Junior Certificate School Programme

Assessment and JCSP

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Introductions?
Welcome
Overview of JCSP
Profiling/Statements
Learning intentions
Success Criteria
Awarding Statements
Student Folders
Reflecting on Learning
Feedback: parents
Profiling Meetings
Final Profiling
Learning Outcomes

Participants will:

Understand the main features of the JCSP profiling system programme (statements, profiling, folders).

Understand the connection between the JCSP profiling system and assessment of learning.
What is the JCSP?

A Social Inclusion Programme

The JCSP is an intervention within the Junior cycle aimed at those students who are identified as being at risk of leaving school early perhaps without completing the Junior Certificate.

All JCSP Students sit the Junior Cert examinations
The JCSP Framework

- Builds Confidence & Self esteem
- Promotes Inclusion
- Celebrates Success Academic and Key Skills
- Supports Student Engagement in Learning
- Promotes Active Learning Methodologies
- Supports Differentiation
JCSP - AIMS of the Programme

- To retain students
- To bridge the gap
- To build strong and positive learning foundations
- To make school relevant and accessible to young people who find it difficult to cope with the school system.
JCSP - Elements of the Framework

- Teaching team
- Coordinator
- State Exam
- Profiling
- Parents
- Celebration
- Initiatives
- Literacy and numeracy strategy
- Active Learning

Framework supports student learning
The JCSP Programme targets improvement in all identified areas of need.
Student Profile

• An individualised record of students’ achievements over a period of time

• Allows students gain credit for a range of achievements wider than the terminal exam (CL 005/07 Information Note).

‘Every student is capable of success’
How do we measure student achievement?
Practice in JCSP

Reflect on Current Practice

Assessment *of* and *for* learning.....

Source: “Putting Assessment for Learning into Practice,” David Spendlove, 2009)
Profiling in JCSP

- JCSP Profiling provides a framework for assessment.
- Based on statements
- They are used to support teaching and learning in the classroom and outside of it
- They support both formative and summative assessment (Assessment of/for/as Learning)
Profiling in JCSP

Profiling:
- Statement selection
- How statements are used to support learning and track progress
- Providing students with feedback
Statements

- Begin with a stated learning intention
- Each one describes a skill, concept or area of knowledge
- Affirms that a student can do something, knows or understands something
- Based on the Junior Certificate syllabus
- Extends the range of knowledge and skills
Statements:

Designed and reviewed by teachers to support student engagement, motivation and learning

Curricular

Cross-curricular

Personal Development
Using Statements

It is important that:

- The learning intention is shared with students
- Students are reminded how to use the statement
- Students understand how their folder (JCSP Portfolio) is linked to the statements
Enable teachers and students to focus on three key questions

• Where are students now in the learning?
• Where are students going in the learning?
• How will students get to the next point in learning?

(NCCA Assessment Guidelines p.9)
Statements Share The Learning Intention

• Learning intentions are statements that describe the learning activities/tasks that a lesson or series of lessons will focus on.

(NCCA, 2015 p.4)
Sharing the Learning Intention

- Making the learning goal/intention clear to the students
- Check and tap into prior knowledge
- Displaying the statement
- Through questioning (to unpack the learning intention)
- Through reflection: “What are we learning here?”
- Why are we learning it?
Devising Learning Intentions

• State learning intentions simply and clearly.
• Learning Intentions should be capable of being validly assessed – a *verb* should be used in the statement.

- **Plan** a nutritional menu for two
- **Weigh and measure** ingredients accurately.
- **Create** a textile based craft item following the design brief method.
Activity: In pairs, using your show me board create a learning intention.

Show Me Boards

- May be used throughout the lesson
- Used individually or in pairs
- An AFL technique that provides instant feedback
- A methodology that is engaging, collaborative, independent and motivating
- Tip! Insert a Show me Board as the back page of the school journal
- Available to purchase for www.pdst.ie
Benefits of Learning Intentions

• The quality of work improves
• There is rich student teacher dialogue
• Behaviour will improve
• Students will become more focused on tasks and persevere for longer
• Feedback is easier

• (NCCA, 2015 p.18)
If students are to be motivated and confident learners, they don’t just need to know how successful they’ve been in completing a task.

They also need to know how to learn as they are working on the task and – even more fundamentally – that they are actually learning as they are working on the task.

This is particularly important for pupils who find learning difficult and lack confidence in their ability to learn.
The importance of engaging with Cross-Curricular statements

- Integrate learning across the curriculum for the students
- Provide a variety of contexts to enhance, consolidate and practise key skills (literacy numeracy) and life skills
- Provide experiential and real-life learning opportunities
- Provide additional opportunities for reinforcement and feedback
- Develop collaboration and collegiality across the JCSP teaching team
Coffee
Success criteria *can* be

- a series of steps/sequence of instructions
- a list of options/menu from which the students can choose
- a list of “remember to” prompts
- a visual aide memoir
- a rubric

([www.rubistar.4teachers.org](http://www.rubistar.4teachers.org), [www.rcampus.com](http://www.rcampus.com))
Success Criteria

- Your memory box will have 12 facts representing those relevant from the list:
  - Your lifestyle + living conditions
  - Occupation
  - Reasons for your behaviour/actions
  - Religious beliefs
  - Political beliefs
  - Diet
  - Working conditions
  - Burial customs
  - Education
  - Your housing
  - Achievements

http://www.youtube.com/watch?v=ihFLnNJeV9
Success Criteria

“How will I know when I have learned?”

“How will I know when I have achieved the learning intention?”

The learning intention and the success criteria need to be shared.

—WILF - What I’m Looking For
—Devise one success criteria on your show me board
What I’m Looking For

Write your address and date on the top right of your letter.

Put letter - Dear

Refer back to holiday

3 pieces of news

Finish off with a good will message.

Sign off - your friend
Learning Intentions & Success Criteria
Effective Feedback

“Feedback is among the most powerful moderators of learning”

Hattie, 2012
Good work!
You need to work harder
You got a B on your presentation
I am so pleased with your essay
You need more quotes in your essay
You need more detail in the write up of the experiment, instructions, recipe etc…

*In light of the above feedback, what have I learned that can improve my performance?*
Think Pair Share

• How can we make feedback useful?
Effective feedback

• Oral – most powerful impact
• Marks/grading only- does little to improve learning
• Written comment - quality more important than frequency
Principles of Effective Feedback

- Relates to the learning intention and success criteria (begins with good planning)
- Identifies student success
- Prompts thinking
- Praises the work rather than the student
- Gives advice on how improvement can happen
- Clarifies good practice
- Encourages actionable practice
- Provides information
- Encourages interaction and action
• User friendly: understandable language; concentrate on *one or two key elements of performance*

• Too much feedback can be counter-productive
• Ongoing!!

Feedback only works *formatively* if the student has opportunity to improve, to better achieve the learning outcome. In summative assessment the feedback is too late.
‘Closing the gap’ prompts

• A reminder Prompt (e.g. use more adverbs and adjectives here.)

• A scaffolded prompt (e.g. Use some adverbs to describe how he fought.

  Jason tried_________ to distract him but the dragon ______ly used his strength to get past. Jason stabbed his sword ______ly into the dragon’s nearest side.

• An example prompt –Give two examples and ask student to “improve the fight by using one of these or your own”
Effective Feedback Techniques

• Three Questions: asking the students to reflect on their work and move it forward

• Spot your own mistake
Marking Work

Success and Improvement

• Underline/put a star beside/highlight/remark on the two best aspects of the work.

• Indicate where an improvement could be made (the ‘wish’)

• Should be done against the learning outcome and/or success criteria.
Feedback & Success Criteria
A Range of Certificates are available to support student feedback.

Postcards are available to provide a mechanism for Feedback to the home.
Issues to ponder...
Reflecting on my Learning

Fissiparous
Folders

Each student has a folder containing:

A copy of the statements they are working on where they track their own progress with the help of the teacher

Photos

Samples of best work

This is a folder to be proud of - shown to parents at every opportunity
Merits of Student Folders:

- Generates student ownership of the Programme
- Makes the students aware of the steps involved in completing the next module of work
- Increases motivation to learn
- The student becomes actively involved in structuring his/her own learning
Parents and JCSP

Information Evenings
Certificates
Post-Cards
Celebration Events
Student Folders
Parent Teacher Meetings
Awarding Statements

A student can be awarded a statement when he or she has completed at least 80% of the learning targets and has displayed competence in the following 4 areas:

- Frequency – almost always carries out the given task
- Accuracy – accurate enough for a given purpose
- Independence – can carry out the task almost independently
- Sustainability – retains the knowledge or skill for about a month

An important element of awarding statements is the teacher’s professional judgement.
Methods of Assessing Competence

- Teacher observation
- Written tests and assessments
- Practical tests and assessments
- House/term examinations

- Oral questioning (and answers)
- Written class-work
- Written homework
- Individual work
- Group work
- Self assessment by the student
Junior Cycle Moving Forward

- Statements as assessment for learning
- Statements recently reviewed:
  - Maths, History
- To be reviewed this year:
  - English
- Statements may be used in conjunction with an initiative
A student profile is an individualised record of the achievements which a student has demonstrated over a period of time.
Profiling, Planning and Review Materials

Profiling Folders and Teacher Booklets
JCSP Profiling Meetings are about...

Reviewing and reflecting on students’ performance, efforts and progress and...

deciding how to feed this back to students
The JCSP Team

JCSP Coordinator
Subject Teachers
Management
Tutor/Year Head
SCP Coordinator
HSCL Coordinator
Learning Support
Parents
Guidance Counsellor
Librarian
Core Team Meeting

The team considers:

- the strengths of the students
- the challenges they face
- the resources available to the teachers
- which goals to set for the term/year
- statements to support those goals
- how to feed this back to students
Using the Allocation

<table>
<thead>
<tr>
<th>No. of students registered in JCSP</th>
<th>Additional allocation hours per week</th>
<th>Additional allocation per week - WTE</th>
<th>Coordination time</th>
<th>Planning time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 45</td>
<td>5.5</td>
<td>.25</td>
<td>2 hours</td>
<td>3.5 hours</td>
</tr>
<tr>
<td>45 - 90</td>
<td>11</td>
<td>.5</td>
<td>4 hours</td>
<td>7 hours</td>
</tr>
<tr>
<td>91 and over</td>
<td>16.5</td>
<td>.75</td>
<td>6 hours</td>
<td>10.5 hours</td>
</tr>
</tbody>
</table>

Using the Allocation Circular 005/2007
**How some schools use planning time**

**Planning – 3.5 hours (210 minutes – approx 5 x 40 minute classes) per week**

a) Core team: 4 teachers (eg. Coordinator/maths teacher/English teacher and one other
- This is part of the Profiling process
- Teachers may discuss student engagement/statements being worked on in class/attendance/successes/concerns/initiatives/Final Profile/DEIS plan/School Improvement Plan/JCSP plan
- Schools facilitate this by
  - Freeing up teachers at the same time each week
  - Reducing teachers’ timetables by one period a week to allow for teachers to meet at another agreed period

b) Time is saved up and used to facilitate larger meetings of teachers during which Student Profiling takes place. These meetings take place once a term for each year group.
Student Profile

Rachel

At Junior Certificate level the student

English

<table>
<thead>
<tr>
<th>Personal Expression: Writing</th>
<th>Can use written language to express and reflect on experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of Literature &amp; Media</td>
<td>Can respond to a range of reading materials and media sources.</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Can produce an original piece of creative writing, drawing on either an external stimulus or on imagination.</td>
</tr>
<tr>
<td>Experience of Literature</td>
<td>Can respond to a range of reading materials and literary texts.</td>
</tr>
<tr>
<td>Novel / Short Story</td>
<td>Can describe, reflect and respond to a novel or short story studied</td>
</tr>
<tr>
<td>Poetry</td>
<td>Can describe, reflect and respond to poetry studied</td>
</tr>
<tr>
<td>Play / Film</td>
<td>Describe, reflect and respond to a play or film studied</td>
</tr>
<tr>
<td>Letters</td>
<td>Write a formal and informal letter</td>
</tr>
<tr>
<td>Reports</td>
<td>Write a report - a factual account of an event or situation</td>
</tr>
<tr>
<td>Creative Work</td>
<td>Review a novel, poem, film, song, or any other creative work</td>
</tr>
<tr>
<td>Advertisements</td>
<td>Comment on the purpose, content and features of various advertisements</td>
</tr>
<tr>
<td>Print Media</td>
<td>Comment on the purpose, content and features of various types of print media</td>
</tr>
</tbody>
</table>

Cross Curricular Statements

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Attends regularly and is never absent without good reason.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with Others</td>
<td>Works with others and makes a positive contribution to group activities.</td>
</tr>
<tr>
<td>Working Alone</td>
<td>Carries out appointed tasks without supervision.</td>
</tr>
</tbody>
</table>
Best Practice

Strong management – a co-ordinated team supported by the Principal.

Evaluation: Building on Success
Top Tips!

• Start with a favourite topic/concept/skill
• Take stock of where you are
• Think about the learning needs of your students
• Celebrate the practices that are working well in your classroom/department to support student learning of this topic/concept/skill
• Consider sharing learning intentions and success criteria for this topic/concept/skill
• Consider using a new methodology to support learning of this topic/concept/skill.
• Consider supporting student reflection on their learning of this topic/concept/skill.
Issues to ponder...
Reflecting on my Learning

• One thing I’m going to do in future...
• One idea I’m taking away...
• I’m going to think more about...
• I have found out that...
• I would like to know more about...
• In future, I’m not going to...
JCSP Support

Co-ordinators’ Meetings

National in-service

In-school – team and whole staff in-service

School visits

Literacy and Numeracy Strategy

Specially developed materials

Web site, phone support, email support
Using the Website
Supporting Teaching and Learning

Thank You