NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Section 5
Assessment
and Reporting

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Contents

5.1 What will Assessment look like?

Introduction

As stated in the Guidelines, 'Assessment, like learning and teaching, supports the progression of each student towards their learning goals. It is an integral part of high-quality learning and teaching. Assessment is a collaborative process between the teacher and student'. Students who attend our schools can at times be under assessed due to lack of attendance or engagement or over assessed by professionals working with them. Each student needs to be assessed individually and their unit of work needs to take this into consideration. This is how assessment links to planning for the student's in our schools. Some of our students may be in our setting for a short period of time and others longer. Often they struggle to remember what work has been covered previously so keeping a record/log of work covered is very important.

As mentioned in the Guidelines:
'All children in residential care must have a Care Plan and all children in detention must have a Placement Plan. The Education Plan is an integral part of their overall plan. The Care Plan, Placement Plan and Education Plan are an evolving record of what needs to happen in order for children in care and detention to make progress and fulfil their potential. The Education Plan should reflect the importance of a personalised approach to learning'.

A beneficial form of assessment in settings like ours needs to assess the student's knowledge of a certain topic without the student being aware that they are being assessed. In order to achieve this, we need to move away from relying solely on written class tests.

Below are some of the methods that can be used as assessment tools:

Worksheets

Worksheets can be teacher made or premade by educational companies. They are a means of assessment that can be kept in their folder to show their work and for revision. These can also be copied and sent to new school placements with the students. Worksheets need to be varied to include text, diagrams and pictures. They can also contain a variety of tasks such as written work, matching pictures to text and problem solving. By doing this, the assessment task is catering for a diverse set of learners thus linking in with the Universal Design for Learning (UDL). Worksheets can also cater for the different learning styles of the students and you can have multiple worksheets assessing the same topic but in a different manner to suit the students needs and levels.
*See Appendix 1.

Mind Maps/Graphic Organisers

Mind Maps and Graphic Organisers are very useful methods to assess the students' knowledge of a topic. They are a visual method to show a student's learning. The information given can vary from a word or two to paragraphs.

The PDST has produced a great resource for teachers to help with this:
https://www.pdst.ie/sites/default/files/PDST%20GRAPHIC%20ORGANISER%20ENG%20FINAL.pdf

This resource provides many different samples of Graphic Organisers to suit all learning styles.

These means of assessment can also be interactive in the classroom or can be completed individually. They can involve the student in their learning by encouraging them to come up to the board to create a mind map. At times the material necessary to create this may have to be extracted from the student by asking probing questions (these are open ended questions that use 'what', 'why' or 'how' and are used to delve deeper into the subject at hand). Mind Maps/Graphic Organisers can also be used for whole class involvement by getting the students to work together to come up with the information. They encourage cooperation and sharing of information between students.

Classroom based experiments

Experiments in the classroom provide opportunities for multiple means of engagement as the students are given the opportunity to get hands on and engage with the material. These experiments are a great means of assessment. In subjects such as Science or Agricultural Science the students can carry out an experiment in class and rather than giving them the method on how to carry out the experiment you can question the students and get them to come up with the method. A similar task could occur in Home Economics when the students are cooking. This not only is a great way of assessing what they know but it also creates a challenge for the student, which they want to achieve. This form of assessment is very beneficial, as the students really engage with it; however its use is limited due to the fact that it will not apply to all subjects and topics.

Soil Experiments:
https://pdst.ie/node/2503

Senior Cycle Chemistry:
https://www.pdst.ie/node/4381

Science Experiments:
https://www.theconicalflask.ie/j-c-science/experiments

Oral assessment

Every class involves oral assessment. It is important to constantly question the students' knowledge of a topic and probe them to think critically, asking them "how" and "why". This form of assessment is very useful as the students engage better with it than any written form of assessment. Questions need to be varied – open ended, closed, loaded, recall & process, funnel, probing, leading, rhetorical questions. Students need to be given an adequate 'wait time' so they can consider their responses.

Below are some resources that may help with this:

Five principles for Effective Questioning:
https://pdst.ie/sites/default/files/Draft_Questioning_Handout_FaSMEd.pdf

Asking Good Questions:
https://pdst.ie/sites/default/files/1.%20Questioning%20Taskcard.pdf

Guiding Comprehension, Teaching for Meaning:
https://pdst.ie/sites/default/files/Guiding%20Comprehension%20-%20Teaching%20for%20Meaning.pdf

Assessment for Learning Resources:
https://www.pdst.ie/pp/literacynumeracy/aflresources

Workbooks

The JCSP has created many resources suitable for our students. These workbooks are very useful to have in the classroom to support their learning. Below are some links to workbooks provided by the JCSP.

Cross Curricular:
http://jcsp.ie/resource_category/view/1327

Material Technology Wood:
http://jcsp.ie/resource_category/view/1399

Maths:
http://jcsp.ie/resource_category/view/1400

English:
http://jcsp.ie/resource_category/view/1390

Modern Foreign Language:
http://jcsp.ie/resource_category/view/1401

Geography:
http://jcsp.ie/resource_category/view/1393

Other Useful Resources:

Assessment for Learning:

https://www.pdst.ie/pp/literacynumeracy/aflresources

Assessment of Reading:

https://www.pdst.ie/primary/literacy/reading-assessment

Assessment of Writing:

https://pdst.ie/primary/literacy/writing-assessment

Sample Checklist for evaluation of literacy:

https://www.pdst.ie/sites/default/files/Checklist-for-Evaluation-of-Literacy-&-Numeracy.pdf

5.2 Feedback and Reporting

Daily Class Reports

Settings such as these are extremely busy, especially as the students may have visitors, meetings or appointments during the school day. Some students miss a significant period of time in school for these reasons. It is important to be able to distinguish these absences and log them in a manner that would show absence through refusals, meetings, suspension, illness and so on. A Daily Log for each student is one approach that can help the students in each class throughout the day. An alternative to this would be VSware.

What it looks like

The Daily Log is colour coded to help see patterns in attendance, meetings, suspension, refusals, appointments and so forth at a glance (See Appendix 2). There is a section for each class throughout the day and a daily report at the end of each day in which other relevant information can be added.

The colours used are:

Yellow – Absent/Refusing to attend

Green – Classes Attended

Red – Suspended/Refused access to class

Peach – Absent, Other Issues, Appointments etc.

Blue – Unit Based

At the end of the report (week end) there are boxes for:

Classes missed this week: or absent for % of school time:	Positive Outcomes this week:	Teacher Concerns:

This form of reporting allows the viewer easy access to any issues that may have arisen throughout the day. Colour coding is also hugely beneficial as you can see information at a glance.

Setting up the reports on Google Drive means that all teachers have access to the Daily Reports throughout the day and these can be written into at your convenience. Multiple teachers can also work on the same document simultaneously. In settings such as these, it is necessary to report on each class and do so as soon as possible. Students can act differently for each teacher and behaviour or cooperation in class can also change depending on their class groupings. Using a Daily log will highlight areas of concern, and these can be adjusted promptly.

How it Works

- Each teacher reports on how every student in their class behaved, what work was covered and any issues that may have arisen during that class period.

- This is completed for every class and the aim is to have each class reported on as soon as possible.

- The reports are colour coded and each day ends with a section for a general daily comment which helps to identify any issues or any positive information that may have occurred that day for the student.

Along with reporting daily, it is recommended that teachers would spend time each week as a group of staff discussing how the week has been for both the students and the teachers. This time can be used as a means of highlighting behaviours that may have occurred during the week. As behavior escalates in school the Daily Reports can be analysed and changes can be made to reduce negative behavior. There are many changes that can be made such as:
Changes to the subjects studied, time out of the classroom, an exercise break, a change in class groupings, a reduction in timetable, one-to-one classes and so forth.
Each school will need to find what will work best for their setting and students.

How it supports other reports

- The Daily Report ties in well with all means of planning and reporting that schools complete such as Fortnightly, Monthly and Yearly Plans.

- The Daily Reports can also be used to gather information for a student's Child in Care Review.

- Information of importance can be seen at a glance due to the colour coding of the Daily Report and also the comments in the Daily Review section. This section is for information of importance which can be positive or negative.

- Furthermore, these reports help with writing the Monthly Report as they are a comprehensive log of the work completed during each class.

Roles and Responsibilities

1. **Role/Responsibility:** Whole School Teaching Staff
   Action: As a school staff you need to decide what it is that you feel is most important to include in your daily reports- behaviour, work completed, work refused, positive behaviour, negative behaviour, attitude, engagement... This is an important document that you all need to be in agreement on. When all the teaching staff are in agreement you will be able to decide on your layout for the Daily Reports.
   Timeframe: Before your reporting system becomes a live document -the beginning of the school year or a new term.

2. **Role/Responsibility:** Subject Teacher
   Action: Once all the teaching staff have come to an agreement on what to include in the Daily Reports it is then the sole responsibility for each teacher to complete a report on each student/class that they have taught during the day.
   Timeframe: This information needs to be inputted as soon as possible, at the latest by the end of the school day.

3. **Role/Responsibility:** Key Teacher
   Action: Due to the number of students in our school we are able to assign each student to a Key Teacher. Then it is the responsibility of that teacher to complete the Daily Review, Classes Missed this Week, Positive Outcomes this week and Teacher Concerns at the end of the school week. It is also their responsibility to ensure that the Daily Reports are completed in full by all teachers.
   Timeframe: This information should be inputted on the last day of the school week.

An example of how the report works in one school setting

- In a setting that caters for up to 20 students the Daily Reports are an essential live document.

- On a day-to-day basis, the Daily Report can be used to log behavior (both positive and negative), conversations, work completed or work the students have refused to complete.

- It is just as important to keep track of refusals to complete work as it is to track the work completed in class.

Completed Student Daily Report

PUPIL: Bob Sexton	WEEKLY SCHOOL REPORT	WEEK: 19	DATE: 17th-21st January 2022
Monday			
CLASS 1. MATHS Working on percentages. Good effort made in class but did not appear to be themself There were lots of negative comments but they did not escalate to anything serious. Completed work set in class. I let the Principal know that there might be something up with Bob as the comments made me feel there was.	**CLASS 2. HISTORY** Bob refused to stay in class & returned to the Unit. Bob looked to return to class after a period of 5 minutes. The Principal met with Bob as they were returning to the classroom & spoke briefly to them about their behavior in class. Bob then refused to come back to class. They became argumentative with the Principal about their class group & demanded that this be changed. The Principal brought Bob out on to the yard for some fresh air. The behaviour continued to escalate & they became physical towards the Principal.	**CLASS 3. Wood Work** Bob did not return to School after the incident on the Yard.	
CLASS 4. Music	**CLASS 5. Art**	**CLASS 6. PE**	
CLASS 7. English	**CLASS 8. DEAR**	**DAILY REVIEW:** See Incident Report. MOS	
TUESDAY			
CLASS 1. Meeting Principal Principal met with Bob to discuss yesterday's behaviour. Bob was reluctant to engage with her. He became argumentative & kicked the door & walked out of the room. Bob needs to engage in a positive manner with the Principal before returning to school.	**CLASS 2. English** Refused to engage with the Principal	**CLASS 3. Art**	
CLASS 4. Maths	**CLASS 5. SPHE**	**CLASS 6. Geography**	
CLASS 7. CSPE	**CLASS 8. Home Ec**	**DAILY REVIEW:** Bob was unwilling to engage with the Principal & therefore could not attend School today. MOS	
WEDNESDAY			

CLASS 1. Meeting with Principal

Bob engaged in a more positive manner with the Principal this morning. They have agreed to attend school & all classes timetabled for the day. Should they need a break from school they will ask for it rather than misbehave.

CLASS 2. Art

Bob arrived to class saying that it's time they got on with some work in school. They got their sketchbook out straight away and started working on their Classroom Based Assessment 1 project. They drew Garda Badges. Very well behaved & in good form.

CLASS 3. English

Joined 2 others in my class. Worked on their CBA- Putting their information in the correct order. Chatty at times, language can be inappropriate but it was positive to see them comfortable in class with other students.

CLASS 4. MATHS

Very giddy at the start of the class but settled and completed some work on percentages. Said they were tired and looked to go back to the unit at 12.05.

CLASS 5.PE

Did not return to school for this class.

CLASS 6. ART

Bob worked very well with a new young person in class with them. Continued to work on their Classroom Based Assessment 1 project. Continued to draw badges from the Garda uniforms. Finished class with painting a little of their Visiting Artist project. Well behaved and in good form

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CLASS 7. CSPE

Bob started an Ecological Footprint poster and has shown good artistic skills in his poster to date. Worked well on their own, in good form and got on well with the other student present.

Told me without asking them that they had enjoyed their day at school and the meeting with the Principal in the morning had really helped.

CLASS 8. Music

Meeting with ACTS

DAILY REVIEW:

Engaged in a more positive manner in school today. No behavioural issues. Meeting with ACTS at 2:30. MOS

THURSDAY

CLASS 1. MATHS

Spent the first 10 minutes of class reading the Local Newspaper. Bob then worked on percentages for the remainder of the class. They completed the work set but at a slower pace.
Task Reflection: Not reaching full potential in class. Can make more of an effort.

CLASS 2. ENGLISH

Bob did not get their usual seat at my desk & chose another table to sit at. This would usually cause an issue for Bob but today they did not appear to mind. I gave them a few options of work to complete. Bob eventually settled on completing questions from their Workbook on their novel The Outsiders. Bob chose ones that were of a personal nature & wrote about a past friendship. Giddy at times but in general it was a positive class.

CLASS 3. Science

Dental Appointment.

CLASS 4. MATHS

Very giddy at the start of the class but settled after a few minutes. Found it difficult in the larger group to manage their behaviour. Seeking negative attention.
No progress was made in Maths as they kept stating that they cannot do this topic. Gave them a number of options of work to complete and they gave up on all of them after a few minutes.
Worked on Sudoku for the last 10 minutes of class.
Went back to the unit to use the toilet for 5 minutes during this class also.

CLASS 5. PE

Didn't want to take part in soccer; however when seeing other students playing, Bob joined in. Played well and behaviour was good. No issues in class. Played both in goals & on the pitch. Coordination skills have improved greatly since they started school.

CLASS 6. Woodwork

Child in Care Review at 1:30

CLASS 7. PE

Returned to class late from their meeting. Played basketball for the first part of the class. Put gloves on to go on the heavy bag. Began to shadow box with another student and was asked to stop several times. Bob did stop eventually and disengaged. Incident report form filled out. There

CLASS 8. DEAR

Bob was very well behaved and did not respond when the other young person in class became physically aggressive. They were reading the novel Once on their Kindle. Followed direction well in this class.

DAILY REVIEW:

Incident Report completed for behaviour in PE class. Could work harder in the majority of classes today. MOS

was no need for Bob to return to the Unit as they followed direction eventually.

Finished class with walk out onto the yard to get fresh air.

FRIDAY

CLASS 1. ENGLISH

Bob continued to work on The Outsiders Workbook, answering questions on the novel. They were giddy at times but engaged well with the other student in class. There were no issues in class. At times they listened to what we were discussing or reading about the setting of the novel. They said they have a difficult week ahead of them next week as they will be seeing family & also have an appointment that they are nervous about. No issues in class.

CLASS 2. ART

Bob and another young person asked if they could work on their local artist projects. I agreed to this and Bob worked very well on their project. Bob was in good form and painted using green and blue paint. No issues in class, they were well behaved.

CLASS 3. HISTORY

Paired with another student for Peer Q & A session as a means of revision. They were revising Plantations in preparation for an assessment on this topic. Bob engaged very positively with the other student. Each supported the other on what they knew & what they needed to complete more work on.

CLASS 4. ENGLISH

Watched some Podcast videos created by other school students. Enjoyed the videos. We then watched some Pixar Shorts to support their knowledge of camera angles. Bob engaged with these also & also completed more work from their workbook. Found it difficult to sit towards the end of class but no other issues in class.

CLASS 5. HISTORY

Class test on the Plantations of Ireland and the goals of the Tudors and the first Stuart King.

Bob had a very positive class & remained in class until the test was completed. Very good effort made & great attention to detail given during the assessment.

CLASS 6.

Teacher Meeting

CLASS 7.

Teacher Meeting

CLASS 8.

Teacher Meeting

DAILY REVIEW:

Positive day in school. MOS

CLASSES MISSED THIS WEEK: 19 OR ABSENT FOR 51% OF SCHOOL TIME.

19 classes missing this week
14- Denied access to class
3 classes were for appointments
2 classes refusals

POSITIVE OUTCOMES THIS WEEK:

Engaged well with peers this week & is making more of an effort socially. Good effort made in History assessment.

TEACHER CONCERNS:

Bob is still struggling to manage behaviour/outbursts. Needs to learn to manage behaviour in a more positive manner.

CLASSES ATTENDED	ABSENT/REFUSING TO ATTEND	ABSENT/ OTHER ISSUES,APPOINTMENTS ETC.	UNIT BASED	SUSPENDED /REFUSED ACCESS TO CLASS

Teachers tend to notice differences in behavior relatively quickly in our settings.

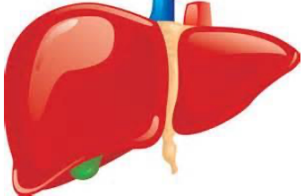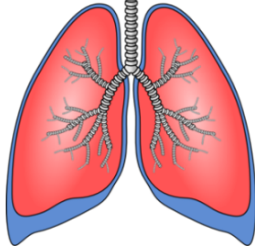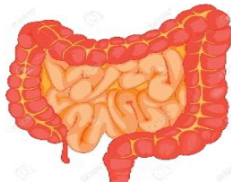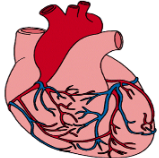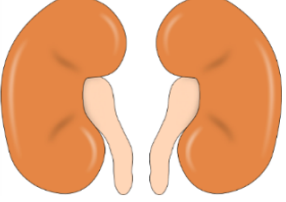The Daily Log can then be consulted to see if the behavior is occurring:

- During a particular subject, time, class group or even if has occurred after attending a meeting or a specific class or subject.

- We can then alter what we feel may be impacting on behavior to see if this will have an impact.

- Consequently, these reports act as a log for classes attended as students can miss class periods due to meetings, arriving late to class or leaving class early throughout the day.

- Adjustments can then be made to the student's timetable, and these can be trialed to see if they lead to a more positive behavior in the classroom.

Conclusion

Our students can move schools during the school year. Completing Daily Reports provide an up-to-date reflection of the work completed by the students during their time in school. These reports can also be used to write a report for a new school placement. The Daily Reports can involve the students in their own learning, they are a means of reflection for both the teachers and the students and are an important form of reporting for Children in Residential Care or Detention.

Appendix 1

Worksheet Example. Each tile is cut out and the students have to match the tiles. This worksheet provides the student with the Keyword, its definition and a visual.

Liver	This organ removes toxins from the blood and makes blood	
Lungs	This is where oxygen gets into the blood. Carbon dioxide leaves the blood here.	
Small and large intestines	This is where the body absorbs food and water into the blood.	
Heart	This pumps blood to all parts of the body.	
Brain	This controls most of the things your body can do.	
Kidneys	These help the body to get rid of waste substances. They make urine.	
Stomach	This mixes food with acid and gastric juices. It starts to break down food.	

Here is an example of another Worksheet that includes different methods. Again this worksheet provides the student with Key Words and diagrams

Name: _____

Circulatory System

The Circulatory System is the movement of blood through your body. The blood is circulated by the pumping action of your heart through the blood vessels in your body.

There are two types of blood vessels: 1. Arteries   2. Veins

Blood vessels either carry blood away from the heart or carry blood back to the heart. Fill in the table below with what each blood vessel does.
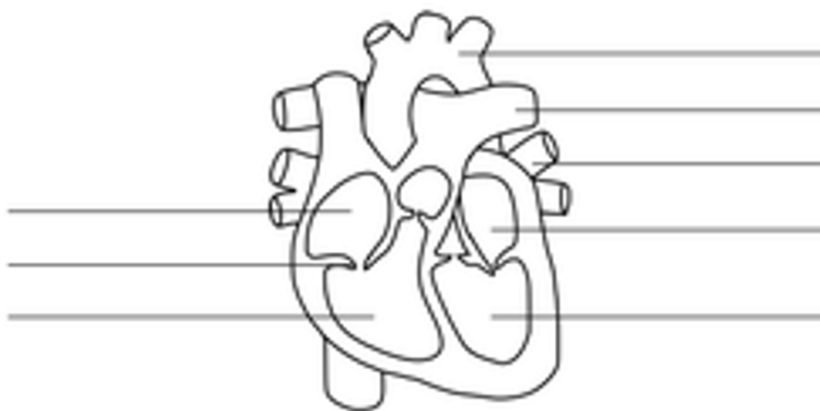
Blood Vessels	Function (carry blood away, or carry blood back)
Arteries	
Veins	

It takes your heart less than 60 seconds to pump blood to every cell in your body! Your heart rate is how many times your heart pumps in a minute. Find your heart rate by placing your fingers on an artery (usually on your wrist or on the side of your neck). Count the beats and time 1 minute.

Heart rate: _____

When you exercise, your body needs more oxygen filled blood. It begins to pump faster to get oxygen to the rest of your body. Try running on the spot, or doing pushups and re-testing your heart rate.

Heart rate after exercise: _____

Word Bank
- Pulmonary vein
- Pulmonary artery
- Tricuspid valve
- Right atrium
- Left atrium
- Right ventricle
- Left ventricle
- Aorta

Blank Daily Report

PUPIL: **WEEKLY SCHOOL REPORT** **WEEK:** **DATE:**

Monday

CLASS 1.	CLASS 2.	CLASS 3.
CLASS 4.	CLASS 5.	CLASS 6.
CLASS 7.	CLASS 8.	DAILY REVIEW:

TUESDAY

CLASS 1.	CLASS 2.	CLASS 3.
CLASS 4.	CLASS 5.	CLASS 6.
CLASS 7.	CLASS 8.	DAILY REVIEW:

WEDNESDAY

CLASS 1.	CLASS 2.	CLASS 3.
CLASS 4.	CLASS 5.	CLASS 6.

CLASS 7.	DAILY REVIEW:	CLASS 8.

THURSDAY

CLASS 1.	CLASS 3.	CLASS 2.
CLASS 4.	CLASS 6.	CLASS 5.
CLASS 7.	DAILY REVIEW:	CLASS 8.

FRIDAY

CLASS 1.	CLASS 3.	CLASS 2.
CLASS 4.	CLASS 6.	CLASS 5.
CLASS 7.	DAILY REVIEW:	CLASS 8.

POSITIVE OUTCOMES THIS WEEK:	TEACHER CONCERNS:

CLASSES MISSED THIS WEEK: OR ABSENT FOR _____ % OF SCHOOL TIME.

CLASSES ATTENDED	ABSENT/REFUSING TO ATTEND	ABSENT/ OTHER ISSUES,APPOINTMENTS ETC.	UNIT BASED	SUSPENDED /REFUSED ACCESS TO CLASS