nó ar an bhfoirm roghnaithe – caint raidió</p> <p>CR 2 Léiríonn eolas ar na teicnící a úsáidtear i scríbhneoireacht áititheach</p> <p>CR 3 Cuireann tuairimí in iúl go líofa, go háititheach agus le smacht</p> <p>CR 4 Ní chailtear tuiscint ar an lucht éisteachta ná ar an réim chuí le húsáid</p>
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**Measúnú
Foirmitheach**

Baineann sé seo le machnamh múinteoirí agus scoláirí ar an tslí ina bhfuil an fhoghlaim ag dul chun cinn agus a gcinntí faoi na chéad chéimeanna eile chun torthaí rathúla a dheimhniú. Bíonn an t-aiseolas a chuireann múinteoirí ar fáil dá scoláirí mar chuid ríthabachtach dó. Trí úsáid a bhaint as raon gníomhaíochtaí measúnaithe cuidíonn an múinteoir leis an scoláire an méid atá bainte amach mar aon leis na deiseanna don fhoghlaim agus don fhorbairt bhreise a aithint. Chun eascú a dhéanamh ar an gcineál foghlama atá beartaithe thuas, tiocfaidh ról an mhúinteora agus an dinimic a bhaineann leis an gcaidreamh múinteoir is scoláire chun cinn.

Oscailt mhaith a léiríonn tuiscint gur caint ghairid raidió í seo.

Deirtear go sonrach cad é cuspóir na cainte – chun áitiú CR 1/2/4.

Guth, tuin chainte agus friotal soiléir CR 3/4.

Tá gné na freagartha pearsanta láidir agus le tuiscint mhaith ar an lucht éisteachta CR1 /2/4.

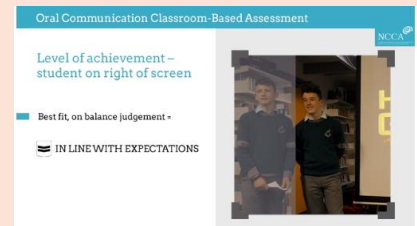
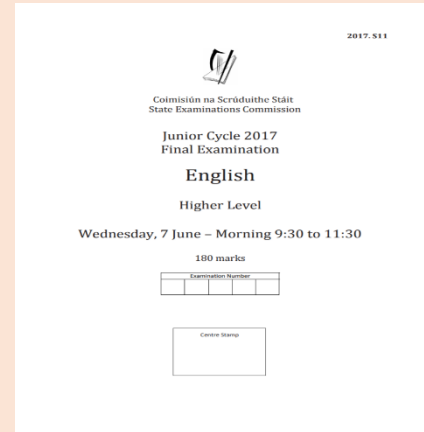
Bíonn an iomarca deifre sa chur i láthair in amanna CR 3

Fanann sé tuisceanach ar a lucht éisteacht CR 4.

Conclúid éifeachtach a thugann le fios go bhfuil tuiscint mhaith aige ar an seánra CR 1.

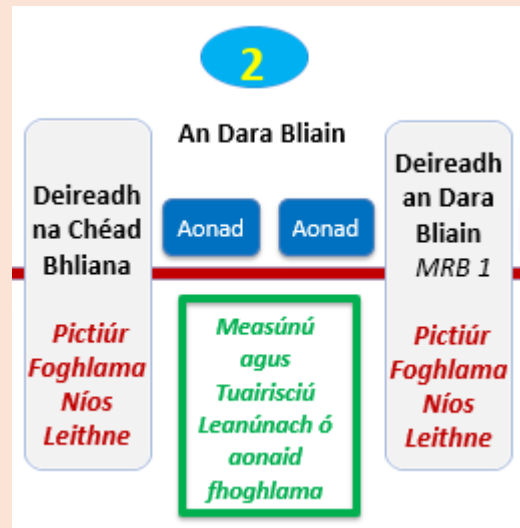
Measúnú Suimitheach

Úsáidtear é chun foghlaim an scoláire a mheas ag deireadh an phróisis teagaisc nó na tréimhse foghlama. Is é is aidhm leis achoimre a thabhairt ar ghnóthachtálacha an scoláire agus fáil amach cibé ar léirigh an scoláire tuiscint maidir leis an bhfoghlaim sin trína cur i gcomparáid le critéir rathúlachta nó gnéithe cáilíochta comhaontaithe agus cé chomh mór is a léirigh sé an tuiscint sin.



Aonad Foghlama

Nascann sé seo torthaí foghlama a leagann amach go soiléir cad ar chóir do scoláirí a bheith ar eolas acu, a thuiscint, agus a bheith ábalta a dhéanamh de thoradh gníomhaíochtaí foghlama agus teagaisc san aonad sin.



Measúnuithe Rangbhunaithe (MRBnna)

Is é an cur síos is fearr ar seo ná gur ócáidí iad nuair a mheasann an múinteoir na scoláirí ag úsáid tascanna ar leith a bhíonn leagtha amach i sonraíocht an ábhair. Tá cur síos soiléir ar na tascanna, agus ar na critéir mheasúnaithe chun cabhrú le breithiúnas an mhúinteora. Faightear na critéir sna gnéithe cáilíochta a bhíonn nasctha le gach ceann acu. Cé go bhfuil an measúnú cosúil leis an measúnú foirmitheach a tharlaíonn gach lá sa rang, i gcá déantar tuairim an mhúinteora a thaifead i gcomhair Athbhreithniú ar Fhoghlaim agus ar Mheasúnú Ábhair agus úsáidtear í sa tuairisciú chuig tuismitheoirí agus chuig scoláirí.

Classroom-Based Assessment 1: Business in Action

Business in Action gives students an opportunity to actively engage in a practical and authentic learning experience that reflects activities undertaken regularly in the business environment. They will act as consumers, entrepreneurs, managers and decision-makers as they plan and conduct research, analyse data and information, problem-solve and make decisions, use digital technology to manage information, and take action. They will learn about, and make informed decisions about, their own resources and issues of social, cultural and global importance. These are essential skills required for life, work and further education.

Fig. 1 sets out the process for conducting a Classroom-Based Assessment. The aim of this process is to provide guidance for teachers as they support their students completing their Classroom-Based Assessments.



Figure 1 Process for conducting a CBA

Students are given three options from which to choose a Business in Action project:

1. Enterprise in Action	Students are given an opportunity to engage in an enterprising activity
2. Economics in Action	Students are given an opportunity to explore an economic trend, development, change or policy that is impacting positively or negatively on the Irish economy and society
3. Finance in Action	Students are given an opportunity to identify and research a financial challenge for a consumer or an organisation (profit or not-for-profit)

Business in Action is a group project. It comprises of four areas of activity: *conducting research; evaluating information; developing action plans; and reporting findings*. Students should 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.

Gnéithe Cáilíochta

Cabhraíonn siad seo le breithiúnas múinteoirí agus scoláirí ar na Measúnuithe Rangbhunaithe agus is iad na critéir iad a úsáidfidh múinteoirí chun na píosaí de shaothar scoláirí a mheas.

Features of Quality for Oral Communication

Exceptional

The student's communication is remarkable for its fluency and its control of material used.
The communication is imaginatively shaped to a very clear purpose.
The student's engagement with the audience/listener is compelling and sustained.

Above expectations

The student's communication is clear and convincing, and material has been very well chosen.
Communication is fully shaped to its intended purpose.
Engagement with the audience/listener is highly effective.

In line with expectations

Communication is clear and convincing for the most part, showing knowledge of the subject of the communication.
Communication is shaped to a purpose.
Engagement with the audience/listener is reasonably well sustained.

Yet to meet expectations

Communication is unconvincing although some knowledge of the subject of the communication is shown.
The purpose of the communication is often unclear.
Engagement with the audience/listener is haphazard or poorly sustained.

**Cruinnithe
don
Athbhreithniú
ar Fhoghlaim
agus ar
Mheasúnú
Ábhair**

Déanfaidh múinteoirí samplaí dá measúnuithe ar obair scoláirí a chomhroinnt agus a phlé agus tiocfaidh siad ar chomhthuiscint faoi cháilíocht na foghlama ag scoláirí

Beidh gach ceann dírithe ar ábhar ar leith agus díreofar ar an Measúnú Rangbhunaithe a bheidh déanta ag an mbliainghrúpa ar leith.



Tasc Measúnaithe (TM)

Is tasc scríofa é seo a dhéanann scoláirí le linn am ranga, nach marcálann an múinteoir ranga, ach a sheoltar ar aghaidh chuig Coimisiún na Scrúduithe Stáit lena mharcáil. Is é an CNCM a shonraíonn é agus baineann sé leis na torthaí foghlama a mbíonn an dara Measúnú Rangbhunaithe bunaithe orthu.

Assessment Task completed during the period Tuesday 2nd to Monday 8th May 2017

The Assessment Task, as outlined below, is based on the principal objective of The Collection of the Student's Texts, which offers students a chance to celebrate their achievements as creators of texts by compiling a collection of their texts in a variety of genres. Students must complete Classroom-Based Assessment 2: The Collection of the Student's Texts before completing the Assessment Task.

The task is completed over two 40 minute class periods or over 80 minutes of one double class.

Section A

Reflecting on a text

Question 1

Give the titles of two texts, from your collection of texts, that you consider to be your best writing and identify the genre of each text.

Select an extract (for example, a paragraph, passage, or verse) from one text identified. Copy the extract into the space provided in the booklet.

Question 2

Write a response to either (a) or (b).

(a) Explain how two features of the extract you have chosen are typical of its genre.

OR

(b) Identify a change that you made in the course of writing this text that you think improved it

