

Name

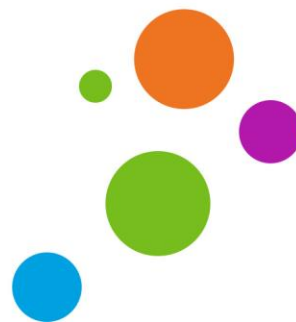
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Class

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L2LPs Teacher Assessment Checkpoints

Communication & Literacy



COMMUNICATION AND LITERACY		
Element	Learning Outcomes	Completed? Video, Photo or Folder
<p>Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener.</p>	<p>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></p>	
	<p>1.2 Ask questions to obtain information, e.g. <i>to check dates/prices (face to face and by telephone), booking a meal over the telephone.</i></p>	
	<p>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></p>	
	<p>1.4 Express personal opinions, facts and feelings appropriately, e.g. <i>expressing an opinion on a television programme, relate news from their weekend.</i></p>	
	<p>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 system</i></p>	
	<p>1.6 Listen to and respond to a range of stories</p>	



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Element	Learning Outcomes	Completed? Video, Photo or Folder
Using non-verbal behaviour for a variety of purposes.	<p>1.7 Identify a range of non-verbal communications methods, e.g. <i>facial expressions, tones of voice, symbols, clothing, colours to signal mood/appropriate action</i></p> <p>1.8 Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance</i></p> <p>1.9 Relay a response or request non-verbally, e.g. <i>signaling a phone call</i></p> <p>1.10 Respond to non-verbal signals and signs encountered in daily life, e.g. <i>road signs, traffic signs, hazardous materials</i></p> <p>1.11 Follow a sequence of non-verbal instructions/ directions for a frequent activities, e.g. <i>using household equipment, putting a battery in a a toy, finding safety exits/following fire-drill</i></p>	



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Reading to obtain basic information	1.12 Read familiar words that are commonly used and personally relevant, e.g. <i>read a list of items relating to a personal interest</i>	
	1.13 Use simple rules and text conventions that support meaning, e.g. <i>pause at a full stop</i>	
	1.14 Interpret different forms of writing and text, including social sight signs and symbols, e.g. <i>common formats of bills, menus, forms, timetables, simple food preparation instructions...</i>	
	1.15 Find key information from different forms of writing, e.g. <i>locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers</i>	
	1.16 Use a range of reading strategies, e.g. <i>clues, context, sound, prediction and decoding</i>	



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Using a range of writing forms to express opinions	<p>1.17 Write/type notes and messages needed for simple tasks, e.g. <i>address an envelope</i></p> <p>1.18 Write/type at least 5 sentences so that they convey meaning or information, e.g. <i>arrange a meeting, give directions</i></p> <p>1.19 Use the main rules of writing appropriately, e.g. <i>use capitals and full stops</i></p> <p>1.20 Use a range of spelling patterns appropriately, e.g. <i>add 'ing' to a word – drop, double or nothing</i></p> <p>1.21 Use a range of different forms of writing to suit purpose and audience, e.g. <i>write a cheque, fill a simple form, complete a diary entry</i></p>	



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Using expressive arts to communicate	1.22 Participate in a performance or a presentation, e.g. <i>presentation of a short drama piece to members of the class, performance of dance or music to parents</i>	
	1.23 Create a range of images using a variety of materials	
	1.24 Produce a piece or work for display	
	1.25 Listen to a range of music and respond by discussing thoughts and feelings, e.g. <i>favourite singer and say why they like their music</i>	
	1.26 Use drama or dance to explore real and imaginary situations	



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Using information and communication technologies for a range of purposes	1.27 Identify three everyday uses of technology, <i>e.g. for learning, working and for fun</i>	
	1.28 Use technology requiring not more than three functions, for personal, home and educational/workplace use, <i>e.g. assistive technologies, mobile phone (pre-programmed numbers), photocopier, computer, camera</i>	
	1.29 Use technology to communicate in an activity with others	
	1.30 Use a new piece of ICT equipment	
	1.31 Turn a personal computer on and off safely <i>e.g. following the steps to shut down a computer</i>	
	1.32 Identify the information symbols on a desktop <i>e.g. internet explorer symbol</i>	
	1.33 Use frequently used keys appropriately	
	1.34 Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely, <i>e.g. clipart, word document, PowerPoint presentation</i>	
	1.35 Access a range of websites on the internet <i>e.g. scoilnet, websites of personal interest to the student</i>	
	1.36 Find information for a project on the web	
	1.37 Send and open and email	

