


# Primary

## Assessment and Reporting

### Reporting and Transfer

## Reporting and Transfer

Find everything you need for reporting to parents and the transfer of pupil information to other schools.



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## FAQs and DES Circular letters

### FAQs

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  - Primary: Information in relation to Actions under the Literacy and Numeracy Strategy, Standardised Testing, Reporting, Library Support and Other Matters

- 0045/2014
  - Primary: Information in relation to Actions under the Literacy and Numeracy Strategy, Standardised Testing, Reporting and Other Matters

- 0018/2012
  - Primary: Supporting Assessment: Standardised Testing in Primary Schools

- 0066/2011
  - Post-primary: Initial Steps in the Implementation of the National Literacy and Numeracy Strategy

- 0056/2011
  - Primary: Initial Steps in the Implementation of the National Literacy and Numeracy Strategy

- 0025/2012
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## Reporting FAQs for primary schools

### NCCA resources

Q: What resources has the NCCA developed for schools to report children's progress to parents?

A: You can use the Report Card Creator or Report Card Templates to meet the requirement to '*...use one of the (NCCA)report card templates for reporting to parents on students' progress and achievement at school*' (DES Circular 0056/2011, p. 8).

Q: Where can schools find these NCCA resources?

A: The resources are available online within this document and along with additional information and support materials for parents and schools. Click here to go directly to the *6th Class Report Card* (standard) for reporting to parents and transferring pupil information to a post-primary school.

Q: Why use the Report Card Creator?

A: The online Report Card Creator helps primary schools to create a report card for sharing information about the child's learning with parents. Many schools use the Creator to develop customised report cards. These schools tell us that they use the Creator because it helps them to

- develop report cards from a wide range of reporting formats and options.

Some schools

- developed two or more report cards to meet the needs of different classes.
- think about and decide on their unique reporting needs and preferences.

This included using rating scales or narrative boxes or both; editing the language in the report card to make it easier for parents to understand; adding other areas in the report card e.g. Learning support/resource teaching.

- change from printing blank report cards to be filled in by hand to completing them on computer.

NCCA continues to develop the Report Card Creator in response to feedback from schools to ensure that it meets their reporting needs and preferences.

Q: What are the advantages of using the Report Card Creator compared to the Report Card Templates?

A: The Report Card Creator provides schools with an extensive range of options when customising report cards that reflect local preferences and needs. In comparison the Templates are largely fixed and offer little in the way of supporting schools to customise a report card. For example, the inclusion of teacher comment boxes for English, Gaeilge and Mathematics is optional in report cards developed by schools using the Creator. In comparison, the Templates include teacher comment boxes for these subjects.

The Templates are not being updated in line with the on-going development of the Creator as it is our intention to phase them out over time. That said, it should be noted that the Templates continue to satisfy the reporting requirements identified in DES Circular 0056/2011.

Q: Where can schools get support when using the Report Card Creator?

A: Support is provided by user guides and video tutorials on the help page of the Report Card Creator.

Q: Has the NCCA developed any other resources on reporting for schools and parents?

A: Yes. You will find information sheets, sample report cards and videos of schools sharing their reporting stories within this document.

### Reporting to parents

Q: What does the term *NCCA report card template* mean?

A: The DES has advised that the term *NCCA report card template* used in Circular 0056/2011 and Circular 0045/2014 refers to

- templates customised by schools using the NCCA Report Card Creator
- the nine stand-alone NCCA templates from which schools may choose
- templates included in commercial report card booklets provided that they allow for the...
  - (i) inclusion of standardised test results for children in 2nd, 4th and 6th classes
  - (ii) reporting on children's progress in the following four areas:
    - the child as a learner
    - the child's personal and social development
    - the child's progress with learning in curriculum areas or subjects
    - next steps in the child's learning, including ways for parents to help.

Q: Does this mean that schools may use commercial report card booklets?

A: Yes. However, before making a decision to do so, schools should reflect on the following:

- The templates generated using the NCCA Report Card Creator are regularly updated in keeping with on-going curriculum and assessment developments. The fixed nature of the commercial report card booklets does not permit the carbon-copy report card templates to be modified to reflect these on-going developments.
- The DES has advised that there is no need for schools to use any commercially produced materials as several options are available free-of-charge on the NCCA website. The DES strongly advises schools to examine the options available on the NCCA website. Using the NCCA options avoids additional expense for parents such as might be involved in the purchase of commercially-produced materials.

Q: We already have a report card booklet that includes a report card template for 6th Class. Can we continue to use these?

A: No. From 2014/2015, the DES Circular 0045/2014 requires all schools to use the *Education Passport* materials including this standard NCCA *6th Class Report Card*. The *6th Class Report Card* templates available in commercial booklets should not be used.

Q: How can schools share children's completed report cards with their parents?

A: Schools may post or email children's report cards to their parents. If a school opts to send report cards by email, it should ensure that:

- parents have agreed in writing to receiving report cards by email. It may be useful to seek this consent at the start of the year when requesting parental consent for other school practices e.g. use of child's photograph in school publications.
- the email addresses for all parents are correct
- the completed report cards are sent as flattened PDFs. A flattened PDF cannot normally be modified or edited. Please refer to User guide 2, Section 4, p. 8-12 for information about saving report cards.

Schools should record their agreed practice for sharing children's completed report cards with parents as part of their Assessment Policy. Schools are required to ensure that the ways they gather, store and share information comply with all data protection legislation.

Q: What do schools need to know about data protection when storing completed pupil report cards on computer?

A: A school's Assessment Policy should provide information on where and for how long the completed report cards are stored, and who will have access to them. Computers should be password protected and allow for the back-up of data. The legislative requirements of schools in relation to assessment policy are outlined in Appendix C of the guidelines for schools on Assessment in the Primary School Curriculum and are also available in an online browsable version at this link.

Q: How can schools disseminate the information on standardised tests to parents?

A: The DES advises that schools can post or email the explanatory note to parents to meet the requirement to '*...provide parents with copies of the NCCA explanatory leaflets when issuing written reports*' (Circular 0056/2011, p. 8).

Q: What scores should be used to report the child's standardised test results?

A: Schools can use either the *STen* or standard score when reporting the child's standardised test results (Circular 0056/2011). Percentile scores should not be used as they may be confused with percentages. For example, a percentile score of 66 may be misunderstood to mean a score of 66%. The guidelines for schools on Assessment in the Primary School Curriculum advises that *STen scores, which band a range of percentile scores together, may be more easily communicated and interpreted* (NCCA, 2007. p62). Schools might also prefer to use *STen* scores to bring consistency to the reporting of standardised test results as this is the form submitted to the DES and recommended for transfer to post-primary schools.

Q: Should class-based scores or age-based scores in standardised tests be reported to the parents?

A: The DES has advised that class-based scores in standardised tests should be shared with parents in the child's report card. As schools are required to submit class-based scores to the DES, it is important that schools report the same information to parents. However, in some circumstances, particularly if the child is older/younger than the average class age, there may be a significant difference between the class-based score and the age-based score. In such situations, schools might find it helpful to also share the age-based score verbally with the parent.

## Education Passport: FAQs for primary schools

### Process and schedule

Everything you need to know about the transfer of pupil information from primary to post-primary school.

Q: What is the purpose of sharing information about children in 6th class with post-primary schools?

A: Sharing information about children's learning supports their transition from primary post-primary school. This information transfer

- provides a rounded picture of children's progress and achievement at primary school
- ensures continuity and progression in learning
- alerts post-primary schools if additional support is needed to support learning.

Q: What should primary schools use when sharing information about children's learning with the post-primary schools?

A: From 2014/2015, schools should use the *Education Passport* materials developed by the National Council for Curriculum and Assessment (NCCA).

Q: Tell me more about the *Education Passport* materials.

A: The *Education Passport* materials available in this document and include a

- *6th Class Report Card* (standard version)
- *My Profile* sheet for children
- *My Child's Profile* sheet for parent(s)/guardian(s)

For further information and support for the transition of children in need of additional support, please refer to the [NEPS Student Transfer Form](#) and the NCSE Transition Booklet which can be accessed at <https://www.sess.ie/resources/transition-primary-post-primary>



Q: Will the transfer materials replace arrangements in use at local level to support the gathering of pupil information?

A: No. Many post-primary schools have developed their own local practice to help them gather information from children's parent(s)/guardians(s)/guardians and primary schools. These may include meetings with parent(s)/guardians(s) and primary school principals, visits to the primary schools and the completion of forms created by the post-primary school by parent(s)/guardian(s). The *Education Passport* materials will complement this practice, and have the potential, over time, to replace at least some of the local arrangements.

Q: Is the primary school responsible for initiating the transfer of pupil information?

A: No. Post-primary schools have responsibility for initiating the pupil information transfer. They should send a written request for the children's report cards to the relevant primary schools. They may do so using the *Information Request* form. The *Information Request* form identifies the 6th class pupil(s) in the relevant primary school for whom enrolment in the post-primary school had been confirmed by his/her parent(s)/guardian(s).

Q: When should primary schools expect to receive the *Information Request* forms?

A: Primary schools should receive the *Information Request* forms any time after the children's enrolment has been confirmed in the post-primary schools. This may vary from one post-primary school to another.

Q: In the *Information Request* form, what is purpose of the column titled 'Number'?

A: The 'Number' column has two functions:

- to support an at-a-glance counting of the students listed
- to provide a means of distinguishing between two students who may share the same name

The column is not linked to PPS numbers. The inclusion of PPS numbers as unique student identifiers is not permitted.

Q: What if the same child is included on more than one of the *Information Request* forms received from different post-primary schools?

A: Primary schools may receive requests to forward information for the same child to one or more post-primary schools. This will happen where a parent/guardian has confirmed enrolment in more than one post-primary school. In such instances, the primary school forwards the information to all requesting schools. It does so in good faith having received written notice from the post-primary school that his/her enrolment is confirmed. Information received by a post-primary school for a child who subsequently fails to register by the end of the first week of October will be disposed of by that school in an appropriate and confidential manner.

Q: From whom should a post-primary school seek information about a child who has registered there by the first week of October, but was not included in the *Information Request* form sent to the primary school earlier in the year?

A: Post-primary should seek access to the *6th Class Report Card*, *My Profile* sheet and *My Child's Profile* from the child's parent(s)/ guardian(s). This approach recognises the administrative burden additional requests would place on the primary school.

Q: What action should primary schools take in response to the *Information Request* form?

A: Primary schools should forward the child's *Education Passport* to the parent(s)/guardians(s) by the end of the second week of June. This allows sufficient time for the parent to contact the teacher in the event of any follow-up queries. Next a copy of the *Education Passport* should be sent to the relevant post-primary school by the end of June at the latest.

Q: How may schools share children's report cards and profiles with post-primary schools?

A: Schools may post or email the child's *6th Class Report Card* to post-primary schools. Before a school sends any information by email, it should ensure that:

- the correct email addresses for the relevant post-primary school principals are used.
- the completed items are sent as flattened PDFs. A flattened PDF cannot normally be modified or edited. Please refer to User Guide 2 – Downloading and saving a report card, Section 4, pp. 8-12 for information about saving report cards as flattened PDFs.

*My Profile* and the *My Child's Profile* can only be forwarded by email if filled on computer in the first instance by the child and parent.

Schools should record their agreed practice for sharing children's completed report cards with post-primary schools as part of their Assessment Policy. Schools are required to ensure that the ways they gather, store and share information comply with all data protection legislation.

The Office of the Data Protection Commissioner should be contacted where a school has any queries on data protection legislation. Email: [info@dataprotection.ie](mailto:info@dataprotection.ie). Further information is available on [www.dataprotection.ie](http://www.dataprotection.ie)

Q: Is written parental consent required before a child's information can be transferred?

A: No. Legislative arrangements have been made to provide for sharing information on progress, including the results of standardised tests, where students transfer from one school to another (Circular 0056/2011).

Parent(s)/guardians(s) should receive a copy of all information shared with the post-primary school.

Q: How does the post-primary schools acknowledge receipt of the pupil information?

A: The post-primary school principal or designated person should acknowledge receipt of the pupil information in writing. They may do so by using the *Information Receipt* form and sending it to the relevant primary school. This form also identifies pupils who have registered in the post-primary school by the end of the first week of October.

Q: Why does the *Information Receipt* form include information about the registration of children in the post-primary school by the end of the first week of October?

A: This information will support schools in meeting the requirements set out in the Education (Welfare) Act, 2000, Part III, Section 20. In accordance with Section 20 (3) of the Act, the post-primary school should inform the primary school of a child's registration. In turn, the primary school, on receipt of this notification, should 'remove' the name of the child concerned from the register in accordance with Section 20 (4) of the same Act. This should be done in line with the guidelines identified in DES Circular 28/13.

## Education Passport Materials

Find out more about the *Education Passport* materials.

### 1. 6th Class Report Card

Q: Why is a standard *6th Class Report Card* included as part of the *Education Passport* materials?

A: Since 2011 primary schools used children's *6th Class Report Cards* to share pupil information with post-primary schools. At times, the information and format of these report cards varied from one primary school to another. The standard report card ensures greater consistency across primary schools in the information shared with post-primary schools. The *6th Class Report Card* included information that makes it more fit for purpose when serving the dual role of reporting to parent(s)/guardians(s) and sharing information with your child's new post-primary school.

Q: May primary schools continue to use their own report cards for reporting to parent(s)/guardians(s) and transferring pupil information to post-primary schools?

A: No. From 2014/2015, schools should use the standard *6th Class Report Card*.

Q: How is the standard version *6th Class Report Card* different from the current NCCA report cards?

A: The standard report card builds on the current NCCA report cards. It retains the four reporting areas – *Your child as a learner; Your child's social and personal development; Your child's learning during the year, and Next steps to support your child's learning*. Feedback from parent(s)/guardians(s), primary schools and post-primary schools identified modifications necessary to make it more fit for purpose when serving the dual role of reporting to parent(s)/guardians(s) and transferring information to post-primary schools. The significant modifications include...

- the addition of the child's date of birth, home language(s) and the name(s) of parent(s)/guardian(s)
- a new rating scale and descriptors under *Your child's learning during the year*
- a new column added to the rating scales to support reporting on children in receipt of additional support
- information about an exemption from the learning of Irish, where relevant
- space to include standardised test scores from 2nd class and 4th class in addition to 6th class. This information provides the post-primary school with a trend in the children's test performance rather than a single test score.
- enlarged narrative comment boxes at the end of the report card. This change recognises the value placed by parent(s)/guardians(s) on the teacher comment while ensuring that the report card presents information in a glance-card format for post-primary schools.
- descriptors for attendance and punctuality to support consistency in the information received by post-primary schools.

Q: What format should be used when sharing the standardised test score in the *6th Class Report Card*?

A: Standardised test scores should be shared as STen scores only in the *6th Class Report Card*. This promotes consistency in the information received by a post-primary school from its feeder primary schools. STen scores are also the format submitted annually by primary schools to the DES.

Q: Should class-based scores or age-based scores in standardised tests be used?

A: The DES has advised that class-based scores in standardised tests should be shared with parent(s)/guardians(s) in the child's report card and when transferring information to post-primary schools. As schools are required to submit class-based scores to the DES, it is important that schools share the same information to parent(s)/guardians(s) and post-primary schools. However, in some circumstances, particularly if the child is older/younger than the average class age, there may be a significant difference between the class-based score and the age-based score. In such situations, schools might find it helpful to also share the age-based score *verbally* with the parent.

Q: How does the *6th Class Report Card* include information about a child's additional needs? A: The report card includes a 'P' for 'Plan' column to enable a teacher to share information about progress made by a child with additional needs. The 'P' signals to the post-primary school that the child had a plan to support his/her learning in 6th class. The teacher shares information about the child's progress based on the expectations identified in the plan. This approach provides clarity to the post-primary school while also enabling the teacher to use the report card to celebrate the progress made by the child in relation to the goals identified in the plan.

Q: Why not use the term *additional learning needs* with the acronym 'ADL' in the place of 'P' for plan?

A: The term *additional learning needs* is too broad. Many children are identified by the class teacher as having additional learning needs. In turn the class teacher uses a range of differentiated strategies in response to these needs. Using the term *plan* or 'P' is specific to children who have identified additional needs and, in turn, have been allocated supports by the school under GAM/EAL and/or supports from the NCSE. These are children at stage 2 and stage 3 of the *Staged Approach to Assessment, Identification and Programme Planning* (DES Circular 02/05, Appendix 3).

Q: How will the post-primary school find out more about a child with additional needs other than to the information shared in the report card?

A: Post-primary schools will invite you to share information about your child's additional needs. This information can be shared using the NEPS Student Transfer Form, available on the NEPS website.

Q: Where can I find the standard *6th Class Report Card*?

A: You have two options:

- a) Download a template from the Report Card Creator option if you want to customise the front cover of the report card by including your school's details.

OR

- b) Use the template in this document

In the case of both options, the report card may be completed on computer or can be handwritten.

Q: Where can schools get support when using the Report Card Creator?

A: Support is provided by user guides on the Help page of the Report Card Creator.

Technical queries should be directed to [support@aladdin.ie](mailto:support@aladdin.ie)

Q: Where can I find support when completing the *6th Class Report Card*?

A: Click here for [Completing the report card: Guide for primary schools](#). The guide provides an outline of each section of the report card and also includes helpful suggestions on how narrative comment box might be completed.

### 2. *My Profile* and *My Child's Profile*

Q: Tell me more about the *My Profile* sheet and *My Child's Profile* as part of the *Education Passport* materials.

A: *My Profile* enables children to share some information about themselves with their new post-primary schools such as interests, strengths, challenges. It is designed to complement the end-of-year report card. Children complete the *My Profile* in school. Support material to help children to reflect on and share information with confidence accompanies the *My Profile*.

*My Child's Profile* provides parent(s)/ guardian(s) with the option of sharing some information about the child's learning with the post-primary school. It complements other ways parent(s)/ guardian(s) may use to share information with the new post-primary school. The primary school should send *My Child's Profile* to the parent with a copy of the child's *Profile*. Once complete, the parent should return *My Child's Profile* to the school within five days of receiving it. The primary school will then send the completed *My Child's Profile* and the child's *Profile* and *6th Class Report Card* to the post-primary school.

Q: Do parent(s)/guardians(s) have to complete *My Child's Profile*?

A: No. Some parent(s)/guardians(s)/ may prefer not to complete *My Child's Profile*. Parent(s)/ guardians(s)/ guardians may feel that they have already shared all relevant information about their child with the post-primary school or may prefer to share the information in another way. If so, they may decide not to return *My Child's Profile* to the primary school. The primary school will then send the child's *My Profile* sheet and the *6th Class Report Card* to the post-primary school.

Q: When should a school send the *My Profile* and *My Child's Profile* to the parent and post-primary school?

A: Primary schools have discretion to decide when to forward the child's completed *My Profile* and the *My Child's Profile* template to the parent. Schools may send both items before or at the same time as sending the report card.

In each case, schools can decide to forward the *Profile* and *My Child's Profile* as a single back-to-back photocopy or as two separate items.

The *6th Class Report Card*, *My Profile* and *My Child's Profile* (if it is returned to the primary school by the child's parent within 5 days of receiving it) should be sent to the post-primary school by the end of June.

Q: May a parent request that the school does not send the child's *My Profile* sheet to the post-primary school?

A: Yes. It is a parent's responsibility to inform the school in a timely manner that she/he does not wish the child's *My Profile* sheet to be forwarded to the post-primary school. Children's *My Profile* sheets should be sent to the relevant post-primary schools except where a parental request not to do so is received.

Q: How can I share feedback on the *Education Passport* materials?

A: We'd like to hear about your experience with the transfer materials and your suggestions on how they or the process can be improved.

We welcome feedback from teachers, parents, children or second-level schools. Share your views on the layout, design and scope of the transfer materials; the naming of the individual items; the overall title of the transfer materials; and the process of using the transfer materials. Please email your thoughts to [transfer@ncca.ie](mailto:transfer@ncca.ie)



## Education Passport: FAQs for post-primary schools

### Process and schedule

Everything you need to know about the when and the how of pupil information transfer to post-primary school.

Q: What is the purpose of the information transfer for children in 6th class?

A: Sharing information about children's learning is a key way of supporting their transition from primary post-primary school. This information transfer

- provides a rounded picture of children's progress and achievement at primary school
- ensures continuity and progression for learners
- alerts post-primary schools if additional support is needed to support learning.

Q: How should primary schools share information about children's learning with post-primary schools?

A: Schools should use the *Education Passport* materials developed by the National Council for Curriculum and Assessment (NCCA).

Q: Tell me more about the *Education Passport* materials.

A: The *Education Passport* materials are available in this document and include a

- *6th Class Report Card* (standard version)
- *My Profile* sheet for children
- *My Child's Profile* sheet for parent(s)/guardian(s)

For further information and support for the transition of children in need of additional support, please refer to the [NEPS Student Transfer Form](#) and the [NCSE Transition Booklet](#) which can be accessed at <https://www.sess.ie/resources/transition-primary-post-primary>.

Q: Will the transfer materials will replace arrangements in use at local level to support the gathering of pupil information?

A: No. Many post-primary schools have developed their own local practice to help them gather information from children's parent(s)/guardians(s) and primary schools. These may include meetings with parent(s)/guardians(s) and primary school principals, visits to the primary schools and the completion of forms created by the post-primary school by parent(s)/guardian(s). The *Education Passport* materials will complement this practice, and have the potential, over time, to replace at least some of the local arrangements.

Q: Who is responsible for initiating the transfer of pupil information using these materials?

A: Post-primary school principals or designated persons have responsibility for initiating the pupil information transfer. They should send a written request for the children's report cards to the relevant primary schools. They may do so using the *Information Request* form. The *Information Request* identifies the 6<sup>th</sup> class pupil(s) for whom enrolment in the post-primary school had been confirmed by parent(s)/guardians.

Q: When should post-primary schools forward the *Information Request* forms to primary schools?

A: Post-primary schools should forward the *Information Request* forms to the relevant post-primary schools after the children's enrolment has been confirmed.

Q: In the *Information Request* form, what is purpose of the column titled 'Number'?

A: The 'Number' column has two functions:

- To support an at-a-glance counting of the students listed
- To provide a means of distinguishing between two students who may share the same name

The column is not linked to PPS numbers. The inclusion of PPS numbers as unique student identifiers is not permitted.

Q: What information should post-primary schools expect to receive from the relevant primary schools?

Q: Primary schools should forward children's end-of-year 6<sup>th</sup> *Class Report Cards*. This report card is the standard 6<sup>th</sup> *Class Report Card* available as part of the *Education Passport* materials.

A: Post-primary schools should also receive children's *My Profile* sheets and their parents' *My Child's Profile* sheets from primary schools. The *My Profile* sheets and the *My Child's Profile* sheets are also part of the *Education Passport* materials.

Q: When will primary schools forward this information?

A: Primary schools will forward the 6<sup>th</sup> *Class Report Cards* by the end of June. *My Profile* and *My Child's Profile* sheets will accompany the report cards.

Q: How may primary schools share children's *6th Class Report Cards* with post-primary schools?

A: Primary schools may post or email the child's report card, Profile, and, where available, the parent's *My Child's Profile* to post-primary schools. In the event of using email, primary schools will first ensure that:

- the correct email addresses for the post-primary school principals are used.
- the completed items are sent as flattened PDFs. A flattened PDF cannot normally be modified or edited.

Primary and post-primary schools should record their practice for managing the transfer of pupil information. Schools are required to ensure that the ways they gather, store and share information comply with all data protection legislation.

The Office of the Data Protection Commissioner should be contacted where a school has any queries on data protection legislation. Email: [info@dataprotection.ie](mailto:info@dataprotection.ie). Further information is available on [www.dataprotection.ie](http://www.dataprotection.ie)

Q: Is written parental consent required before a child's information can be transferred?

A: No. Legislative arrangements have been made to provide for sharing information on progress, including the results of standardised tests, where students transfer from one school to another (Circular 0056/2011).

Parents receive a copy of all information shared with the post-primary school.

Q: How should the post-primary school acknowledge receipt of the *6th Class Report Card* and other related items?

A: The post-primary school principal or designated person should acknowledge receipt of the pupil information in writing. They may do so by using the *Information Receipt* form and sending it to the relevant primary school. This form also identifies pupils who have registered in the post-primary school by the end of the first week of October.

Q: Why does the *Information Receipt* form include the need to identify children who have registered by the end of the first week of October?

A: The inclusion of information about a child's registration will support primary and post-primary schools in meeting their requirements set out in the Education (Welfare) Act, 2000, Part III, Section 20. In accordance with Section 20 (3) of the Act, the post-primary school should inform the primary school of a child's registration. In turn, the primary school, on receipt of this notification, should 'remove' the name of the child concerned from the register in accordance with Section 20 (4) of the same Act. 'Removing' the name of the child from the primary school register should only be done in line with the guidelines identified in DES Circular 28/13.

Q: What should a post-primary school do with information received from a primary school for a pupil who subsequently fails to register by the end of the first week of October?

A: The primary school transfers pupil information in good faith having received written notice from the post-primary school that his/her enrolment is confirmed. The post-primary school is responsible for processing the information it receives about all pupils in a confidential manner. Pupil information received by a post-primary school for a child who subsequently fails to register by the end of the first week of October should be destroyed in an appropriate manner.

Q: From whom should a post-primary school seek information about a child who has registered by the first week of October but was not included in the *Information Request* form sent to his/her primary school earlier in the year?

A: Post-primary should seek access to the *6th Class Report Card*, *My Profile* sheet and *My Child's Profile* from the child's parent(s)/ guardian(s). This approach recognises the administrative burden additional requests would place on the primary school

## Education Passport materials

Find out more about the *Education Passport* materials.

### 1. 6th Class Report Card (standard)

Q: Why is a standard *6th Class Report Card* included as part of the *Education Passport* materials?

A: Since 2011 primary schools used children's *6th Class Report Cards* to share pupil information with post-primary schools. At times, the information and format of these report cards varied from one primary school to another. The standard report card ensures greater consistency across primary schools in the information shared with post-primary schools. The *6th Class Report Card* included information that makes it more fit for purpose when serving the dual role of reporting to parent(s)/guardians(s) and sharing information with your child's new post-primary school.

Q: May primary schools continue to use their own report cards for reporting to parent(s)/guardians(s) and transferring pupil information to post-primary schools?

A: No. Schools should use the standard *6th Class Report Card*.

Q: How is the standard version *6th Class Report Card* different from the current NCCA report cards?

A: The standard report card builds on the current NCCA report cards. It retains the four reporting areas – *Your child as a learner*; *Your child's social and personal development*; *Your child's learning during the year*, and *Next steps to support your child's learning*. Feedback from parents, primary schools and post-primary schools identified modifications necessary to make it more fit for purpose when serving the dual role of reporting to parents and transferring information to post-primary schools. The significant modifications include...

- the addition of the child's date of birth, home language(s) and the names of parent(s)/guardians
- a new rating scale and descriptors under *Your child's learning during the year*
- a new column added to the rating scales to support reporting on children in receipt of additional support
- information about an exemption from the learning of Irish, where relevant
- space to include standardised test scores from 2<sup>nd</sup> class and 4<sup>th</sup> class in addition to 6<sup>th</sup> class. This information provides the post-primary school with a trend in the children's test performance rather than a single test score.
- enlarged narrative comment boxes at the end of the report card. This change recognises the value placed by parents on the teacher comment while ensuring that the report card presents information in a glance-card format for post-primary schools.
- descriptors for attendance and punctuality to support consistency in the information received by post-primary schools.

Q: What format is used when sharing the standardised test score in the standard *6th Class Report Card*?

A: Primary schools should include the standardised test scores as STen scores only in the standard *6th Class Report Card*. This promotes consistency in the information received by a post-primary school from its feeder primary schools.

Q: Are class-based scores or age-based scores in standardised tests shared in the report card?

A: The DES has advised primary schools that class-based scores in standardised tests should be shared with parent(s)/guardians(s) in the child's report card and when transferring information to post-primary schools. As schools are required to submit class-based scores to the DES, it is important that schools share the same information to parent(s)/guardians(s) and post-primary schools. However, in some circumstances, particularly if the child is older/younger than the average class age, there may be a significant difference between the class-based score and the age-based score. In such situations, primary schools might also share the age-based score *verbally* with the parent.

Q: How does the *6th Class Report Card* include information about a child's additional needs?

A: The report card includes a 'P' for 'Plan' column to enable a teacher to share information about progress made by a child with additional needs. The 'P' signals to the post-primary school that the child had a plan to support his/her learning in 6th class. The child is at stage 2 or stage 3 of the *Staged Approach to Assessment, Identification and Programme Planning* (DES Circular 02/05, Appendix 3). The teacher shares information about the child's progress based on the expectations identified in the plan. This approach provides clarity to the post-primary school while also enabling the teacher to use the report card to celebrate the progress made by the child in relation to the goals identified in the plan.

Q: How will the post-primary school find out more about a child with additional needs other than to the information shared in the report card?

A: Post-primary schools will invite you to share information about your child's additional needs. This information can be shared using the NEPS Student Transfer Form, available on the NEPS website.

Q: Where can post-primary schools find out more about the *6th Class Report Card*?

A: Click here to go to *Understanding the 6th Class Report Card: Guide for post-primary schools*.

The guide explains each section of the report card and also includes helpful information on interpreting the standardised test scores.

### 2. *My Profile* and *My Child's Profile*

Q: I understand that primary schools use the *My Profile* sheet and *My Child's Profile* as part of the *Education Passport* materials. Tell me more about these items.

A: *My Profile* enables children to share some information about themselves with their new post-primary schools e.g. interests, strengths, challenges, and is designed to complement the end-of-year report card. Children complete the *Profile* in school.

*My Child's Profile* provides a child's parent with the option of sharing some information about the child's learning with the post-primary school. It complements other ways parents may use to share information with the new post-primary school. The primary school will send the completed *My Child's Profile* together with the child's *Profile* and *6th Class Report Card* to the post-primary school.

Q: Do parent(s)/guardians(s) have to complete *My Child's Profile*?

A: No. Some parent(s)/guardians(s) may prefer not to complete *My Child's Profile*. Parents may feel that they have already shared all relevant information about their child with the post-primary school or may prefer to share the information in another way. If so, they may decide not to return *My Child's Profile* to the primary school. The primary school will then send the child's *My Profile* sheet and the *6th Class Report Card* to the post-primary school.

Q: How can I share feedback on the *Education Passport* materials?

A: We'd like to hear about your experience with the transfer materials and your suggestions on how they or the process can be improved. We welcome feedback from teachers, parents, children or second-level schools. Share your views on the layout, design and scope of the transfer materials; the naming of the individual items; the overall title of the transfer materials; and the process of using the transfer materials. Please email your thoughts to [transfer@ncca.ie](mailto:transfer@ncca.ie)

## Education Passport: FAQs for parents

### General Information

Everything you need to know about the transfer of pupil information from primary to post-primary school.

Q: Why will the primary school share information about my child's learning in 6th class to the post-primary school?

A: Sharing information about your child's learning is an important way of supporting his/her move from primary to post-primary school. This information will help to...

- provide a rounded picture of your child's progress and achievement at primary school
- ensure continuity and progression in your child's learning
- alert post-primary schools if additional support may be needed to support your child's learning.

Q: How will the primary school share information about my child's learning with the post-primary school?

A: Your child's primary school will share information about your child's learning using materials developed by the National Council for Curriculum and Assessment (NCCA). Collectively, these materials are called the '*Education Passport*'.

Q: Tell me more about the *Education Passport* materials.

A: The *Education Passport* materials are available in this document and include a

- *6th Class Report Card* (standard version)
- *My Profile* sheet for children
- *My Child's Profile* sheet for parents

For further information and support for the transition of children in need of additional support, please refer to the [NEPS Student Transfer Form](#) and the [NCSE Transition Booklet](#) which can be accessed at <https://www.sess.ie/resources/transition-primary-post-primary>.





Q: Will the *Education Passport* materials will replace arrangements in use at local level to support the gathering of pupil information?

A: No. Many post-primary schools have developed their own local practice to help gather information from parents and primary schools. These may include meetings with parents and primary school principals/teachers, and the gathering of information using forms developed by the post-primary school. The *Education Passport* materials will complement local practice, and have the potential, over time, to replace some of these arrangements.

Q: How will the primary school know where to send information about my child's learning?

A: The relevant post-primary school may forward an *Information Request* form to your child's primary school. The *Information Request* form is sent after enrolment of your child in first year had been confirmed.

Q: On receipt of the *Information Request* form, what action will my child's primary school take?

A: The primary school will forward a copy of your child's end-of-year *6th Class Report Card* to the relevant post-primary school. You will already have received your child's report card before this happens. The school will also send *My Profile* and *My Child's Profile* to the post-primary school.

Q: Is my consent required before my child's *6th Class Report Card* can be sent by the primary school to the post-primary school?

A: No. Legislative arrangements have been made to provide for the sharing of information on progress, including the results of standardised tests, where children transfer from one school to another.

Q: What if I have enrolled my child in two or more post-primary schools?

A: If you has confirmed enrolment in more than one post-primary school, it is likely that your child's primary school will receive requests to forward his/her information to one or more post-primary schools. In response, the primary school will forward the information to all requesting schools. It does so in good faith having received written notice from each of the post-primary schools that your child has been enrolled. Post-primary schools will dispose of any information received about your child if she/he does not present as a first year student by the end of the first week of October.

Q: If I enrol my child in another post-primary school after June, from whom should this 'new' post-primary school seek information about my child?

A: You should provide copies of your child's *6th Class Report Card* to the 'new' post-primary school in which your child has registered by the end of the first week of October. You will have received the report from your child's primary school in June.

### **Education Passport materials**

Find out more about the *Education Passport* materials.

Q: Why is a standard 6th class report part of the *Education Passport* materials?

A: Since 2011, primary schools have used end-of-year report cards to share information with post-primary schools. These report cards varied from one primary school to another. The standard version *6th Class Report Card* ensures greater consistency across primary schools in the information shared with post-primary schools. The *6th Class Report Card* included information that makes it more fit for purpose when serving the dual role of reporting to parents and sharing information with your child's new post-primary school.

Q: Does the *6th Class Report Card* include information about a child's additional needs?

A: Yes. The report card includes a 'P' for 'Plan' column to enable a teacher to share information about progress made by a child with additional needs. The 'P' signals to the post-primary school that the child had a plan to support his/her learning in 6th class. Where relevant, the teacher shares information about the child's progress based on the expectations identified in the plan. This approach provides clarity to the post-primary school while also enabling the teacher to use the report card to celebrate the progress made by the child in relation to the goals identified in the plan.

Q: I'm a parent of a child with additional needs. How will the post-primary school find out more about my child's needs other than the information shared in report card?

A: In cases where a/your child is in receipt of additional support at primary school, it is recommended that information about this support transfers with the child as part of the *Education Passport*. In line with good practice, the transition of information for children with additional support needs will begin in early 6th class, or possibly in 5th class if the child is enrolled earlier in the post-primary school. This facilitates the post-primary school to be prepared to support your child's learning. Timelines for the transfer of this information should be agreed between the parents, primary and post-primary school. If additional supports such as special needs assistants, assistive technology or school transport are required, NCSE application deadlines should be considered.

Q: I understand that my child's primary school uses *My Profile* and *My Child's Profile*. Tell me more about these items.

A: *My Profile* enables children to share some information about themselves with their new post-primary schools e.g. interests, strengths, challenges, and is designed to complement the end-of-year report card. Children complete the *My Profile* in school.

A: *My Child's Profile* provides you with the option of sharing some information about your child with the post-primary school. It complements other ways you and your child may use to share information with your child's new post-primary school. The primary school will send it to you along with a copy of your child's *My Profile*. Once complete, you should return *My Child's Profile* to the school within five days of receiving it. The primary school will then send your completed *My Child's Profile*, your child's *My Profile* and the *6th Class Report Card* to the post-primary school.

Q: Do I have to complete *My Child's Profile*?

A: No. You may prefer not to complete *My Child's Profile*. You may feel that you have already shared all relevant information about your child with the post-primary school or you may prefer to share the information in another way. If so, there is no need to return *My Child's Profile* to the primary school. In this instance, the primary school will send your child's *My Profile* sheet and the *6th Class Report Card* to the post-primary school.

Q: Can I stop the school sending the *My Profile* sheet to the post-primary school?

A: Yes. You should inform the primary school that you do not wish your child's *My Profile* to be forwarded to the post-primary school.

Q: How can I share feedback on the *Education Passport* materials?

A: We'd like to hear about your experience with the transfer materials and your suggestions on how they or the process can be improved. The materials will be used in all schools next year, and therefore, any feedback that might help to improve them would be of particular interest. We welcome feedback from teachers, parents, children or second-level schools. Share your views on the layout, design and scope of the transfer materials; the naming of the individual items; the overall title of the transfer materials; and the process of using the transfer materials. Please email your thoughts to [transfer@ncca.ie](mailto:transfer@ncca.ie)

## Education Passport: Primary and Post-primary Schools

### Transfer process and materials

The Education Passport materials support a 3-phase process to the transfer of pupil information from primary to post-primary schools. Click on the bullets below to be taken directly to the relevant forms.

- Outline of transfer process

### Education Passport materials

You may add content and save these forms with Adobe Acrobat Reader DC.

- Information Request
- Information Letter
- My Profile
- My Child's Profile
- Information Receipt

### Support materials

Supports to complement the Education Passport materials:

#### Primary schools

- FAQs
- Completing report cards: Guide for primary teachers
- Completing the 6th Class Report Card: Guide for primary teachers
- My Profile: suggested classwork

#### Post-primary schools

- FAQs
- Guide to interpreting the 6th Class Report Card

## Video

Click the links to view video resources online.

- My Profile - a school's experience

- My Profile - RTE visit a school

## Your suggestions

We'd like to hear about your experience with the transfer materials and your suggestions on how they or the process can be improved. The materials will be used in all schools next year, and therefore, any feedback that might help to improve them would be of particular interest.

We welcome feedback from teachers, parents, children or second-level schools. Share your views on the layout, design and scope of the transfer materials; the naming of the individual items; the overall title of the transfer materials; and the process of using the transfer materials. Please email your thoughts to [transfer@ncca.ie](mailto:transfer@ncca.ie)

## Education Passport: Parents

Here are the Education Passport materials your child's primary school will use to support the sharing of some information about his/her learning with the post-primary school. The primary school will only share this information after the post-primary school has confirmed your child's enrolment.

- 6th Class Report Card

Teacher's voice

- My Profile

Your child's voice

- My Child's Profile

Your voice

- FAQs

Find out more about the Education Passport materials.

### Your suggestions

We'd like to hear about your experience with the transfer materials and your suggestions on how they or the process can be improved.

We welcome feedback from teachers, parents, children or second-level schools. Share your views on the layout, design and scope of the transfer materials; the naming of the individual items; the overall title of the transfer materials; and the process of using the transfer materials.


Please email your thoughts to [transfer@ncca.ie](mailto:transfer@ncca.ie)

## 6th Class Report Card

The end-of-year 6th Class Report Card was developed to support the dual purpose of reporting to parents and transferring pupil information to post-primary schools. From 2014/2015, primary schools should use this report card as part of the Education Passport when reporting to parents and sharing pupil information with relevant post-primary schools. Primary schools can choose to use either the...

-  Report Card Creator

Use the Creator to customise the 6th Class Report Card to include the school's logo and contact details.

-  Template

Use this fixed 6th Class Report Card Template.

## Report Card Templates

### Select a report card template: Junior Infants to mid-term 6th Class

- Template 1
  - Template 2
  - Template 3
  - Template 4
  - Template 5
  - Template 6
  - Template 7
  - Template 8
  - Template 9
- Complete your report card template. detailed instructions can be found below in User Guide 1
  - Print a blank template and handwrite your reports. User Guide 2
  - Download and save a blank template, type your reports, then save and print them.

### Use the 6th Class Report Card template: End-of-year

Go directly to the 6th Class Report Card Template

From 2014/2015, schools should use this end-of-year 6th Class Report Card. The report card was developed to support the dual purpose of reporting to parents and transferring pupil information to post-primary schools.





The report card is part of the Education Passport materials developed to support schools in sharing information about children's learning with the relevant post-primary schools.

- User Guide 1: Saving and printing the 6th Class Report Card template to complete in handwriting
- User Guide 2: Saving and printing the 6th Class Report Card template to complete on computer
- Completing report cards: Guide for primary teachers Completing the 6th Class Report Card: Guide for primary teachers









## Resources for schools and parents

### Information sheets








-  Schools: What you need to know.
-  Schools: Supporting and interpreting teacher judgements
-  Parents: Understanding your child's report card
-  Tuismitheóirí: Ag tuiscint cárta tuairisc do pháiste

The information sheet for parents is also available in the following languages:

- |  |  |  |
|--|--|--|
|  Polski     |  Deutsch   |  Lietuvi               |
|  Latvietis |  Francais |  Chinese (simplified) |


### Sample report cards


Share your completed report card on this page by sending it to [reportcard@ncca.ie](mailto:reportcard@ncca.ie)


-  St. Michael's, Dublin
-  Gaelscoil Eoghan Uí Thuairisc, Ceatharlach
-  Gaelscoilna Lochanna, Co. Chill Mhantáin
-  Mercy N.S, Wexford (Infantclasses)
-  Infants Behymore N.S., Ballina
-  Mercy N.S, Wexford (1st - 6thclasses)
-  Scoil Mháthair Dé, Limerick

## School stories

Click below to view videos and find out how schools used the Report Card Creator and the report card templates.

-  • Using the Report Card Creator - a school's story  
Scoil Mháthair Dé, Limerick

-  • Filling in and saving report cards on computer - a school's story  
Scoil Mháthair Dé, Limerick

-  • Report card templates  
St. Patrick's Girls' National School, Cork

## SUGGESTED TESTS FOR USE BY TEACHERS OF INFANT CLASSES

### Assessment in primary school

→ Teachers → Primary → Assessment

Teachers gather evidence about what and how a child learns on an ongoing basis. A range of assessment methods including testing are used to build a picture over time of a child's learning progress across the curriculum. This information is used to celebrate a child's current learning, and to help make decisions about next steps for future learning. Early identification of learning difficulties and intervention improves outcomes for children.

Assessment information is used to celebrate a child's current learning, and to help make decisions about next steps for future learning. Early identification of learning difficulties and intervention improves outcomes for children.

### Standardised testing in infant classes

[Assessment in the Primary School Curriculum: Guidelines for Schools](#) (NCCA, 2007) describes eight assessment methods which teachers use to gather evidence about children's progress in learning and to inform the next steps. Standardised testing is one of these methods. The administration of standardised tests to whole classes is inappropriate in infant classes. The whole class administration of a test may be confusing and upsetting for young children at this early stage of development given the attention capacity needed to complete a test booklet.

The developers of the Drumcondra reading and maths tests for 1st to 6th classes at the Education Research Centre, and the Micra-T and Sigma-T for 1st to 6th classes at Fallons, are clear that these standardised tests, if used before the end of First class, should be administered in **small groups only**. Sharing test scores on report cards for infant classes is not recommended.

### Screening and diagnostic tests for teachers of infant classes

- Suggested tests suitable for screening and diagnostic purposes in infant classes are identified here. They are neither prescriptive nor exhaustive, and recognise that many teachers may already administer similar tests that they find useful.
- The tests are categorised under:
  - Language
  - Reading literacy
  - Phonological/Phonemic awareness
  - Motor and developmental skills
  - Numeracy skills

It should be noted that some tests overlap more than one category.



## SUGGESTED TESTS FOR USE BY TEACHERS OF INFANT CLASSES

- The tests should be administered individually or in small groups to children.
- Most of the tests are norm referenced while some criterion referenced tests are also included. Norming refers to the use of scores to give an estimate of a child's performance compared to other children of the same age or in the same class group who took the same test.
- Some of the tests do not include Irish norms and some have not been recently revised.
- With the exception of the Irish reading standardised test, the scores achieved in the suggested tests reflect scores obtained by children with English as their first language in English language medium schools. Caution should be exercised when interpreting scores for children with English as their second language and for children in Irish language medium schools.
- While most of the tests can be administered at any time during the school year, testing should be done as soon as possible to support early intervention.



## LANGUAGE (EARLY YEARS)

Assessed skills	Test	Age range / Class	Administration	Form of scoring	Publisher website	Year
<ul style="list-style-type: none"> <li>Receptive vocabulary (word meanings)</li> </ul>	The British Picture Vocabulary Scale (BPVS3)	3yrs. 1mth. - 6yrs. 11mths	Individual	Norm	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>	2009
<ul style="list-style-type: none"> <li>Word structure</li> <li>Sentence structure</li> <li>Concepts</li> <li>Following directions</li> <li>Expressive vocabulary</li> </ul>	The CELF Preschool Clinical Evaluation of Language Functions	3yrs – 6yrs. 11mths	Individual	Norm	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>	2004
<ul style="list-style-type: none"> <li>Semantic knowledge</li> <li>Morphological awareness</li> <li>Syntax</li> <li>Pragmatics</li> </ul>	The Bankson Language Test 2	3yrs – 6yrs. 11mths	Individual	Norm	<a href="http://www.proedinc.com">www.proedinc.com</a>	1990
<ul style="list-style-type: none"> <li>Content and complexity of information</li> <li>Grammatical usage</li> </ul>	The Renfrew Language Scales-Action Picture Test	3yrs. 6mths -8yrs.5mths	Individual	Norm	<a href="http://www.speechmark.net">www.speechmark.net</a>	2010
<ul style="list-style-type: none"> <li>Understanding, mediating and defining words</li> <li>Understanding and repeating sentences Understanding sentence formation</li> <li>Word analysis, discrimination and articulation</li> </ul>	The Test of Language Development - Primary (TOLD-P4)	4yrs – 8yrs. 11mths	Individual	Norm	<a href="http://www.proedinc.com">www.proedinc.com</a>	2008
<ul style="list-style-type: none"> <li>Language, visual and auditory discrimination</li> <li>Motor co-ordination</li> <li>Written language</li> <li>Reading</li> <li>Spelling</li> </ul>	Aston Index	5yrs – 14yrs	Individual	Norm	<a href="http://www.ldlearning.com">www.ldlearning.com</a>	1994
<ul style="list-style-type: none"> <li>Receptive language</li> <li>Comprehension</li> <li>Expressive language</li> </ul>	Assessment of Comprehension and Expression	6yrs – 11yrs	Individual	Norm	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>	2001



## READING LITERACY (EARLY YEARS)

Assessed skills	Test	Age range / Class	Administration	Form of scoring	Publisher website	Year
<ul style="list-style-type: none"> <li>▪ Concept of print</li> </ul>	LARR- Test of Emergent Literacy	4yrs – 5yrs	Small groups/ individual	Norm	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>	1993
<ul style="list-style-type: none"> <li>▪ Memory</li> <li>▪ Learning styles</li> <li>▪ Social and motor skills</li> </ul>	Belfield Infant Assessment Profile	4yrs - 7yrs	Individual	Norm	<a href="http://www.folens.ie">www.folens.ie</a>	1991
<ul style="list-style-type: none"> <li>▪ Language</li> <li>▪ Learning styles</li> <li>▪ Memory</li> <li>▪ Number and perceptual motor skills</li> </ul>	Bury Infant Check	4yrs. 1mths -5yrs. 6mths	Individual	Norm	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>	1986
<ul style="list-style-type: none"> <li>▪ Concept of print</li> <li>▪ Listening comprehension</li> <li>▪ Knowledge of sounds and letters</li> <li>▪ Word recognition skills</li> </ul>	Early Literacy Test	4yrs. 6mths -7yrs. 5mths	Individual	Norm	<a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a>	2000
<ul style="list-style-type: none"> <li>▪ Listening comprehension</li> <li>▪ Letter knowledge</li> <li>▪ Phonological/ phonemic awareness</li> <li>▪ Written vocabulary</li> </ul>	Middle Infant Screening Test	5yrs – 6yrs	Small groups/ individual	Criterion	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>	1993
<ul style="list-style-type: none"> <li>▪ Letter identification: name and sound</li> <li>▪ Phonemic awareness</li> <li>▪ Word recognition</li> <li>▪ Written vocabulary</li> <li>▪ Running record of reading</li> </ul>	An observation survey of early literacy achievement	5yrs – 7yrs	Individual	Criterion and Norm	<a href="http://www.heinemann.com">www.heinemann.com</a>	2002
<ul style="list-style-type: none"> <li>▪ Language</li> <li>▪ Visual and auditory discrimination</li> <li>▪ Motor co-ordination</li> <li>▪ Written language</li> <li>▪ Reading</li> <li>▪ Spelling</li> </ul>	Aston Index	5yrs – 14yrs	Individual	Norm	<a href="http://www.ldlearning.com">www.ldlearning.com</a>	1994



## READING LITERACY (EARLY YEARS)

*continued*

<p>Group screener and a follow up individual diagnostic test:</p> <ul style="list-style-type: none"> <li>▪ Screener: Word recognition Reading comprehension</li> <li>▪ Diagnostic: Phonological awareness Phonological memory Letter knowledge and letter sounds</li> </ul>	Drumcondra Test of Early Literacy	End of Senior Infants - Beginning of First Class	Small Groups/ individual	Criterion	<a href="http://www.erc.ie">www.erc.ie</a>	2010
<ul style="list-style-type: none"> <li>▪ Léitheoireacht</li> <li>▪ Tuiscint</li> <li>▪ Éisteacht</li> </ul>	Triail Ghaeilge Dhroim Conrach do bhunscoileanna Gaeltachta agus lán Ghaeilge (Leibhéal 1)	Deireadh Naíonáin Shinsir – Tús Rang a hAon	Grúpaí beaga/ aonair	Caighdeánaithe (norm)	<a href="http://www.erc.ie">www.erc.ie</a>	2007

## PHONOLOGICAL/PHONEMIC AWARENESS (EARLY YEARS)

Assessed skills	Test	Age/ Class	Administration	Form of scoring	Publisher website	Year
<ul style="list-style-type: none"> <li>▪ Phonemic awareness</li> <li>▪ Phonological awareness</li> <li>▪ Letter knowledge</li> </ul>	Pre-school and Primary Inventory of Phonological Awareness (PIPA)	3yrs – 6yrs. 11mths	Individual	Norm	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>	2000
<ul style="list-style-type: none"> <li>▪ Phonemic awareness</li> <li>▪ Phonological awareness</li> <li>▪ Letter knowledge</li> </ul>	Phonological Abilities Test (PAT)	4yrs -7yrs	Individual	Norm	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>	1997
<ul style="list-style-type: none"> <li>▪ Phonemic awareness</li> <li>▪ Phonological awareness</li> <li>▪ Letter knowledge</li> </ul>	Test of Phonological Awareness (TOPA 2+)	5yrs -8yrs	Small groups/ Individual	Norm	<a href="http://www.proedinc.com">www.proedinc.com</a>	2004
<ul style="list-style-type: none"> <li>▪ Phonemic awareness</li> <li>▪ Phonological awareness</li> <li>▪ Letter knowledge</li> <li>▪ Invented spelling</li> </ul>	Phonological Awareness Test 2 (PAT 2)	5yrs -9yrs	Individual	Norm	<a href="http://www.linguissystems.com">www.linguissystems.com</a>	2007



## MOTOR AND DEVELOPMENTAL SKILLS (EARLY YEARS)

Assessed skills	Test	Age/ Class	Administration	Form of scoring	Publisher website	Year
<ul style="list-style-type: none"> <li>Physical, social developments</li> <li>Hand-eye co-ordination</li> <li>Play and language development</li> </ul>	PIP Developmental Charts	0yrs -5yrs	Individual	Criterion	<a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a>	1998
<ul style="list-style-type: none"> <li>Motor skills: fine and gross</li> <li>Number</li> <li>Oral language</li> <li>Visual and auditory meaning</li> </ul>	Early Years Easy Screen (EYES)	4yrs -5yrs	Individual	Norm	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>	1991
<ul style="list-style-type: none"> <li>Memory</li> <li>Learning styles</li> <li>Social skills</li> <li>Motor skills</li> </ul>	Belfield Infant Assessment Profile (BIAP)	4yrs -7yrs	Individual	Norm	<a href="http://www.folens.ie">www.folens.ie</a>	1991
<ul style="list-style-type: none"> <li>Language</li> <li>Visual and auditory discrimination</li> <li>Motor co-ordination</li> <li>Written language</li> <li>Reading</li> <li>Spelling</li> </ul>	Aston Index	5yrs -14yrs	Individual	Norm	<a href="http://www.ldlearning.com">www.ldlearning.com</a>	1994





## NUMERACY SKILLS (EARLY YEARS)

Skills Assessed	Test	Age/ Class	Administration	Form of scoring	Publisher website	Year
<ul style="list-style-type: none"> <li>Pre-number</li> <li>Numeration</li> <li>Number</li> <li>Basic addition and subtraction</li> <li>Shape recognition</li> </ul>	Mathematics Assessment for Learning and Teaching (MALT 5, Stage 1)	4yrs - 6yrs. 5mths	Small groups/ Individual	Norm	<a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a>	2005
<ul style="list-style-type: none"> <li>Pre-number</li> <li>Numeration</li> <li>Number</li> <li>Basic addition and subtraction</li> <li>Shape recognition</li> </ul>	Progress in Maths (4, 5 and 6)	4yrs - 6yrs	Small groups/ Individual	Norm	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>	2004
<ul style="list-style-type: none"> <li>Reciting and writing numbers</li> <li>Simple addition and subtraction</li> </ul>	Basic Number Diagnostic Test	5yrs -7yrs	Individual	Norm	<a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a>	2001
<ul style="list-style-type: none"> <li>Early numeracy skills</li> <li>Early mathematical concepts</li> </ul>	Numeracy Progress Test stage 1	5yrs- 8 yrs	Small groups/ Individual	Norm	<a href="http://www.hoddertests.co.uk">www.hoddertests.co.uk</a>	2000
<ul style="list-style-type: none"> <li>Group screener and a follow up individual diagnostic test:</li> <li>Pre-number</li> <li>Numeration</li> <li>Addition and subtraction</li> </ul>	Drumcondra Test of Early Numeracy	End of Senior Infants - Beginning of First Class	Small groups/ Individual	Criterion	<a href="http://www.erc.ie">www.erc.ie</a>	2010

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 An Roinn Oideachais agus  
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 Baile Atha Cliath 1



*Curriculum and Assessment  
 Policy Unit,*  
 Department of Education and  
 Skills  
 Marlborough Street  
 Dublin 1

**To: Boards of Management, Principal Teachers and Teaching Staff of Primary Schools and  
 Special Schools  
 CEOs of ETBs**

**Information in relation to Actions under the Literacy and Numeracy Strategy  
 Standardised Testing, Reporting, Library Support and Other Matters**

**Academic Year 2014/15 and Subsequent Years**

**Circular 0027/2015**

## **1. Education Passport**

As indicated in Circular 45/2014, the National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post-primary schools. The materials are presented under the umbrella title of “Education Passport” and are available at [www.ncca.ie/transfer](http://www.ncca.ie/transfer). These materials were made available to schools on an optional basis for the academic year 2013/14.

From this academic year 2014/15, schools are required to use the NCCA Education Passport materials to support the reporting and transfer of pupil information at the end of sixth class. The Education Passport should be sent to the relevant post-primary school following confirmation of enrolment and, ideally, by the end of June before entry to second level.

The Education Passport Materials include

- The standard *6<sup>th</sup> Class Report Card Template* for completion by schools.
- The *My Profile* sheet for completion by pupils in primary schools before being shared with their parents/guardians.
- The *My Child’s Profile* sheet for completion by parents/guardians. This should be sent with the *My Profile* sheet to parents/guardians by the end of the second week of June at the latest. Parents may complete the *My Child’s Profile* should they wish to do so. The primary school should forward *My Child’s Profile*, if completed, along with the pupil’s *My Profile* sheet and the 6th Class Report Card to the post-primary school.

The Education Passport materials have been developed by the NCCA, following an extensive period of engagement with stakeholders, to support the dual purpose of reporting to parents and of transferring pupil information to post-primary schools once enrolment has been confirmed.

For more information about the administration of the Education Passport, schools should refer to the FAQs at [www.ncca.ie/transfer](http://www.ncca.ie/transfer).

## **2. Standardised Testing in Primary Schools – Returns for 2014/15**

Thank you all for your continued co-operation in providing the results of your standardised testing via the Esinet online system. **All** primary schools responded last year. We fully acknowledge the work of school staff in this regard.

You will have recently received funding for 2014/2015 standardised testing. These funds may be used to purchase test instruments and materials such as teachers' manuals, test scoring services or test-related software offered by test providers. Any funds remaining after the standardised testing costs have been met may be spent on diagnostic tests, in accordance with a school's needs.

During May/June 2015, you should carry out the tests in accordance with circulars 0056/2011 and 0018/2012 available at [www.education.ie](http://www.education.ie). The results of these tests must be uploaded onto the Esinet portal on or before **19<sup>th</sup> June 2015**.

A **Step by Step** guide to uploading the returns is attached in the **appendix**. **It is particularly important that all schools, including special or infant schools without a second class, read and follow the directions in the appendix, where applicable.**

Schools are reminded of their reporting obligations in Part 7 of Circular 0056/2011: Reporting and Using the Results of Assessments to Improve Pupil Learning. These include:

- Reporting to parents: Schools are reminded that they should issue a written report to their parents in sufficient time, before the closure of the school for the summer vacation, to allow parents a reasonable opportunity to seek meetings with the principal and/or teacher(s) to discuss the written report, if necessary.
- Using report card templates: Note that all primary schools must use the standard report card template (available at [www.ncca.ie](http://www.ncca.ie)) for reporting to parents on pupils' progress and achievement at school
- Reporting, analysing and using assessment information at school level
- Reporting information from standardised tests to their board of management
- Transferring assessment data in instances when pupils move to a different school
- Reporting standardised test results to the Department of Education and Skills

Note that the administration of standardised tests to whole classes is inappropriate at infant class level. Standardised tests, if used before the end of first class, should be administered in small groups only. See [www.ncca.ie](http://www.ncca.ie) for more information.

## **3. Resource Teaching and Learning Support**

The Department of Education and Skills is currently considering potential revisions to the existing system of allocating Resource Teaching/Learning Support resources to schools.

Please note that, as previously indicated in Circular 45/14, the standardised test data being returned by schools may be used to inform the development and potential implementation of a revised model to allocate Resource Teaching/Learning Support teachers for schools.

#### **4. Support for Parents**

As part of the Department's strategy to improve children's literacy and numeracy skills, the National Adult Literacy Agency developed the website [www.helpmykidlearn.ie](http://www.helpmykidlearn.ie). This provides some suggestions for enjoyable activities in which parents and their children can engage.

We would encourage schools to:

- add a link from the school website to [www.helpmykidlearn.ie](http://www.helpmykidlearn.ie) (a great many of you have done this already).
- mention the website to new parents visiting the school in May/June.
- recommend it to parents as a source of suggestions for enjoyable activities in which parents and their children can engage.
- encourage staff to access the website and mention it in parent/teacher meetings.

In addition, the National Adult Literacy Agency has promotional posters and bookmarks with information about the website *Help My Kid Learn*, and how parents can support their children's learning over the summer. If you would like to order a free promotional pack for your school, email [mmurray@nala.ie](mailto:mmurray@nala.ie).

#### **5. Public Libraries Support for Schools**

The establishment of a collaborative approach for the provision of educational support and leisure reading materials between schools and public libraries is an objective of the public library strategy 2013-2017 *Opportunities for All*. A number of standard services which all public libraries will make available to primary schools has been identified and agreed nationally. These services are outlined below.

The public library provides a wide range of resources and activities that aim to support primary schools in developing children's literacy, numeracy, creativity and communication skills. Building upon existing partnerships between schools and libraries has many potential benefits for public libraries and primary schools.

A catchment of primary schools has been identified for each library branch. This information is available on the public libraries' website at [www.librariesireland.ie/services-to-schools](http://www.librariesireland.ie/services-to-schools)

Each partner library branch will provide the services outlined below and will liaise directly with each primary school during the school year. In the case of certain schools, some of the services will be provided by the mobile library, school library van or through the library headquarters, to be determined at local discretion. Under the collaborative approach, each library service will make contact with the school principal in the near future, and again towards the beginning of each school year. Such contact will provide information in relation to the library services and resources available to each school.

The range of library services offered to primary schools includes the following:

- Facilitating class visits from primary schools, arranged locally in advance

- Providing a dedicated teacher's card on request to every teacher in every primary school to enable each teacher to borrow items for his/her class
- Making presentations on the library services for each school, as requested by the school, at a time agreed with the principal, as part of in-service training. The presentation may be facilitated at the school and can be made to teachers, pupils and/or parents. Schools may cluster together for this presentation, if desired.
- Providing:
  - Reading and curriculum support materials
  - Online learning resources
  - Resources and reference materials to support school projects
- Providing a reading space for children and access to electronic resources in each partnered library service
- Providing reference resources and research assistance to pupils and teachers for school project work
- Providing information for parents about the range of library resources and the activities available to support the development of their children's literacy and numeracy skills
- Providing ongoing library programmes and initiatives throughout the year, including an annual summer activities' programme, to support the continuing development of children's literacy and numeracy skills
- Providing access to a wide range of historical material about the local area, including maps, photographs, documents and information.

## **6. Review of the Literacy and Numeracy Strategy**

The publication in January 2015 of the very positive results of the National Assessments of English Reading and Mathematics indicate that all of the overall targets at primary level, which were set out in the Literacy and Numeracy Strategy published in 2011, have now been met. In this welcome context, an interim review of the National Literacy and Numeracy Strategy planned for 2016 has now been brought forward to 2015. The 2015 interim review of the National Literacy and Numeracy Strategy will provide an opportunity to establish new attainment targets that will increase our expectations and aspirations for all of our young people between now and 2020.

Schools are encouraged to consult [www.education.ie](http://www.education.ie) regularly for news of further developments.

Breda Naughton  
Principal Officer  
Curriculum & Assessment Policy Unit  
April 2015

## Appendix

### **STEP BY STEP GUIDE TO UPLOADING RETURNS** **(Special and Infant Schools – See below)**

In order to upload the returns, please **fully complete** the following steps:

#### **DATA ENTRY**

1. The designated **data entry** person in your school should log onto the Esinet portal, click on ‘Literacy and Numeracy Returns’, and then ‘CAP Application’, before entering the results of the tests on the form on screen, and clicking ‘**Submit**’.
2. Once the scores are submitted, the data entry person should log out.

#### **APPROVER**

3. The designated **approver** in your school should then log onto the Esinet portal, click on ‘Literacy and Numeracy Returns’, and then ‘CAP Application’.
4. If the approver is satisfied that the correct scores have been entered, he/she should click ‘**Approve**’.
5. A message will appear to say ‘Thank you. Your records have been successfully approved’.
6. The approver should then click ‘**Finish**’.

Please note the following points in relation to the uploading of returns on the Esinet portal:


- All returns must be submitted **online**. Postal returns will **not** be processed
- Returns should be submitted by the designated data entry person in your school **and** then approved by the designated approver
- Submitted returns will **not** show up in the **OLCS** approval list. The approver must log into the application and approve the data

#### **IMPORTANT NOTE FOR SPECIAL SCHOOLS: ‘NIL’ RETURN OPTION**

In the case of special schools if, in the view of the school principal, all relevant pupils have a learning or physical disability which would prevent them from attempting the tests, the system now allows you to make a **NIL** return. In this case, **please do not enter any data (including zeros)** into the STen levels. Select the **NIL** option on the first page.

#### **IMPORTANT NOTE FOR INFANT SCHOOLS**

As infant schools have no pupils in second, fourth or sixth class, no return is required. If an infant school logs on to the system, the school will not be recognised by the system. If such a school is in doubt, please contact [literacynumeracy1415@education.gov.ie](mailto:literacynumeracy1415@education.gov.ie).

<p>An Rannóg Pholasaí, Curaclaim agus Measúnachta, An Roinn Oideachais agus Scileanna, Sráid Mhaoilbhríde Baile Atha Cliath 1</p>		<p>Curriculum and Assessment Policy Unit, Department of Education and Skills Marlborough Street Dublin 1</p>
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**To: Boards of Management, Principal Teachers and Teaching Staff of Primary Schools and Special Schools  
CEOs of ETBs**

**Information in relation to Actions under the Literacy and Numeracy Strategy  
Standardised Testing, Reporting and Other Matters**

**Academic Year 2013/14 and Subsequent Years**

**Circular Letter 0045/2014**

### **1. Revised School Report/Transfer Card Templates**

The principal of each primary school is required to send a copy of the end-of-year report card to the post-primary school to which a child transfers (Circular 56/2011). This information is only provided after enrolment in the post-primary school has been accepted.

The National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post-primary schools. The materials are presented under the umbrella title of Education Passport and are available at [www.ncca.ie/transfer](http://www.ncca.ie/transfer).

From **2013/2014** schools can use their current NCCA report card templates or some/all of the new Education Passport materials to support the reporting and transfer of student information. The report card should be sent to the relevant post-primary school following confirmation of enrolment by the post-primary school and, ideally, by the end of June.

The standard report/transfer card has been developed by the NCCA, following an extensive period of engagement with stakeholders, to support the dual purpose of reporting to parents and transferring student information to post-primary schools post-enrolment.

From **2014/15** schools will be required to use the Education Passport materials. These include

- The standard *6<sup>th</sup> Class Report Card Template* for completion by schools.
- The *My Profile* sheet for completion by pupils in primary schools before being shared with their parents/guardians.
- The *My Child's Profile* sheet for completion by parents/guardians. This should be sent with the *My Profile* sheet to parents/guardians by the end of the second week of June at the latest. Parents may complete the *My Child's Profile* should they wish to do so.

Further details on reporting arrangements are available at [www.ncca.ie/transfer](http://www.ncca.ie/transfer).

Further information will issue on the requirements for 2014/15 in due course.

## **2. Standardised Testing in Primary Schools – Returns for 2013/14**

Thank you for your continued co-operation in providing the results of your standardised testing via the Esinet online system. All schools responded last year and we acknowledge the work of school staff in this regard.

You will have recently received funding for 2013/2014 standardised testing. These funds may be used to purchase test instruments and materials such as teachers' manuals, test scoring services or test-related software offered by test providers. Any funds remaining after the standardised testing costs have been met may be spent on diagnostic tests in accordance with a school's needs.

During May/June 2014, you should carry out the tests in accordance with circulars 0056/2011 and 0018/2012 available at [www.education.ie](http://www.education.ie). The results of these tests must be uploaded onto the Esinet portal on or before **16<sup>th</sup> June 2014**.

Note that the online system has been updated this year to include separate reporting of all STens. In the new system, STens 1-3 and 8-10 are no longer grouped together. The system now provides for reporting STens at each level from 1 – 10.

A step by step guide to uploading the returns is attached in the Appendix.

Schools are reminded of their reporting obligations in Part 7 of Circular 0056/2011: Reporting and Using the Results of Assessments to Improve Pupil Learning. These include:

- Reporting to parents: Schools are reminded that they should issue written reports to parents in sufficient time before the closure of the school for the summer vacation to allow parents a reasonable opportunity to seek meetings with the principal and/or teacher(s) to discuss the written report, if necessary.
- Using report card templates: Note that all primary schools must use one of the report card templates (available at [www.ncca.ie](http://www.ncca.ie)) for reporting to parents on students' progress and achievement at school (as reiterated at section 1 above)
- Reporting, analysing and using assessment information at school level
- Reporting information from standardised tests to their board of management
- Reporting assessment results to other schools
- Reporting standardised test results to the Department of Education and Skills

Note that the administration of standardised tests to whole classes is inappropriate in infant classes. Standardised tests, if used before the end of first class, should be administered in small groups only. See [www.ncca.ie](http://www.ncca.ie) for more information.



### **3. Support for Parents**

The National Adult Literacy Agency has developed small Z-cards for parents to help support their children's literacy and numeracy. These are credit sized cards that fold out like a map with 24 ways to keep children entertained and learning all through the summer. The cards are available for collection in your local education centre, if you wish to make them available to the parents of pupils in your schools.

### **4. Primary Online Database (POD)**

The Department of Education and Skills is currently in the process of developing an individualised database of primary school pupils, known as the Primary Online Database (POD). This will give schools the ability to make online returns to the Department. POD will collect individual information on each pupil, including their PPSN. POD will, when introduced, negate the need for schools to complete the National School Annual Census. The introduction of POD will also facilitate the identification of pupils who do not make the transfer from primary to post-primary. Further details are outlined in circular 0017/2014. Note that initial discussions have taken place on the possible future inclusion of the collection of some of the data items outlined in section 2 in POD.

Thank you for your assistance.

Yours sincerely,

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Breda Naughton  
Principal Officer  
Curriculum & Assessment Policy Unit

## Appendix

### **STEP BY STEP GUIDE TO UPLOADING RETURNS**

In order to upload the returns, please **fully complete** the following steps:

#### **DATA ENTRY**

1. The designated **data entry** person in your school should log onto the Esinet portal, click on 'Literacy and Numeracy Returns', and then 'CAP Application', before entering the results of the tests on the form on screen, and clicking '**Submit**'.
2. Once the scores are submitted, the data entry person should log out.

#### **APPROVER**

3. The designated **approver** in your school should then log onto the Esinet portal, click on 'Literacy and Numeracy Returns', and then 'CAP Application'.
4. If the approver is satisfied that the correct scores have been entered, he/she should click '**Approve**'.
5. A message will appear to say 'Thank you. Your records have been successfully approved'.
6. The approver should then click '**Finish**'.

Please note the following points in relation to the uploading of returns on the Esinet portal:

- All returns must be submitted **online**. Postal returns will **not** be processed
- Returns should be submitted by the designated data entry person in your school **and** then approved by the designated approver
- Submitted returns will **not** show up in the OLCS approval list. The approver must log into the application and approve the data

### **IMPORTANT NOTE FOR SPECIAL SCHOOLS: NIL RETURN OPTION**

In the case of special schools if, in the view of the school principal, all relevant students have a learning or physical disability which would prevent them from attempting the tests, the system now allows you to make a nil return. In this case, please do not enter data into the STen levels.

### **IMPORTANT NOTE FOR INFANT SCHOOLS**

As infant schools have no pupils in second, fourth or sixth class, no return is required. If an infant school logs on to the system, the school will not be recognised by the system.

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**Circular 0018/2012**

**To: Boards of Management, Principal Teachers and Teaching Staff of Primary Schools**

**Supporting Assessment: Standardised Testing in Primary Schools**

Circular 0056/2011, which issued in October 2011, asked schools to implement a range of measures relating to the National Literacy and Numeracy Strategy. These measures included the implementation of standardised testing at three points in the primary school cycle and the reporting of the information from these tests to parents, boards of management and the Department of Education and Skills

The purpose of this circular is to give further information on the implementation of the revised standardised testing arrangements.

Please bring this circular to the attention of the board of management, principal and teaching staff of your school.

Breda Naughton,  
Principal Officer

April 2012

## 1. Background:

Circular 0056/2011 sets out, in detail, arrangements in relation to assessment under *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020*.  
([www.education.ie/featuredlinks/literacyandnumeracyforlearningandlife](http://www.education.ie/featuredlinks/literacyandnumeracyforlearningandlife))

Schools should consult that circular to ensure that they are fully implementing all the measures relating to the Literacy and Numeracy Strategy. This circular focuses on aspects of implementation that relate to the administration of standardised tests and the reporting of the results of those tests.

Paragraph 6.4 of Circular 0056/2011 provides as follows in relation to standardised testing:

Schools are requested to ensure that standardised testing is implemented on an annual basis in the relevant classes beginning in May/June 2012.

- English-medium schools will be required to implement standardised testing in English reading and Mathematics during the period May/June for all students in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes with effect from 2012 onwards
- Irish-medium schools will be required to implement standardised testing in Irish reading, English reading and Mathematics during the period May/June for all students in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes with effect from 2012 onwards

## 2. Grants Available

Circular 0056/2011 provided that the grant for test instruments, scoring and manuals would be adjusted to take account of the additional testing point and that payment would be advanced from December 2012 to April 2012. The following grants were lodged in schools' bank accounts in 2012.

- **English medium schools:** A grant of €5.10 per pupil, subject to a minimum grant of €40 per school, based on the overall enrolment at 30 September 2011. This allows for testing at 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> class in English reading and Mathematics.
- **Gaeltacht schools and Gaelscoileanna:** A grant of €6.40 per pupil, subject to a minimum grant of €62 per school based on the enrolments at 30 September 2011. This allows for testing at 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes in Irish reading, English reading and Mathematics.

The funds may be used to purchase test instruments and materials such as teachers' manuals, test scoring services or test-related software offered by test providers. Any funds remaining after the standardised testing costs have been met may be spent on diagnostic tests in accordance with school needs.

### **3. Report Card Templates for Parents**

The National Council for Curriculum and Assessment has provided a range of standard report templates to assist schools in reporting information about the progress of primary pupils to parents, including information from standardised tests. All primary schools must use one of the report card templates for reporting to parents on pupils' progress and achievement at the end of the school year. The report that schools provide for pupils in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes will include the results of standardised tests.

The NCCA has developed an online tool that will help primary schools to create a report card using these report card templates. The Report Card Creator can be accessed at [www.reportcard.ncca.ie](http://www.reportcard.ncca.ie). A postcard on the Report Card Creator is included in this mailing and at appendix 1 below.

In addition, the NCCA has developed an information leaflet that explains standardised test results to parents. This leaflet is available in several languages at [www.ncca.ie](http://www.ncca.ie) and should be enclosed with the school report (see appendix 1 for further information).

### **4. Reporting to the Department of Education and Skills**

As indicated in Circular 0056/2011, data on student achievement are essential to inform national education policy and to identify ways of improving the performance of the education system. All primary schools will be required to report aggregate standardised test results for 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes once annually to the Department of Education and Skills.

The Department is developing an online system to enable schools to upload their standardised test data **via Easinet**. Appendix 2 sets out the aggregate data schools will need to retain from the 2011/12 tests to make a return via the online system. It is anticipated that the online system will be operational in Autumn 2012 and guidance will be provided to schools on how to use the system.

## Appendix 1

### Information for Parents on Standardised Tests:

To access information for Parents on Standardised Testing. On the home page click on “blue NCCA column”. On the right hand side of the page, click on link to “Information for Parents”. In the centre of the page, click on “Primary”. On left hand column “About us”, click on “Standardised Tests”.

### Information on NCCA Report Card Creator:

# Report Card Creator

www.reportcard.ncca.ie

### What is it?



An online tool for primary schools to create a report card to share information about the pupil's learning with parents at the end of the school year.

### Why was it developed?


To support schools to meet the requirement to ‘...use one of the (NCCA) report card templates for reporting to parents on students' progress and achievement at school’ (DES Circular letter 0056/2011).

### How do I use it?

- Go to:**  
[www.reportcard.ncca.ie](http://www.reportcard.ncca.ie)
- Select Language:**  
English, Gaeilge or bilingual.
- Follow the **7 steps** to create your school's pupil report card.
- Download** pupil report card.
- Print** and/or **Save** the report card.



primary  
developments  
foráis sa bhunscoil



NCCA, 24 Merrion Square, Dublin 2  
T: +353 1 661 7177 W: www.ncca.ie

Live: 4th May 2012

**APPENDIX 2**

**INFORMATION TO BE RETAINED BY SCHOOLS FOR  
ONLINE SUBMISSION TO THE DEPARTMENT OF EDUCATION AND SKILLS IN AUTUMN 2012**

<b>Roll number</b>		<b>County</b>		<b>School</b>	
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**ENGLISH READING**

Please enter the number of students in second, fourth and sixth classes whose **scores** on a standardised test of English reading fall within the following ranges in respect of tests undertaken in May/June 2012:

<b>Class</b>	<b>STen 1-3</b>	<b>STen 4</b>	<b>STen 5</b>	<b>STen 6</b>	<b>STen 7</b>	<b>STen 8 - 10</b>	<b>Number of pupils tested</b>	<b>Numbers of pupils exempted from test</b>	<b>Number of pupils absent and not exempted</b>	<b>Total enrolment in class</b>	<b>Test administered</b>
Second class											Drumcondra Reading Test or Micra-T Reading Test
Fourth class											Drumcondra Reading Test or Micra-T Reading Test
Sixth class											Drumcondra Reading Test or Micra-T Reading Test

Roll number		County		School	
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**IRISH READING (FOR USE ONLY IN IRISH-MEDIUM SCHOOLS)**

Please enter the number of students in second, fourth and sixth classes whose **scores** on a standardised test of Irish reading fall within the following ranges in respect of tests undertaken in May/June 2012:

Class	STen 1-3	STen 4	STen 5	STen 6	STen 7	STen 8 - 10	Number of pupils tested	Numbers of pupils exempted from test	Number of pupils absent and not exempted	Total enrolment in class	Test administered
Second class											Drumcondra Reading Test
Fourth class											Drumcondra Reading Test
Sixth class											Drumcondra Reading Test



<b>Roll number</b>		<b>County</b>		<b>School</b>	
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### MATHEMATICS

Please enter the number of students in second, fourth and sixth classes whose **scores** on a standardised test of mathematics fall within the following ranges in respect of tests undertaken in May/June 2012:

<b>Class</b>	<b>STen 1- 3</b>	<b>STen 4</b>	<b>STen 5</b>	<b>STen 6</b>	<b>STen 7</b>	<b>STen 8 - 10</b>	<b>Number of pupils tested</b>	<b>Numbers of pupils exempted from test</b>	<b>Number of pupils absent and not exempted</b>	<b>Total enrolment in class</b>	<b>Test administered</b>
Second class											Drumcondra Maths Test or Sigma-T Maths Test
Fourth class											Drumcondra Maths Test or Sigma-T Maths Test
Sixth class											Drumcondra Maths Test or Sigma-T Maths Test

Rannóg Pholasaí, Cháilíochtaí,  
Churaclaim agus  
Mheasúnachta, An Roinn  
Oideachais agus Scileanna,  
Bloc 2, Sráid Maoilbhríde,  
Baile Átha Cliath 1

☎ (01) 8892384



Qualifications, Curriculum  
and Assessment Policy Unit,  
Department of Education and  
Skills,  
Block 2 Marlborough Street,  
Dublin 1

Fax (01) 8892040

**Circular Letter 0066/2011**

**To Boards of Management, Principal Teachers and Teaching Staff of Gaelscoileanna  
and Gaeltacht Primary Schools**

**INITIAL STEPS IN THE IMPLEMENTATION OF  
THE NATIONAL LITERACY AND NUMERACY STRATEGY**

Circular 0056/11 asked schools to implement a range of measures relating to the National Literacy and Numeracy Strategy. The measures include the implementation of standardised testing in Irish-medium schools with effect from 2012 at the end of 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> class, in English reading, Mathematics and Irish reading.

The purpose of this circular is to clarify that the version of the Drumcondra tests which should be used for Irish reading in Irish-medium schools is the test standardised specifically for Irish medium schools i.e

**Triail Ghaeilge Dhroim Conrach do Bhunscoileanna Gaeltachta agus  
Lán-Ghaeilge (TGD-G)**

The Education Research Centre has also produced a test for English-medium schools, **Triail Ghaeilge Dhroim Conrach do Bhunscoileanna Rialta (TGD-R)**. This test should not be administered in Irish-medium schools

Please bring this to the attention of teachers and members of the school board of management

Margaret Kelly  
Principal Officer.

**EXAMPLE OF FORMAT OF REPORT OF AGGREGATE STANDARDISED TEST RESULTS TO BE SUBMITTED TO THE DEPARTMENT OF EDUCATION AND SKILLS FROM JUNE 2012 ONWARDS**

<b>Roll number</b>		<b>County</b>		<b>School</b>	
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**IRISH READING (FOR USE ONLY IN IRISH-MEDIUM SCHOOLS)**

Please enter the number of students in second, fourth and sixth classes whose **scores** on a standardised test of Irish reading fall within the following ranges in respect of tests undertaken in May/June 2012:

<b>Class</b>	<b>STen 1- 3</b>	<b>STen 4</b>	<b>STen 5</b>	<b>STen 6</b>	<b>STen 7</b>	<b>STen 8 - 10</b>	<b>Numbers of pupils excluded from test</b>	<b>Total enrolment in class</b>	<b>Test administered</b>
Second class									Drumcondra Irish Reading Test for Irish-medium primary schools <b>(TGD-G)</b>
Fourth class									Drumcondra Irish Reading Test for Irish-medium primary schools <b>(TGD-G)</b>
Sixth class									Drumcondra Irish Reading Test for Irish-medium primary schools <b>(TGD-G)</b>

Rannóg Pholasáí, Cháilíochtaí,  
Churaclaim agus  
Mheasúnachta, An Roinn  
Oideachais agus Scileanna,  
Bloc 2, Sráid Maoilbhríde,  
Baile Átha Cliath 1

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Qualifications, Curriculum  
and Assessment Policy Unit,  
Department of Education and  
Skills,  
Block 2 Marlborough Street,  
Dublin 1

Fax (01) 8892040

**Circular Letter 0056/2011**

**To Boards of Management, Principal Teachers and Teaching Staff of Primary Schools**

**INITIAL STEPS IN THE IMPLEMENTATION OF  
THE NATIONAL LITERACY AND NUMERACY STRATEGY**

**SUMMARY**

This circular

- Draws the attention of boards of management, principal teachers and teachers to the publication of *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People, 2011 – 2020* (see Section 1-2)
- Lists five areas for immediate action under the strategy (Section 3)
- Provides brief information on some initial developments in professional development opportunities for teachers to support literacy and numeracy (Section 4)
- Asks schools to increase the time devoted to the teaching of literacy and numeracy with effect from January 2012 (Section 5)
- Outlines the arrangements for the assessment of pupils' progress that are designed to support better literacy and numeracy teaching in school, including information on enhanced grants to schools for the purchase of assessment materials (Section 6)
- Describes how assessment information on pupils' progress should be recorded, used and reported (Section 7)
- Provides information on national and international assessments of reading and mathematics in which Irish schools are involved and sets out requirements on schools regarding participation in these studies (Section 8).

***The requirements on schools contained in this circular are highlighted in italicised bold type.*** (A summary of these requirements is included in Section 9 of the circular.)

Please bring this circular to the attention of teachers and members of the school board of management.

**Margaret Kelly,  
Principal  
4<sup>th</sup> November 2011**

## **INTRODUCTION**

The Minister for Education and Skills has asked that *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People, 2011 - 2020* be brought to the attention of boards of management, principal teachers and teaching staff of primary schools. A copy of the strategy is available for download on the Department's website, [www.education.ie](http://www.education.ie). A printed summary of the key measures in the Strategy is enclosed for the information of teachers and members of boards of management.

Literacy<sup>1</sup> and numeracy<sup>2</sup> are among the most important skills taught in our schools. They are fundamental to a person's ability to succeed in education, to gain fulfilling employment and to lead a satisfying and rewarding life. The national strategy emphasises the important roles that schools, teachers and parents play in fully developing these skills.

## **2. CONSULTATION PROCESS**

The national strategy was developed and published by the Minister for Education and Skills following an extensive consultation process. Many teachers and school communities contributed to the process and national organisations representing teachers, parents, boards of management and many community organisations were also involved.

The publication of the strategy marks the beginning of a major national effort to improve literacy and numeracy standards among children and young people. The strategy adopts a comprehensive approach and includes a broad range of actions. These include measures to improve the curriculum, to build the capacity of school leaders, to enhance teaching skills through the provision of continuing professional development, to strengthen and extend the duration of initial teacher education, and to promote a greater awareness among parents and the community of the importance of literacy and numeracy. These actions will be implemented over time. Supports for schools and teachers are being made available through enhanced provision for continuing professional development.

The Minister wishes to convey his sincere gratitude to the large number of individual principals, teachers and school staffs that submitted detailed responses and suggestions to the Draft Plan for Literacy and Numeracy. Many of these suggestions are reflected in the National Strategy.

## **3. FIVE AREAS FOR IMMEDIATE ACTION**

The Minister now seeks the co-operation of school management and teachers in the implementation of five key areas of the Strategy:

- (a) Improved professional development for teachers
- (b) Increasing the time available for teaching literacy and numeracy

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<sup>1</sup> Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

<sup>2</sup> Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings.

- (c) Improving arrangements for assessment of children's literacy and numeracy achievement
- (d) Better arrangement for reporting children's progress
- (e) Co-operating with the administration of national and international assessment studies

The Minister has also asked the National Council for Curriculum and Assessment to begin work on revisions to the curriculum and on the provision of additional resources to support the teaching of literacy and numeracy.

#### **4. INITIAL AND CONTINUING PROFESSIONAL DEVELOPMENT FOR TEACHERS**

The Literacy and Numeracy Strategy acknowledges that improvements to initial teacher education and better continuing professional development for serving teachers and principals are required to support the implementation of the strategy. The Minister is committed to ensuring that relevant and focussed continuing professional development opportunities will be provided for teachers during the lifetime of the Strategy.

Work has already commenced on this task:

- The Teaching Council is advancing the changes to initial teacher education and in summer 2011 over 12,000 primary teachers participated in an increased number of summer professional development courses that focussed on literacy and numeracy
- A national programme of continuing professional development courses for principals commenced in autumn 2011. Details of the courses are being made available to schools from the Professional Development Service for Teachers
- Specific units on the teaching of literacy and numeracy and the use of assessment have been developed and included within the induction programme that is now available to all newly qualified teachers during their probationary period. Principals are asked to encourage all newly qualified teachers to participate fully in the induction programme.

#### **5. INCREASING TIME FOR LITERACY AND NUMERACY**

##### **5.1 An increased time allocation for literacy and numeracy**

The *National Strategy* provides that the time spent in developing literacy and numeracy skills at primary level should be increased. This emphasis on literacy and numeracy was strongly endorsed in the consultation on the strategy.

The Department has asked the National Council for Curriculum and Assessment (NCCA) to review the suggested timeframe in the *Primary School Curriculum* in the light of the need to increase the time for literacy and numeracy.

## 5.2 Immediate adjustment to time for literacy and numeracy

***Pending the adjustments to the existing recommended timeframe by the NCCA and with effect from January 2012 all primary schools will be required to:***

- ***increase the time spent on the development of literacy skills, particularly in the first language of the school, by one hour overall for language (Irish and English) per week (i.e. to 6.5 hours for infants with a shorter day, and to 8.5 hours per week for students with a full day )***
- ***increase the time spent on mathematics by 70 minutes per week to 3 hours and 25 minutes per week for infants with a shorter day, and to 4 hours and 10 minutes per week for students with a full day.***

***You are requested to make provision for these arrangements in your school through a combination of approaches such as:***

- ***integrating literacy and numeracy skills with other curriculum areas***
- ***using some or all of discretionary curriculum time for literacy and numeracy activities***
- ***re-allocating time spent on the other subjects in the curriculum to the development of literacy and numeracy***
- ***prioritising the curriculum objectives which are considered most valuable in supporting children's learning and delaying the introduction of elements of some subjects (for example, by delaying the introduction of strands and strand units from the history and geography curriculum for the infant classes and first and second classes to later in the primary cycle).***

An agreed whole school approach should be recorded in the School Plan so that individual teachers' planning can be aligned with the decisions made at school level. (The Curriculum Planning Tool at [www.nccaplanning.com](http://www.nccaplanning.com) provides support for teacher planning and promotes planning for integration by allowing searches for key words across the entire curriculum).

This increased emphasis on literacy and numeracy is not intended to lead to a narrowing of the curriculum: for example, while language lessons will provide some of the main opportunities to develop literacy skills, literacy can also be taught through many other aspects of the curriculum.

## 6. ASSESSING CHILDREN'S LITERACY AND NUMERACY ACHIEVEMENT

### 6.1 The role that assessment should play

Gathering evidence about how well students are learning, and using this information to improve the learning opportunities provided for them are essential elements in ensuring that each student makes good progress in developing literacy and numeracy skills. This process of gathering and using assessment data should begin at the level of the individual student to

enable the teacher to adjust instruction to suit the needs of individual learners and to inform them and their parents about the progress that they are making.

Gathering and using assessment data also needs to take place at the level of the school, where principals, teachers and boards of management can use this information to identify how well they are providing for the literacy and numeracy needs of individual students and groups of students in the school and how best they can improve the learning in the school.

Assessment data is also needed to inform national educational policy for literacy and numeracy and identify ways of improving the performance of the school system. The literacy and numeracy strategy is designed to improve significantly the collection and analysis of information about students' learning in literacy and numeracy.

## 6.2 Guidelines on assessment

*Assessment in the Primary School: Guidelines for Schools* was developed by the NCCA and issued to all teachers in primary schools at the end of 2007. The guidelines provide advice to schools on how best to fulfil Section 22 of the Education Act which requires schools "to regularly evaluate students and periodically report the results of the evaluation to the students and their parents". The guidelines are available to download from the website [www.ncca.ie](http://www.ncca.ie) under Publications.

## 6.3 Assessment for learning and assessment of learning approaches

The NCCA guidelines provide practical advice on developing a school's assessment policy based on two assessment approaches:

- *Assessment for Learning* takes place when the teacher shares information about the child's learning with the child and when the teacher uses this information to plan the next steps in their teaching and in the student's learning
- *Assessment of Learning* is used to provide a summary of what the student has achieved at fixed points, such as at the end of a period of study, or when a unit of work is completed, or at the end of an academic year. Information from assessment of learning can be used to report to others, such as parents and other teachers.

Schools should use a balanced combination of *assessment for learning* and *assessment of learning* practices. Detailed advice on both types of assessment is contained in the NCCA guidelines, *Assessment in the Primary School: Guidelines for Schools*.

***School management and staff are requested to review their assessment policies and practices in the light of the NCCA publication, Assessment in the Primary School: Guidelines for Schools and the requirements of the National Literacy and Numeracy Strategy.***



## 6.4 Standardised testing

One element of assessment is standardised testing. Circular 0138/2006 required all schools to implement standardised testing in English reading and mathematics at two points in the primary cycle. This approach has been reviewed as part of the development of the National Literacy and Numeracy Strategy.

***Following widespread consultations on the national literacy and numeracy strategy, the Minister has determined that the arrangements for standardised testing should be amended as follows:***

- ***English-medium schools will be required to implement standardised testing in English reading and Mathematics during the period May/June for all students in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes with effect from 2012 onwards***
- ***Irish-medium schools will be required to implement standardised testing in Irish reading, English reading and Mathematics during the period May/June for all students in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes with effect from 2012 onwards***

***You are requested to ensure that standardised testing is implemented in your school on an annual basis in the relevant classes beginning in May/June 2012.***

***Students may be excluded from standardised testing if in the view of the school principal they have a learning or physical disability which would prevent them from attempting the tests or, in the case of migrant students, where the level of English required in the test would make attempting the test inappropriate.***

## 6.5 Selection of test instruments

The selection of the appropriate standardised test instrument is a matter for decision by individual schools, provided that the tests chosen are normed for the Irish population and are consistent with the primary curriculum.

## 6.6 Grants available

The grant for test instruments, scoring and manuals will be adjusted to take account of the additional testing point, and the payment date will be advanced from December 2012 to April 2012.

The funds may be used to purchase test instruments and materials such as teachers' manuals, test scoring services or test-related software offered by test providers. Any funds remaining after the standardised testing costs have been met may be spent on diagnostic tests in accordance with a school's needs.

## 6.7 Maintenance of records

***For students in the selected classes, the results of the standardised tests should be maintained carefully by the school and should be available for inspection by Department officials.***

## 7. REPORTING AND USING THE RESULTS OF ASSESSMENTS TO IMPROVE PUPIL LEARNING

### 7.1 Reporting to parents

Parents play a critical role in supporting their children's learning. Schools can strengthen the capacity of parents to support their children in this way by sharing meaningful information with parents about the progress that children are achieving in the education system. This information needs to draw on the different sources of evidence that teachers use, such as conversations with the learner, examination of students' own self-assessment data, documented observations of the learner's engagement with tasks, outcomes of other assessment tasks and tests, and examples of students' work. In turn, parents will often be able to enrich teachers' knowledge of their students' progress through providing further information about the students' learning at home.

### 7.2 Report card templates

Schools should help parents to understand fully the evidence of learning that the school reports to them, especially information from standardised tests. The NCCA has provided a range of standard report templates to assist schools in reporting information about the progress of primary pupils to parents, including information from standardised tests. The NCCA report card templates were developed through a process of consultation with schools and parents and take account of research commissioned by the NCCA.

The report cards provide for reporting in four key areas:

- the child's learning and achievement across the curriculum
- the child's learning dispositions
- the child's social and personal development
- ways in which parents can support their child's learning

***All primary schools must use one of the report card templates (available at [www.ncca.ie](http://www.ncca.ie)) for reporting to parents on students' progress and achievement at school with effect from the date of this circular.***

### 7.3 How often should schools report to parents?

By maintaining regular contact with parents about their children's learning, schools can help parents to support their children's learning and progress. This regular contact and the flow of information between parents and the school can take place in a wide variety of ways. Many schools have found that a whole-school policy on links with parents can greatly assist in strengthening this important relationship.

***While schools will communicate frequently with parents about their children's learning, principals and teachers are required to report on children's progress to their parents twice during each school year:***

- ***One of these reporting events must include a written report at the end of the school year presented in the format of one of the NCCA report templates described above***
- ***The other reporting event may include a meeting, or a meeting and a written report***
- ***The results of any standardised test administered by the school must be included on the report template. (Under the Data Protection Act (1998 & 2003), parents are entitled to the results for their children of any standardised tests that a school has administered.) The results of standardised tests must be recorded in a separate section of the child's report card either as a standard score<sup>3</sup> or as a STen score<sup>4</sup>***
- ***Schools must issue written reports to parents in sufficient time before the closure of the school for the summer vacation to allow parents a reasonable opportunity to seek meetings with the principal and/or teacher(s) to discuss the written report if necessary.***

### 7.4 How can schools help parents to understand the results of standardised tests?

The report template provides space to record the results of standardised tests and space for a brief comment on the test score. The NCCA has published explanatory leaflets for parents entitled *Your Child and Standardised Testing*. Separate leaflets for STen scores and standard scores are available on the NCCA website, [www.ncca.ie](http://www.ncca.ie). Information on interpreting and reporting standardised test results is also provided on pages 60-65 of the NCCA publication *Assessment in the Primary School Curriculum – Guidelines for Schools* (2007).

***Schools should provide parents with copies of the NCCA explanatory leaflets when issuing written reports to parents.***

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<sup>3</sup> Standard scores are transformations of raw test scores and usually range from 55 to 145, with a mean (average) of 100

<sup>4</sup> STen scores are a ten-point scale derived from standard scores, with 1 representing the lowest category and 10 the highest. (An extensive description of interpreting standardised test scores is provided in Section 2 of the NCCA *Assessment in the Primary School Curriculum – Guidelines for Schools* (2007).

## 7.5 Reporting, analysing and using assessment information at school level

Aggregated assessment information for classes or groups in a school can be a very important source of evidence for a school community as it seeks to improve teaching and learning. Effective schools analyse data from standardised tests and other sources regularly and track trends over time. They track not only the general achievement of all students but also the achievement of particular groups, including more able students and vulnerable groups who are at risk of encountering learning difficulties.

Effective schools use the data from assessment to identify priorities for their development including changes they may wish to make in teaching approaches, their priorities for staff development and for the acquisition of resources. They also use assessment information as part of their monitoring of the effectiveness or otherwise of the initiatives that they put in place to improve students' learning.

***Teachers, principals and boards of management should use assessment information, including information about literacy and numeracy, to inform their school self-evaluation, reflective practices and their school improvement plans.***

## 7.6 Limitations on using aggregated data

It is important to note that there are some limitations to the inferences that can reliably be made when making comparisons based on the results of a small number of student assessments. For example, there is a greater possibility that chance factors will influence the aggregate scores of tests when the number of students tested is small. Inferences from comparisons are more reliable when the numbers assessed are in the region of ten students or more at each class level, especially when comparing trends in achievement over time or in comparing results with those of similar schools.

## 7.7 Reporting information from standardised tests to boards of management

Boards of management can play a key role in encouraging a reflective school culture in which the principal, staff and board review practice regularly and seek to improve the quality of teaching and pupils' learning outcomes. This sort of culture is essential to improve attainment in literacy and numeracy. Reviewing regularly the general standard of learning outcomes makes an important contribution to this process.

Under the provisions of section 9(k) the Education Act, 1998, schools must monitor the attainment levels and academic standards of students as part of their ongoing monitoring of school effectiveness.

***With effect from 1 June 2012:***

- ***Principal teachers in primary schools are required to report annually aggregated assessment data from standardised tests to the board of management of their schools***
- ***The report will comprise the aggregated results of standardised tests administered in accordance with this circular. A copy of the form for reporting test results is appended to this circular.***

## 7.8 Reporting assessment results to other schools

Transferring assessment information between schools, for example, when pupils move to another primary school or transfer to a post-primary school, is important to ensure continuity of learning for pupils.

**With effect from 1 June 2012:**

- ***The principal of each primary school must send a copy of the end-of-year report card (including the information from standardised tests) to the primary or second-level school to which a student transfers***
- ***This information should only be provided after enrolment in the primary or second-level school has been accepted***
- ***Legislative arrangements have been made to provide for sharing information on progress, including the results of standardised tests, where students transfer from one school to another. The Education (Welfare) Act 2000 (Section 28) and the (Prescribed Bodies) Regulations 2005 allow schools to share relevant information concerning a child transferring between recognised schools without breaching data protection law.***

## 7.9 Reporting standardised test results to the Department of Education and Skills

Data on student achievement is essential to inform national education policy and to identify ways of improving the performance of the education system.

**With effect from 1 June 2012:**

- ***Primary schools will be required to report aggregate standardised test results to the Department of Education and Skills once annually***
- ***The aggregate results for each class should be recorded following completion of standardised assessments of reading and mathematics in second, fourth and sixth classes in May/June of each year***
- ***The template for reporting to boards of management (included in the appendix) will be used to collect the data***
- ***The Department will not collect assessment information on individual students from schools***
- ***The Department will consult with the relevant partners on the most manageable methods by which the data may be collected and schools will be informed of the administrative arrangements for the collection of the data before June 2012***
- ***Please note that there is no intention to publish data for individual schools or to enable the data to be used for the compilation of league tables.***

## 8. NATIONAL AND INTERNATIONAL ASSESSMENTS

### 8.1 The National Assessments of Mathematics and Reading

For a number of years, the Educational Research Centre has conducted periodic National Assessments of Mathematics and English Reading. The last such assessments were conducted in 2009.

These assessments are based on the testing of a scientifically constructed sample of schools and pupils. No individual school results are identifiable in this process.

The assessments provide important additional national information on attainment in mathematics and reading and on a range of factors that may affect attainment, including, for example, changes in methodology or curriculum, the impact of socio-economic factors, etc. They also allow trends over time to be monitored.

### 8.2 International assessments

From time to time, Ireland participates in international studies that examine the attainment of students in literacy, numeracy and other subjects. Like the national assessments, these studies are based on a scientifically selected sample of students and schools, and no individual school results are identifiable in this process. The most recent international studies in which Irish primary pupils and schools participated were the Progress in International Reading Literacy Study (PIRLS) and the Trends in International Mathematics and Science Study (TIMSS). Studies like these provide important comparative information about the attainment of students in Ireland and about the factors that can affect student learning.

### 8.3 Participation in national and international assessments

The sample schools for inclusion in national and international assessments are selected on a scientific basis in order to ensure that appropriate proportions of different schools are included (for example, small, medium and large schools; DEIS and non-DEIS schools; girls-only schools, boys-only schools and co-educational schools; English-medium schools and Irish-medium schools; and at post-primary level, voluntary secondary schools, community and comprehensive schools and schools in the VEC sector). This ensures that the data from the assessments is genuinely representative of the Irish school system.

***In order to ensure that the national and international assessments are based on scientifically selected samples of pupils and schools, schools will be required to cooperate with such national and international testing where requested to do so by the Minister for Education and Skills with effect from the date of this circular.***

## 9. SUMMARY CHECKLIST OF REQUIREMENTS

You are requested to make provision for the requirements of this circular in your school by:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <i>increasing the time spent on literacy to 6.5 hours per week for the infant classes and 8.5 hours per week for the students with a full day</i></li></ul>  | <i>See Section 5.2 for details</i>           |
| <ul style="list-style-type: none"><li>• <i>increasing the time spent on mathematics to 3 hours 25 minutes per week for infant classes and to 4 hours and 10 minutes per week for students with a full day</i></li></ul>  | <i>Section 5.2</i>                           |
| <ul style="list-style-type: none"><li>• <i>reviewing the assessment policy of your school to ensure that it is fully informed by the NCCA publication, Assessment in the Primary School: Guidelines for Schools (2007) and the requirements of the National Literacy and Numeracy Strategy</i></li></ul>   | <i>Section 6.2 and Section 6.3</i>           |
| <ul style="list-style-type: none"><li>• <i>implementing standardised testing in the period May/June for 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> class students, from 2012 onwards</i></li></ul>  | <i>Section 6.4</i>                           |
| <ul style="list-style-type: none"><li>• <i>maintaining carefully the results of standardised tests in the school and making these available to Department officials for inspection</i></li></ul>   | <i>Section 6.7</i>                           |
| <ul style="list-style-type: none"><li>• <i>reporting to parents on the progress of their children using the NCCA templates for this purpose and by including the results of any standardised testing undertaken on the report cards. (The NCCA has developed information leaflets for parents explaining standardised test results (<a href="http://www.ncca.ie">www.ncca.ie</a>) which should be enclosed with the reports)</i></li></ul> | <i>Sections 7.1 to Section 7.4 inclusive</i> |
| <ul style="list-style-type: none"><li>• <i>providing copies of pupils' report card information and standardised test results to the principals of schools to which pupils transfer; (at the end of sixth class or earlier); this information to be transferred to the new school only following the pupil's enrolment in that school</i></li></ul>   | <i>Section 7.8</i>                           |
| <ul style="list-style-type: none"><li>• <i>using standardised test results in reading and mathematics and other assessment information to inform your school's self-evaluation and school improvement plan</i></li></ul>   | <i>Sections 7.5-7.6</i>                      |
| <ul style="list-style-type: none"><li>• <i>arranging for aggregated results of standardised tests conducted in your school to be reported to the board of management and the Department of Education and Skills once annually</i></li></ul>  | <i>Sections 7.8-7.9</i>                      |
| <ul style="list-style-type: none"><li>• <i>co-operating with requests from the Minister for Education and Skills to participate in national and international assessments of pupil achievement.</i></li></ul>  | <i>Section 8.3</i>                           |

## APPENDIX

### EXAMPLE OF FORMAT OF REPORT OF AGGREGATE STANDARDISED TEST RESULTS TO BE SUBMITTED TO THE DEPARTMENT OF EDUCATION AND SKILLS FROM JUNE 2012 ONWARDS

<b>Roll number</b>		<b>County</b>		<b>School</b>	
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#### ENGLISH READING

Please enter the number of students in second, fourth and sixth classes whose **scores** on a standardised test of English reading fall within the following ranges in respect of tests undertaken in May/June 2012:

Class	STen 1- 3	STen 4	STen 5	STen 6	STen 7	STen 8 - 10	Numbers of pupils excluded from test	Total enrolment in class	Test administered
Second class									Drumcondra Reading Test or Micra-T Reading Test
Fourth class									Drumcondra Reading Test or Micra-T Reading Test
Sixth class									Drumcondra Reading Test or Micra-T Reading Test



<b>Roll number</b>		<b>County</b>		<b>School</b>	
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**IRISH READING (FOR USE ONLY IN IRISH-MEDIUM SCHOOLS)**

Please enter the number of students in second, fourth and sixth classes whose **scores** on a standardised test of Irish reading fall within the following ranges in respect of tests undertaken in May/June 2012:

<b>Class</b>	<b>STen 1- 3</b>	<b>STen 4</b>	<b>STen 5</b>	<b>STen 6</b>	<b>STen 7</b>	<b>STen 8 - 10</b>	<b>Numbers of pupils excluded from test</b>	<b>Total enrolment in class</b>	<b>Test administered</b>
Second class									Drumcondra Reading Test
Fourth class									Drumcondra Reading Test
Sixth class									Drumcondra Reading Test

<b>Roll number</b>		<b>County</b>		<b>School</b>	
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## MATHEMATICS

Please enter the number of students in second, fourth and sixth classes whose **scores** on a standardised test of mathematics fall within the following ranges in respect of tests undertaken in May/June 2012:

<b>Class</b>	<b>STen 1- 3</b>	<b>STen 4</b>	<b>STen 5</b>	<b>STen 6</b>	<b>STen 7</b>	<b>STen 8 - 10</b>	<b>Numbers of pupils excluded from test</b>	<b>Total enrolment in class</b>	<b>Test administered</b>
Second class									Drumcondra Maths Test or Sigma-T Maths Test
Fourth class									Drumcondra Maths Test or Sigma-T Maths Test
Sixth class									Drumcondra Maths Test or Sigma-T Maths Test

Rannóg Pholasáí, Cháilíochtaí,  
Churaclaim agus  
Mheasúnachta, An Roinn  
Oideachais agus Scileanna,  
Bloc 2, Sráid Maoilbhríde,  
Baile Átha Cliath 1

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Qualifications, Curriculum  
and Assessment Policy  
Unit, Department of  
Education and Skills,  
Block 2 Marlborough  
Street, Dublin 1

Fax (01) 8892040

**Circular No. 0025/2012**

**To Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools**

## **IMPLEMENTATION OF THE NATIONAL LITERACY AND NUMERACY STRATEGY**

### **1. The National Strategy**

*Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People, 2011 - 2020* was launched on 8 July 2011. This letter serves to draw the attention of boards of management, principal teachers and teachers to the publication of the Strategy.

A copy of the Strategy is available for download on the Department's website, [www.education.ie](http://www.education.ie). A printed summary of the key measures in the Strategy in booklet form is attached as indicated in Circular 0058/2011.

Literacy and numeracy are among the most important skills taught in our schools. They are fundamental to a person's ability to succeed in education, to gain fulfilling employment and to lead a satisfying and rewarding life. Advances in communication systems demand ever-increasing competence in literacy and numeracy and emphasise the important roles that schools, teachers and parents play in fully developing these skills.

The National Literacy and Numeracy Strategy 2011-2020 seeks to enhance achievement in literacy and numeracy in our primary and post-primary schools. The Strategy includes a number of recommendations in relation to the curriculum, building the capacity of school leaders, enhancing teaching skills through the provision of continuing professional development, strengthening and extending the duration of initial teacher education, and promoting a greater awareness among parents and the community of the importance of literacy and numeracy and their role in relation to literacy and numeracy. These recommendations are being implemented over time.

### **2. Implications for Post-Primary Schools**

The promotion of an integrated, whole-school approach to literacy and numeracy is critical at post-primary level. The Strategy provides that "*Literacy and numeracy activity can become contextualised, meaningful and purposeful to the learner through*

*many subjects and areas of learning.*” In that context, strengthening skills in this area is a task for **all** teachers, not just teachers of language or mathematics.

Some of the main actions contained in the Strategy to improve the curriculum and learning experience at post-primary level, to help students with additional learning needs to achieve their potential in literacy and numeracy, and to improve assessment and evaluation to support better learning in literacy and numeracy, are already being implemented, or will be implemented shortly. These include:

- syllabus reform beginning with the revision of Junior Certificate English and Irish syllabuses
- continuation of the roll-out of Project Maths including the provision of a comprehensive programme of professional development
- continuing professional development for all teachers with a focus on literacy and numeracy and the use of assessment
- continuing to support enhanced literacy and numeracy provision for students from disadvantaged backgrounds and for students with additional educational needs, including students with special educational needs, students of exceptional ability and migrants whose first language is not the language of the school
- using self-evaluation approaches for whole school development planning

The Minister seeks the co-operation of school management, principals and teachers in the implementation of the above and other actions in the Strategy. These actions will continue to be implemented over time and further information on specific measures required of post-primary schools will be issued.

### **3. Standardised Testing**

The Strategy provides for standardised testing for students in second year in post-primary schools in English reading and mathematics in all schools and, in addition, in Irish reading in Irish-medium schools. Funding will be provided to schools to assist with the testing.

Development of the tests is currently being progressed and further information will issue in due course. It is expected that the tests will be introduced in 2014.

### **4. Other Testing**

In line with the Strategy, all post-primary schools are required to co-operate, when requested, with all national and international surveys approved or commissioned by the Department of Education and Skills.

Participation in international surveys such as, for example, PISA (the OECD Programme for International Student Assessment) enables the achievement of students in reading literacy, mathematics and science to be benchmarked against international standards.

## **5. Reporting of Student Progress by Primary Schools to Post-Primary Schools**

It is important that assessment information is transferred between schools especially when students transfer from primary to post-primary school. This ensures continuity and progression of learning for students. At primary level, students take standardised tests in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes.

Legislative arrangements have been made to provide for the sharing of information on progress, including the results of standardised tests, where students transfer from one school to another. The Education (Welfare) Act 2000 (Section 28) and the (Prescribed Bodies) Regulations 2005 allow schools to share relevant information concerning a child transferring between recognised schools without breaching data protection law.

With effect from the date of this circular:

- Each post-primary principal is responsible for informing the principal of each primary school of the names of students for whom enrolment in his or her post-primary school has been confirmed.
- Upon receipt of this information, the principal of each primary school is required (Circular 0056/2011) to send a copy of the end-of-year report card (including the information from standardised tests at sixth class in primary school) to the post-primary school to which a student is transferring. Reporting templates have been developed for this purpose by the NCCA and can be viewed at [www.ncca.ie](http://www.ncca.ie).
- The primary principal should transfer the report for the student by the end of the first week of September at the latest.

## **6. Time for Literacy and Numeracy**

### *Junior Cycle*

Junior Cycle reform proposals have been published and discussions on their implementation are beginning. The proposals are designed to enable schools to provide additional time to support literacy and numeracy as well as making time and space for the embedding of key skills, active learning, compiling portfolios, and ensuring that students acquire and consolidate the skills they need for their future learning throughout life.

Further guidance will be provided to schools to enable them to make the transition to the revised junior cycle programme. If schools are in a position to begin the transition with the cohort of students enrolling in 2013, they are encouraged to so.

### *Across the Curriculum*

Literacy and numeracy are cross-curricular skills and they can be supported across the curriculum. There is particular scope to address literacy and numeracy in the context of instruction in the language of the school and in Mathematics

### *Mathematics*

As you will be aware, the recent circular on mathematics (0058/2011) asked schools to make every effort to ensure that students have access to a mathematics lesson every day, particularly in junior cycle, from the earliest possible date; that mathematics be strengthened in Transition Year, where available; and that every effort should be made, insofar as is possible, to deploy teachers who hold a qualification in mathematics to mathematics teaching. This is particularly important in the formative years of junior cycle.

### *English and Irish*

Similarly, students should have access to an English lesson every day, particularly in junior cycle, from the earliest possible date. In addition, students in Irish-medium schools should have access to an Irish lesson every day.

## **7. Continuing Professional Development**

Supports for schools and teachers are already being made available through enhanced provision for Continuing Professional Development (CPD). In this context, a key focus of the Professional Development Service for Teachers (PDST) in the coming years will be to support post-primary schools (both English and Irish-medium) in driving improvement of literacy and numeracy outcomes.

The PDST will communicate with schools, in collaboration with the national Education Centre network, to inform them of upcoming CPD opportunities. Full day seminars on the literacy and numeracy Strategy have already been provided to school leaders. In 2012/13, CPD on School Self-Evaluation will be offered to all schools. In addition, a seminar will be provided for a 'link' teacher for literacy or numeracy from each post-primary school. To register for link teacher seminars or for further CPD information, see [www.pdst.ie](http://www.pdst.ie).

The PDST will also facilitate requests for in-school/whole-school CPD, where possible.

Participation in summer courses will also constitute part of the range of professional development opportunities available to all teachers. Course providers will continue to be encouraged to submit summer course applications for post-primary teachers, including courses related to literacy and numeracy themes.

The National Induction Programme for Teachers will carefully tailor supports to the professional needs of newly qualified teachers in the post-primary sector by building on their learning at initial teacher education stage. This is particularly important at

post-primary level where teachers qualify as subject specialists but all must support their students to maximise their proficiency in literacy and numeracy as well as in content-specific knowledge and skills. Website support, workshops and school-based support will be available in a range of areas including literacy, numeracy and assessment.

This Department recently put in place a Professional Diploma in Mathematics for Teaching, which is aimed at ‘out-of-field’ teachers of Mathematics at post-primary level. It covers mathematical content and knowledge, and teaching and learning strategies/approaches relevant to the Project Maths syllabi, which are being rolled out in schools. The course will be available nationwide free of charge, with specific provision for teachers in Irish-medium schools. It will be accredited jointly by the University of Limerick and National University of Ireland Galway through their strategic alliance, and the National Centre for Excellence in Mathematics and Science Teaching and Learning will be responsible for all aspects of course design, delivery and administration. The course will commence this autumn and there is capacity for 390 teachers. All queries on eligibility or on applications should be made through the University of Limerick.

**The Department strongly encourages principals and teachers to avail of all relevant CPD opportunities including those offered by the PDST, other support services and education centres and through the Professional Diploma in Mathematics for Teaching.**

## **8. School self-evaluation and Literacy and Numeracy**

The Literacy and Numeracy Strategy also provides for the introduction of school self-evaluation to support school improvement. Further details and guidance regarding school self-evaluation will be issued to schools early in the school year 2012-13. This information will include details of the supports that will be provided to schools to assist in the implementation of school self-evaluation.

During the implementation of school self-evaluation, schools will be asked to prioritise the review and improvement of literacy and numeracy so that the Literacy and Numeracy Strategy and the introduction of school self-evaluation will complement each other.

## **9. Circulation**

Please bring this letter and enclosure to the attention of your principal, teachers and members of the school board of management.

**Breda Naughton  
Principal Officer  
June 2012**

# Outline of transfer process from primary to post-primary

Primary principal

Post-primary principal

Parent(s)/guardian(s)

## Phases of Transfer

	<b>Role/Responsibility</b> Who?	<b>Action</b> What?	<b>Timeframe</b> When?
<b>1</b>	Post-primary principal or designated person	Forward <b>Information Request Form</b> to the primary school(s)	Any time after Parent(s)/guardian(s) confirms enrolment
	Primary principal or designated person	Forward <b>Information letter</b> <b>6th Class Report Card</b> <b>My Profile Form</b> <b>My Child's Profile Form</b> to Parent(s)/guardian(s)	By the end of the second week of June
	Parent(s)/guardian(s)	Complete and return <b>My Child's Profile Form</b> to the primary school <i>within five working days</i>	By the end of the third week of June
<b>2</b>	Primary principal or designated person	Forward Copy of Education Passports: <b>6th Class Report Card</b> <b>My Profile Form</b> <b>My Child's Profile Form</b> to the post-primary school(s)	By early September
	Post-primary principal or designated person	Forward <b>Information Receipt</b> to the primary school to acknowledge receipt of Education Passports and confirm pupil registration	By end of first week of October
<b>3</b>	Post-primary principal or designated person	Forward <b>Information Receipt</b> to the primary school to acknowledge receipt of Education Passports and confirm pupil registration	By end of first week of October

The above timeline should help to ensure that materials are transferred in a timely manner.



Upon receipt of written confirmation of enrolment from each pupil's parent/guardian, the post-primary school principal should forward the completed Information Request form to the relevant primary school principal.

## POST-PRIMARY SCHOOL DETAILS

School	<input type="text"/>	Principal	<input type="text"/>
Address	<input type="text"/>	Roll No.	<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

## PRIMARY SCHOOL DETAILS

School	<input type="text"/>
Address	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

## INFORMATION REQUEST BY THE POST-PRIMARY SCHOOL

Please send me the Education Passports for the named pupils. I verify that written confirmation of enrolment in the above named post-primary school was received from the pupils' parent(s)/guardian(s) before this information request was made.

Principal

Date

## ADVISORY NOTE TO PRIMARY SCHOOLS

### Sharing pupil information

The DES Circular 0056/2011 (Primary) confirms that legislative arrangements have been made to provide for the sharing of information on progress where students transfer from one school to another. The Education (Welfare) Act 2000 (Section 28) and the (Prescribed Bodies) Regulations 2005 allow schools to share relevant information concerning a child transferring between recognised schools.





## Dear Parent(s)/Guardian(s),

You may be beginning to think about how you can support your child to make the move from primary to post-primary school. Sharing information about your child's learning is an important part of this. Your child's primary school will do this using the Education Passport.

Your child's Education Passport consists of:

- **6th class end of year report card.**
- **My Profile** sheet completed by your child in school.
- **My Child's Profile** sheet which you are invited to complete.

The information contained in the Education Passport is intended to:

- Provide a rounded picture of your child's progress and achievement at primary school.
- Help your child to continue to make progress
- Signal to post-primary schools where additional support(s) may be needed to help your child's learning.

**Please complete the My Child's Profile sheet and return to the school within five working days.**

Please refer to [ncca.ie/transfer](https://ncca.ie/transfer) for further information and FAQs or contact the school if you have any queries.

Yours sincerely,

Primary school principal \_\_\_\_\_

DD/MM/YYYY



## YOU WILL SOON BE MOVING FROM PRIMARY SCHOOL TO POST-PRIMARY SCHOOL.

Share some information about yourself with your new school.  
Remember that there are no right or wrong answers!  
This information will help your new teachers get to know you and help you settle into your new school.

My name

The name I use every day *if different*

My primary school

 School Name

My new post-primary school

 School Name

1. In primary school, I take part in activities such as...

Glacaim páirt i ngníomhaíochtaí sa bhunscoil cosúil le...

2. My hobbies and interests are...

Is iad na caithimh aimsire agus na spéiseanna atá agam ná...

3. I am good at...

Tá mé go maith ag...

4. I sometimes need help with...

Teastaíonn cúnamh uaim ó am go chéile le...

5. When I am in first year I hope that I....

Nuair a bheidh mé sa chéad bhliain, tá súil agam go...

6. Friends starting with me in my new school are....

Is iad mo chairde atá ag tosú liomsa i mo scoil nua ná...

My signature

Date

DD/MM/YYYY



Your child will soon be moving from primary school to post-primary school.

As part of your child's Education Passport we invite you to add information about your child by completing this form.

Please complete and return to your child's primary school principal **within five working days**.

This is my/our first experience of a child starting in post-primary school.

Yes

No

Child's name

Primary school name

Child's home language(s)

1. In school, my child enjoys...

Ar scoil, baineann mo pháiste sult as...

2. Outside school, my child enjoys...

Lasmuigh den scoil, baineann mo pháiste sult as...

3. My child sometimes needs help with...

Teastaíonn cúnamh ó mo pháiste ó am go chéile le...

4. General comment about my child's learning...

Ráiteas ginearálta faoi fhoghlaim mo pháiste...

Signature of parent(s)/guardian(s)

Date

DD/MM/YYYY

DD/MM/YYYY



The post-primary principal should forward this form to the primary school principal by the end of the **first week of October**.

## POST-PRIMARY SCHOOL DETAILS

School	<input type="text"/>	Principal	<input type="text"/>
Address	<input type="text"/>	Roll No.	<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

## PRIMARY SCHOOL DETAILS

School	<input type="text"/>	Principal	<input type="text"/>
Address	<input type="text"/>	Roll No.	<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

## CONFIRMATION OF PUPIL INFORMATION RECEIPT AND REGISTRATION

I confirm the receipt of the Education Passports for the pupils named on this form. Education Passports received for any pupil(s) who did not register in this school by the 30th September will be disposed of in an appropriate and confidential manner.

In accordance with the Education (Welfare) Act, 2000, Part III, Section 20 (3), I declare that pupils identified as 'registered' are now registered in the above named post-primary school.

Post-primary principal

Date





Report cards provide teachers with an opportunity to share information in writing about children's progress and achievement in learning. They are a key part of the communication between school and home. The end-of-year 6th class report card also provides post-primary schools with a summary of children's learning progress and achievement.

### REPORT CARDS SHOULD INCLUDE...

- all relevant information about children's progress and achievement in a *clear* and *concise* manner
- information about *how* a child learns as well as *what* a child learns. This holistic information should identify and celebrate a child's current learning, and indicate next steps for future learning. Links between information about children's achievement, areas for development, and actions the school and parent/ guardians might take to support next steps should be made.
- information that is accurate and *based on evidence* gathered over time using a range of assessment methods. The assessment methods commonly used in the primary school are identified in [Assessment in the Primary School Curriculum: Guidelines for Schools](#) (NCCA, 2007).
- information that reflects the *trend* in the child's learning over the year
- information that is *consistent with feedback* shared with children and parents/ guardians throughout the year. In this way the report card confirms and affirms what parents/ guardians already know, and in turn, ensures that there should be no surprises.

### IN GENERAL, NARRATIVE COMMENTS SHOULD...

- be consistent with the information summarised in the rating scales
- focus on what was learnt and how well, where improvement is needed and what should be done next
- focus on key messages rather than become overly detailed
- avoid labelling children
- be presented in language that is easily understood by parents/guardians. For example, specialist terms like 'higher order thinking' should be avoided.
- be legible. Completing report cards on computer will ensure that comments are legible, and will also support their electronic management by your school.





Teachers may find this guide helpful when completing the end-of-year **6th Class Report Card**. The report card is part of the **Education Passport** materials. It is available in one format only to ensure consistency in the nature of the information received by post-primary schools. The guide is presented in the same sequence as the headings on the report card.

## 1. CHILD'S DETAILS

- **Name:** Insert the child's name as it appears on the birth certificate, where this information is available.
- **Likes to be known as (if different from above):** Insert the name commonly used by the child in school if it is different from the name that appears on the birth certificate.

## 2. YOUR CHILD AS A LEARNER and YOUR CHILD'S SOCIAL AND PERSONAL DEVELOPMENT

- When reporting on children with special educational needs, the 'Plan' or 'P' column should be used where a plan is in place for children in receipt of additional supports in 6th class. These supports relate to Learning Support and Resource teaching in accordance with **NEPS Continuum of Support** and **DES Circular 02/05**, Appendix 3. The term 'plan' is an umbrella term for any learning plan in place to support the child. Examples of plans that may link to the reporting areas 'Your child as a learner' and your child's social and personal development' include a Behaviour Support Plan, an Individual Profile and Learning Programme (IPLP), and an Individual Educational Plan (IEP).

Complete the rating scale by reference to the goals identified in the plan.

- In the example shown, the teacher ticked the 'P' for plan beside those items on the report card that related to the goals in the child's behaviour support plan. The teacher then used the rating scale to share information that reflected the child's progress based on *this plan*.

### Report card extract showing the use of the 'P' column

Your child's social and personal development					
		1 Rarely	2 Sometimes	3 Most of the time	4 Always
	P	1	2	3	4
Manages and expresses own feelings well				✓	
Is sensitive to others' feelings			✓		
Mixes well with other children			✓		
Behaves well in class	✓		✓		
Behaves well in the playground	✓		✓		
Participates well in Religious or Ethical Education				✓	



## 3. YOUR CHILD'S LEARNING DURING THE YEAR

### 3.1 RATING SCALES

- In general, your judgements about the progress and achievement during the year should be referenced to expectations based on the content objectives/outcomes in the primary school curriculum for 6th class. This common reference point is important to ensure consistency in the information shared with post-primary schools
- For children with special educational needs and who have a plan to support learning, an extra “✓” should be placed in the column marked ‘P’ beside any item(s) that relates to this plan. ‘P’ is an abbreviation of the word ‘plan’
- The term ‘plan’ is an umbrella term for any learning plan that a school may have in place to support the child in 6th class e.g. IPLP, IEP.
  - Information you share in the rating scale about the child’s learning should reflect expectations based on this plan and not the content objectives/outcomes in the primary school curriculum for 6th class.
  - In the example shown, the child had an IPLP and was allocated learning support for English reading at the time of completing the report card. The tick indicates that the child’s achievement in reading is meeting expectations based on the IPLP. Given that the child does not have an individualised plan for writing, the tick indicates that the achievement of the child in writing is *meeting expectations* based on the content objectives/outcomes in the primary school curriculum for 6th class.

### Report card extract showing the use of the rating scale

1 Working towards expectations  
2 Meeting expectations  
3 Ahead of expectations

English	P	1	2	3
Communicates with others in a clear and effective way				✓
Understands what is said by others			✓	
Reading	✓		✓	
Writing		✓		

### 3.2 SUBJECTS

- Information about a child’s exemption from the study of Irish is available in the child’s *Certification of Exemption* issued by the primary school and available in school records. Before sending the report card to the post-primary school, the *Certification of Exemption* should be attached.



## 4. STANDARDISED TEST SCORES

- Include the child's 6th class test scores for Maths and English reading in the spaces provided. Test scores for Irish reading are required where a child attends an Irish-medium school.
- Where available, include test scores from *2nd and 4th classes*. This information provides the post-primary school with a broad overview of the child's scores.
- All standardised test scores should be shared as STen scores only. This promotes consistency in the information received by a post-primary school from its feeder primary schools. STen scores are also the format submitted annually by primary schools to the DES.
- Enter 'Not Applicable' or 'N/A' in place of a test score in the following circumstances:
  - For Irish reading where replace children attend an English-medium school.
  - For children (who) may be excluded from standardised testing in line with [DES Circular 0056/2011](#), p.6.

### Report card extract sample

Standardised test scores			
	Sten Score		
	2nd Class	4th Class	6th Class
Maths	4	5	5
English reading	6	5	6
Irish reading	N/A	N/A	N/A
STen scores: 1-3 Well below average, 4 Low average, 5-6 Average, 7 High average, 8-10 Well above average *Irish reading test for Irish-medium primary schools only.			

## 5. ATTENDANCE

Insert the total number of days that a child was absent from school during 6th class up to the date of the report card.

## 6. PUNCTUALITY

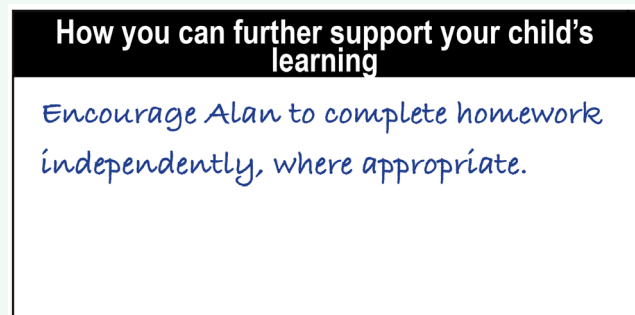
The descriptors 'Very good' and 'Needs improvement' are deliberately stated in broad terms to recognise that detailed records of children's punctuality may not be available.



## 7. HOW YOU CAN FURTHER SUPPORT YOUR CHILD'S LEARNING

- Provide a small number of practical suggestions on how the parent can further support the child's learning. These suggestions should relate directly to one or more key areas of development identified earlier in the rating scales. Most, if not all, of the suggestions may already have been shared at the annual parent-teacher meeting or other incidental meeting(s).
- The suggestions may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum. Useful stems for these suggestions include:
  - Talk with...
  - Provide opportunities with Odessa to...
  - Encourage Anna to...
  - Remind Kate to...
  - Help Alexander to...

### Report card extract sample



## 8. Comments

- **In-school support:** Where a child has a recognised Special Educational Need and/or is in receipt of in-school support, it may be useful to outline the supports provided to the child in this space. Here are some suggestions. It is not intended that you would include all suggestions. You may prefer to include other information that is not listed here.
- **What the child has achieved:** You could identify key achievements in the child's learning. The achievements may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum.



As space is limited, it is important to identify the aspects of achievement that are the most important for the child. It might also be helpful to consider if the child's ...

- effort reflects achievement.
- standardised test scores reflect achievement during the year. Scores for children with English as an Additional Language may not always reflect progress being made in class. Additional care should also be exercised in interpreting the scores of children with special educational needs.
- **What worked best in supporting the child's learning:** You could list key teaching, learning and/or assessment practices that were effective in supporting the child's learning, e.g., group work, one-to-one feedback, Picture Exchange Communication System (PECS).
- **What areas need development:** You could briefly identify any key area(s) where development may be needed. The suggestions may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum.
- **Next Steps:** You could briefly identify one or two actions to support the child's future learning in post-primary school. The action(s) should be manageable and realistic, and link with the areas for development.

### Report card extract sample

Comments
<p><i>Sarah was in receipt of 4 resource teaching hours and had access to SNA support.</i></p> <p><i>Sarah responds well to opportunities to work with peers.</i></p> <p><i>Sarah would benefit from further support to develop reading fluency.</i></p>

## 9. SIGNATURES

Enter the signatures of the teacher and principal on the lines provided. In the event of using digital signatures, these lines should already have been deleted using the option provided in the Report Card Creator. This ensures that JPEG images of the digital signatures can be easily copied and pasted into the report card.



## WHY IS CLASS WORK SUGGESTED?

- The suggested class work supports children to reflect on the information they would like to share with their new school. In turn, children have more confidence when completing *My Profile*.
- Feedback from primary teachers suggested that the quality of information shared in *My Profile* is enhanced where children have frequent opportunities during the year to reflect on their learning. In turn, *My Profile* provides children's new post-primary schools with more meaningful information.

## WHAT CLASS WORK IS SUGGESTED?

- *My Profile* presents children with a series of prompts. The suggested classwork consists of a range of activities that teachers may select from when supporting children to reflect on one or more of these prompts.
- The objective and brief description for each activity is provided.
- Opportunities for integrating the activities with curriculum subjects are identified. A mix of ongoing and once-off activities are included.
- Teachers may adapt the suggested activities in accordance with children's unique learning contexts.

## WHEN DO CHILDREN COMPLETE MY PROFILE?

- It is recommended that children complete *My Profile* over a period of time e.g. during the final term. This 'process' approach to *My Profile* gives children time to reflect on and gain confidence in expressing information that they would like to share with their new post-primary school. The suggested classwork supports this process approach.
- While *My Profile* is completed in class, parents of children with special educational needs may also offer more support to the child at home.
- Children may complete a prompt in the *My Profile* sheet after a related class activity. In this way, *My Profile* is completed over time. Alternatively, children may complete all of the prompts at the same time at the end of the school year, recalling the earlier class activities as they do so.
- *My Profile* should be completed using bullet points to promote clarity and brevity.



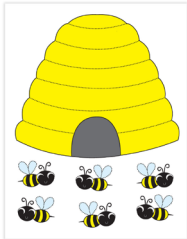

### My Profile: Suggested class work

#### Section 1: Introducing *My Profile*

	Activity	Integration
What is a profile?	<p>As a whole class, children identify a famous person they would like to meet e.g. President of Ireland</p> <p>Children suggest questions they would ask if they met this person. It may be helpful if they see examples of similar profiles already published in a magazine or on the internet.</p> <p>Help children identify some key questions e.g. What are your hobbies?</p> <p>Explain that answers to these questions create a short description or profile of the person.</p>	<p>Language</p> <p>SPHE</p>
What is <i>My Profile</i> ?	<p>Introduce <i>My Profile</i> to the children. Explain to the children that their completed profiles will be attached to their end-of-year report cards for their parents and their new post-primary school to read.</p> <p><i>My Profile</i> uses prompts rather than questions to help children share information about themselves with their new post-primary schools.</p> <p>Introduce the children to the prompts. Explain that, over-time, they may be given opportunities to engage in activities that will help them to think about information they would like to share with their new post-primary schools.</p>	




### Section 2: Activities to support *My Profile* prompts

Prompt	Activities	Objective	Description	Time	Integration
<p>1. In primary school, I take part in activities such as...</p> <p>e.g. school choir/football team, green flag.</p>	<p><i>Busy Bees: activities chart</i></p> 	<p>To enable children to identify and celebrate their participation in the wider school life.</p>	<p>A Busy Bees chart is prominently displayed the class-room.</p> <p>Each child identifies, illustrates and displays the school activities in which s/he are involved. More may be added to over time.</p>	<p>Ongoing</p>	<p>SPHE</p> <p>Language</p> <p>Visual Arts</p>
	<p><i>Top News of the Week</i></p> 		<p>Children share a report with the class about a school activity in which they were involved e.g. school quiz team</p>	<p>Ongoing</p>	<p>Language</p> <p>SPHE</p>




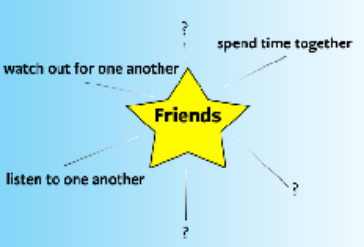


<p><b>2. My hobbies and interests are...</b></p> <p>e.g. swimming, reading, cooking and boxing</p>	<p><i>Hobby portraits</i></p>	<p><i>To enable children to recognise and appreciate one another's talents and interests</i></p>	<p><i>Children gather newsprint images that represent their hobbies and interests to create a classroom collage.</i></p>	<p>30-45 mins.</p>	<p>SPHE</p> <p>Visual Arts</p>					
	<p><i>Our Interests poster</i></p> <div style="text-align: center;">  </div>	<p><i>To enable children to recognise and appreciate one another's talents and interests</i></p>	<p><i>Children gather newsprint images that represent their hobbies and interests to create a classroom collage.</i></p>	<p><i>In pairs, children draw a body outline.</i></p> <p><i>Using the body shape and newsprint images etc., they record their interests and hobbies.</i></p> <p><i>Children share their record with others: 'I like ...because...'</i></p>	<p>45 mins.</p>	<p>SPHE</p> <p>Visual Arts</p> <p>Language</p>				
	<p><i>Getting to know our hobbies</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Loves hurling</b></td> <td style="padding: 5px;"><b>Likes to bake</b></td> </tr> <tr> <td style="padding: 5px;"><b>Plays chess</b></td> <td style="padding: 5px;"><b>Enjoys reading</b></td> </tr> <tr> <td style="padding: 5px;"><b>Plays musical instrument</b></td> <td style="padding: 5px;"><b>Enjoys programming and coding</b></td> </tr> </table>	<b>Loves hurling</b>	<b>Likes to bake</b>	<b>Plays chess</b>	<b>Enjoys reading</b>	<b>Plays musical instrument</b>	<b>Enjoys programming and coding</b>	<p><i>To enable children to recognise and appreciate one another's talents and interests</i></p>	<p><i>Children draft statements in a grid e.g. Likes to cook.</i></p> <p><i>Walking about, they identify those who match the statement and share their findings with the class.</i></p>	<p>30 mins.</p>
<b>Loves hurling</b>	<b>Likes to bake</b>									
<b>Plays chess</b>	<b>Enjoys reading</b>									
<b>Plays musical instrument</b>	<b>Enjoys programming and coding</b>									



<p>3. I am good at...</p> <p>e.g. taking care of my things, making new friends, playing the guitar and speaking Irish.</p>	<p>A poem about me</p> <div data-bbox="445 347 819 632" style="background-color: #4b0082; color: white; padding: 10px;"> <p style="text-align: center;"><b>Acrostic Poetry</b></p> <p>An acrostic poem Can be about anything, Really. Of course, some people like to Start each line as a sentence, Though I prefer weaving words into a Creation that is more freeform.</p> </div> <p>I am special</p>	<p>To enable children to reflect on, describe and discuss individual qualities and strengths.</p>	<p>Children compose and share an acrostic poem using the letters from their first name as a prompt to identify examples of things they are good at.</p> <p>Children record a compliment for the child identified on the top of a page. Starting at the bottom of the page, each child in turn adds a compliment and then folds it upwards so the next person cannot see it.</p>	<p>30-45 mins.</p> <p>45 mins</p>	<p>Language</p> <p>SPHE</p> <p>Visual Arts</p> <p>English</p> <p>SPHE</p>
<p>4. I sometimes need help with...</p> <p>e.g. maths problems, homework, time keeping.</p>	<p>Asking for help</p> <p>Helping hand</p> <div data-bbox="454 1150 618 1302" style="text-align: center;"> </div>	<p>To enable children to reflect on and identify personal challenges.</p>	<p>Invite children recall a time when they asked for help e.g. problem solving in maths.</p> <p>Invite them to identify people who helped.</p> <p>Children draw an outline of their hand, and on each finger, record where they sometimes need help.</p> <p>Paste all of the hands together on one large chart.</p>	<p>30-45 mins</p> <p>30 mins.</p>	<p>Language</p> <p>Language</p> <p>Visual Arts</p>



<p>5. When I am in first year I hope that I..... e.g. make new friends, enjoy my new subjects, get on the rugby team.</p>	<p>Create a Wordle</p> 	<p>To enable children to identify and express personal hopes and expectations for first year.</p>	<p>In pairs, children brainstorm their hopes for first year and share them as a wordle.</p>	<p>45 mins</p>	<p>Eng/SPHE</p>
<p>6. Friends starting with me in my new school are.... e.g. names of 2-3 friends.</p>	<p>Friends...</p> 	<p>To enable children to recognise the importance of friends</p>	<p>Think-pair-share: 'Friends...' Class discussion: 'The importance of friends especially as we move prepare to post-primary school'</p>	<p>45 mins</p>	<p>SPHE Language Visual Arts</p>



## YOU WILL SOON BE MOVING FROM PRIMARY SCHOOL TO POST-PRIMARY SCHOOL.

Share some information about yourself with your new school.  
Remember that there are no right or wrong answers!  
This information will help your new teachers get to know you and help you settle into your new school.

My Name

The name I use everyday

Your primary school will send copies of your end-of-year 6th class report card and your Profile to your parents and your new school.

My primary school

 School Name

My new post-primary school

 School Name

1. In primary school, I take part in activities such as...

Glacaim páirt i ngníomhaíochtaí sa bhunscoil cosúil le...

2. My hobbies and interests are...

Is iad na caithimh aimsire agus na spéiseanna atá agam ná...

3. I am good at...

Tá mé go maith ag...

4. I sometimes need help with...

Teastaíonn cúnamh uaim ó am go chéile le...

5. When I am in first year I hope that I....

Nuair a bheidh mé sa chéad bhliain, tá súil agam go...

6. Friends starting with me in my new school are....

Is iad mo chairde atá ag tosú liomsa i mo scoil nua ná...

My signature

Date

 DD/MM/YYYY

### DEAR PARENT(S)/GUARDIAN(S),

Later this year your child will be starting post-primary school. It is important that teachers in your child's new school begin to get to know him/her before the start of the new school year. This will help them to support your child's move from primary school. You may already have shared some information about your child with the post-primary school.

We will also share some information with your child's new post-primary school. We will send a copy of your child's end-of-year 6th class report card. We will also send a copy of the 'My Profile' sheet which your child completed. Before we do so, you are invited to add some more information by completing the section below. 'My Child's Profile' complements other ways for you to share information with the post-primary school.

If you complete the section below, please return a copy of this sheet to us within five school days of receiving it. You can find out more by visiting [www.ncca.ie/transfer](http://www.ncca.ie/transfer) or by contacting us.

Principal

Date

### OPTIONAL SECTION FOR YOU TO COMPLETE AND RETURN TO US

This is my/our first experience of a child starting in post-primary school. **Yes** **No**

1. In school, my child enjoys...

Ar scoil, baineann mo pháiste sult as...

2. Outside school, my child enjoys...

Lasmuigh den scoil, baineann mo pháiste sult as...

3. My child sometimes needs help with...

Teastaíonn cúnamh ó mo pháiste ó am go chéile le...

4. General comment about my child's learning...

Ráiteas ginearálta faoi fhoghlaim mo pháiste...

Signature of parent(s)/guardian(s)

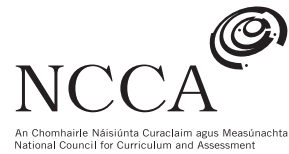
Date



# Report card

For further information go to the  
National Council for Curriculum  
and Assessment website at

[www.ncca.ie/parents](http://www.ncca.ie/parents)




Name: \_\_\_\_\_

Class: \_\_\_\_\_

☹️ Rarely    😊 Sometimes    😄 Most of the time    😁 Always

**Your child as a learner**

	☹️	😊	😄	😁
Interested in learning	○	○	○	○
Listens attentively	○	○	○	○
Works well independently	○	○	○	○
Works well with other children	○	○	○	○
Keeps trying even when tasks are difficult	○	○	○	○
Homework is of high quality	○	○	○	○
Presents work carefully	○	○	○	○

**Your child's social and personal development**

	☹️	😊	😄	😁
Happy at school	○	○	○	○
Behaves well in class	○	○	○	○
Mixes well with other children	○	○	○	○
Sensitive to others' feelings	○	○	○	○
Behaves well in the playground	○	○	○	○
Manages and expresses own feelings well	○	○	○	○

**Your child's learning during the year**

- ★ Experiencing significant difficulty
- ★ Experiencing some difficulty    ★ Managing comfortably
- ★ Capable and competent    ★ Highly capable and competent

**English**

	★	★	★	★	★
Listening comprehension	○	○	○	○	○
Oral expression	○	○	○	○	○
Reading	○	○	○	○	○
Written expression	○	○	○	○	○

**Gaeilge**

	★	★	★	★	★
Listening comprehension	○	○	○	○	○
Oral expression	○	○	○	○	○
(Pre) Reading	○	○	○	○	○
(Pre) Writing	○	○	○	○	○

**Mathematics**

	★	★	★	★	★
Understanding and recalling	○	○	○	○	○
Using procedures	○	○	○	○	○
Reasoning and problem solving	○	○	○	○	○
Explaining and communicating	○	○	○	○	○

**Social, Environmental and Scientific Education**

	★	★	★	★	★
History	○	○	○	○	○
Geography	○	○	○	○	○
Science	○	○	○	○	○

**Arts Education**

	★	★	★	★	★
Music	○	○	○	○	○
Drama	○	○	○	○	○
Visual Arts	○	○	○	○	○

**Physical Education**

	★	★	★	★	★
Physical Education	○	○	○	○	○
Social, Personal & Health Education	○	○	○	○	○
Religious/Ethical Education	○	○	○	○	○

**How you can further support your child's learning**

**Standardised test results (if applicable)**

**Comments**

**Attendance**

**Punctuality**

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

# Report card

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National Council for Curriculum  
and Assessment website at

**[www.ncca.ie/parents](http://www.ncca.ie/parents)**





Name: \_\_\_\_\_

Class: \_\_\_\_\_

Your child as a learner				
	Rarely	Sometimes	Most of the time	Always
Interested in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps trying even when tasks are difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework is of high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents work carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your child's social and personal development				
	Rarely	Sometimes	Most of the time	Always
Happy at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixes well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves well in the playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages and expresses own feelings well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Your child's learning during the year**

- 1 Experiencing significant difficulty
- 2 Experiencing some difficulty
- 3 Managing comfortably
- 4 Capable and competent
- 5 Highly capable and competent

English	1	2	3	4	5
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gaeilge	1	2	3	4	5
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Pre) Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Pre) Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mathematics	1	2	3	4	5
Understanding and recalling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reasoning and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining and communicating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social, Environmental and Scientific Education	1	2	3	4	5
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arts Education	1	2	3	4	5
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physical Education	1	2	3	4	5
Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social, Personal & Health Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/Ethical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How you can further support your child's learning**

**Standardised test results (if applicable)**

**Comments**

<b>Attendance</b>	<b>Punctuality</b>
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Teacher: \_\_\_\_\_

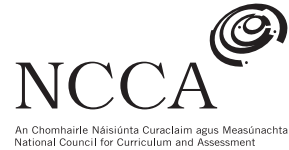
Principal: \_\_\_\_\_

Date: \_\_\_\_\_

# Report card

For further information go to the  
National Council for Curriculum  
and Assessment website at

[www.ncca.ie/parents](http://www.ncca.ie/parents)




Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Your child as a learner**

Empty box for notes on your child as a learner.

**Your child's social and personal development**

Empty box for notes on your child's social and personal development.

**Your child's learning during the year**

**Learning and Using English**

\_\_\_\_\_  
**Learning and Using Gaelge**

\_\_\_\_\_  
**Learning and Working with Mathematics**

\_\_\_\_\_  
**Learning about Myself and Others**

(Social, Personal & Health Education/Religious/Ethical Education)

\_\_\_\_\_  
**Learning about Myself and the Wider World**

(History/Geography/Science)

\_\_\_\_\_  
**Creative Development**

(Visual Arts/Music/Drama)

\_\_\_\_\_  
**Physical Education**

**How you can further support your child's learning**

Empty box for notes on how to further support your child's learning.

**Standardised test results (if applicable)**

Empty box for standardised test results.

**Comments**

Large empty box for general comments.

**Attendance**

**Punctuality**

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

# Report card


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National Council for Curriculum  
and Assessment website at

**[www.ncca.ie/parents](http://www.ncca.ie/parents)**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Your child as a learner**

Blank space for notes under 'Your child as a learner'.

**Your child's social and personal development**

Blank space for notes under 'Your child's social and personal development'.

**Your child's learning during the year**

- ★ Experiencing significant difficulty
- ★ Experiencing some difficulty ★ Managing comfortably
- ★ Capable and competent ★ Highly capable and competent

**English**

	★	★	★	★	★
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Gaeilge**

	★	★	★	★	★
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Pre) Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Pre) Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Mathematics**

	★	★	★	★	★
Understanding and recalling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reasoning and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining and communicating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Social, Environmental and Scientific Education**

	★	★	★	★	★
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Arts Education**

	★	★	★	★	★
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Physical Education**

	★	★	★	★	★
Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social, Personal & Health Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/Ethical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How you can further support your child's learning**

Blank space for notes under 'How you can further support your child's learning'.

**Standardised test results (if applicable)**

Blank space for notes under 'Standardised test results (if applicable)'.

**Comments**

Blank space for comments.

**Attendance**

**Punctuality**

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

# Report card


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[www.ncca.ie/parents](http://www.ncca.ie/parents)



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Rarely Sometimes Most of the time Always

**Your child as a learner**

Interested in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps trying even when tasks are difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework is of high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents work carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Your child's social and personal development**

Happy at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixes well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves well in the playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages and expresses own feelings well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Your child's learning during the year**

**Learning and Using English**

**Learning and Using Gaelige**

**Learning and Working with Mathematics**

**Learning about Myself and Others**

(Social, Personal & Health Education/Religious/Ethical Education)

**Learning about Myself and the Wider World**

(History/Geography/Science)

**Creative Development**

(Visual Arts/Music/Drama)

**Physical Education**

**How you can further support your child's learning**

**Standardised test results (if applicable)**

**Comments**

**Attendance**

**Punctuality**

Teacher: \_\_\_\_\_

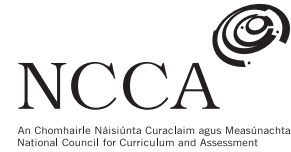
Principal: \_\_\_\_\_

Date: \_\_\_\_\_

# Report card

For further information go to the  
National Council for Curriculum  
and Assessment website at

**[www.ncca.ie/parents](http://www.ncca.ie/parents)**






Name: \_\_\_\_\_

Class: \_\_\_\_\_

Your child as a learner	

Your child's social and personal development	

**Your child's learning during the year**

- 1 Experiencing significant difficulty    2 Experiencing some difficulty
- 3 Managing comfortably                    4 Capable and competent
- 5 Highly capable and competent

English	1	2	3	4	5
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gaeilge	1	2	3	4	5
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Pre) Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Pre) Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mathematics	1	2	3	4	5
Understanding and recalling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reasoning and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining and communicating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social, Environmental and Scientific Education	1	2	3	4	5
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arts Education	1	2	3	4	5
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physical Education	1	2	3	4	5
Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social, Personal & Health Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/Ethical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How you can further support your child's learning

Standardised test results (if applicable)

Comments	

<b>Attendance</b>	<b>Punctuality</b>
-------------------	--------------------

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

# Report card


For further information go to the National Council for Curriculum and Assessment website at

**[www.ncca.ie/parents](http://www.ncca.ie/parents)**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Your child's learning during the year**

**Learning and Using English**

**Learning and Using Gaelige**

**Learning and Working with Mathematics**

**Learning about Myself and Others**  
(Social, Personal & Health Education/Religious/Ethical Education)

**Learning about Myself and the Wider World**  
(History/Geography/Science)

**Creative Development**  
(Visual Arts/Music/Drama)

**Physical Education**

**How you can further support your child's learning**

**Standardised test results (if applicable)**

**Comments**

**Attendance**

**Punctuality**

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

**Your child as a learner**

	Rarely	Sometimes	Most of the time	Always
Interested in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps trying even when tasks are difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework is of high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents work carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Your child's social and personal development**

	Rarely	Sometimes	Most of the time	Always
Happy at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixes well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves well in the playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages and expresses own feelings well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Report card

For further information go to the  
National Council for Curriculum  
and Assessment website at

[www.ncca.ie/parents](http://www.ncca.ie/parents)




Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Your child as a learner**

	Rarely	Sometimes	Most of the time	Always
Interested in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps trying even when tasks are difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework is of high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents work carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Your child's social and personal development**

	Rarely	Sometimes	Most of the time	Always
Happy at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixes well with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaves well in the playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages and expresses own feelings well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Your child's learning during the year**

- ★ Experiencing significant difficulty
- ★ Experiencing some difficulty   ★ Managing comfortably
- ★ Capable and competent   ★ Highly capable and competent

English	★	★	★	★	★
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gaeilge	★	★	★	★	★
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Pre) Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Pre) Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mathematics	★	★	★	★	★
Understanding and recalling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reasoning and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining and communicating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social, Environmental and Scientific Education	★	★	★	★	★
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arts Education	★	★	★	★	★
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physical Education	★	★	★	★	★
Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social, Personal & Health Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/Ethical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How you can further support your child's learning**

**Standardised test results (if applicable)**

**Comments**

**Attendance**

**Punctuality**

Teacher: \_\_\_\_\_

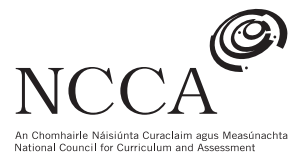
Principal: \_\_\_\_\_

Date: \_\_\_\_\_

# Report card

For further information go to the National Council for Curriculum and Assessment website at

[www.ncca.ie/parents](http://www.ncca.ie/parents)




Name: \_\_\_\_\_

Class: \_\_\_\_\_

☹️ Rarely    😊 Sometimes    😄 Most of the time    😁 Always

**Your child as a learner**

	☹️	😊	😄	😁
Interested in learning	○	○	○	○
Listens attentively	○	○	○	○
Works well independently	○	○	○	○
Works well with other children	○	○	○	○
Keeps trying even when tasks are difficult	○	○	○	○
Homework is of high quality	○	○	○	○
Presents work carefully	○	○	○	○

**Your child's social and personal development**

	☹️	😊	😄	😁
Happy at school	○	○	○	○
Behaves well in class	○	○	○	○
Mixes well with other children	○	○	○	○
Sensitive to others' feelings	○	○	○	○
Behaves well in the playground	○	○	○	○
Manages and expresses own feelings well	○	○	○	○

**Your child's learning during the year**

1 Experiencing significant difficulty    2 Experiencing some difficulty  
 3 Managing comfortably    4 Capable and competent  
 5 Highly capable and competent

<b>English</b>	1	2	3	4	5
Listening comprehension	○	○	○	○	○
Oral expression	○	○	○	○	○
Reading	○	○	○	○	○
Written expression	○	○	○	○	○

<b>Gaeilge</b>	1	2	3	4	5
Listening comprehension	○	○	○	○	○
Oral expression	○	○	○	○	○
(Pre) Reading	○	○	○	○	○
(Pre) Writing	○	○	○	○	○

<b>Mathematics</b>	1	2	3	4	5
Understanding and recalling	○	○	○	○	○
Using procedures	○	○	○	○	○
Reasoning and problem solving	○	○	○	○	○
Explaining and communicating	○	○	○	○	○

<b>Social, Environmental and Scientific Education</b>	1	2	3	4	5
History	○	○	○	○	○
Geography	○	○	○	○	○
Science	○	○	○	○	○

<b>Arts Education</b>	1	2	3	4	5
Music	○	○	○	○	○
Drama	○	○	○	○	○
Visual Arts	○	○	○	○	○

	1	2	3	4	5
<b>Physical Education</b>	○	○	○	○	○
<b>Social, Personal &amp; Health Education</b>	○	○	○	○	○
<b>Religious/Ethical Education</b>	○	○	○	○	○

**How you can further support your child's learning**

**Standardised test results (if applicable)**

**Comments**

**Attendance**

**Punctuality**

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_



# Information for schools

## USER GUIDE 1

### MANUALLY COMPLETING AND SAVING THE REPORT CARD TEMPLATES

#### Introduction

The Report Card Templates can be completed in two ways:

- (a) Manual completion: Print a blank template and handwrite your reports.
- (b) Electronic completion: Download and save a blank template, type your reports, then save and print them.

This user guide explains how to **manually** complete and save the templates by following these steps:

1. How to view and download the templates
2. How to print the templates
3. How to customise the templates

#### 1. How to view and download the templates

To view and download the templates you must have Adobe Reader installed on your computer. Most new computers will have Adobe Reader pre-installed. If you do not have the programme it can be downloaded at [www.adobe.com](http://www.adobe.com) or by clicking the icon below:



There are nine templates in total. The templates are in portable document format (PDF). To view a report card, click on the report card name. The file will open in a new window on your computer screen. It can then be printed (see 'how to print the templates').

To download a copy of a template to your computer right click the template name and select save target as. A dialogue box will appear which will enable you to save the file on your desktop.



## 2. How to print the templates

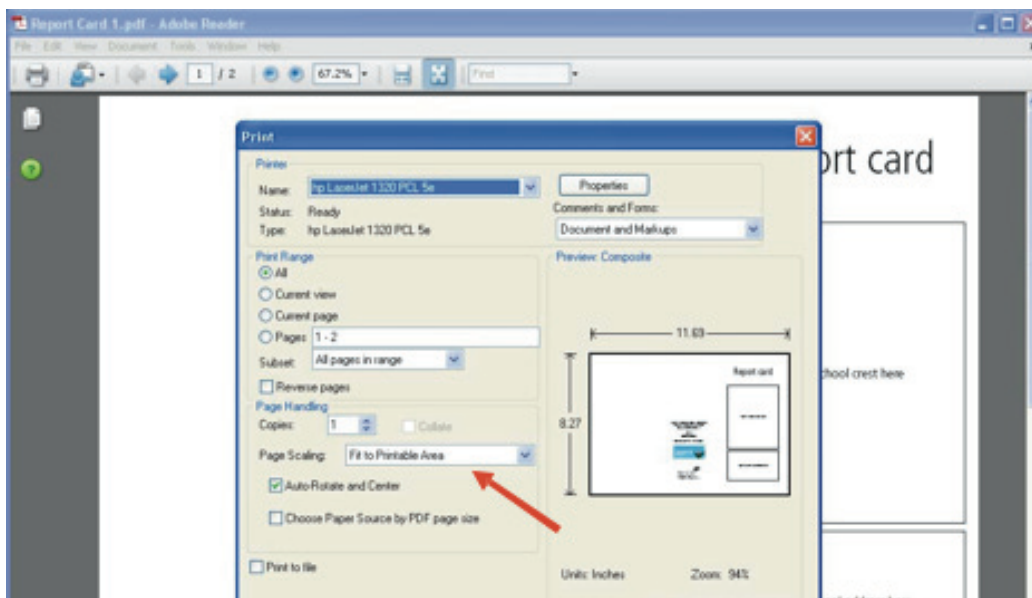
There are two options for printing the templates:

- Print photocopy masters
- Print back-to-back (if your printer has such a facility)

### a. Print photocopy masters

When you have opened your chosen report card template you must adjust your printer settings to ensure the printed report card is centred on the page, making accurate folding possible.

Select File/Print on your menu bar. A dialogue box similar to that below will appear. Look for the section marked Page Handling. Check that the Page Scaling box reads Fit to Printable Area. If not, select this option. Click OK and the two page document should print correctly.



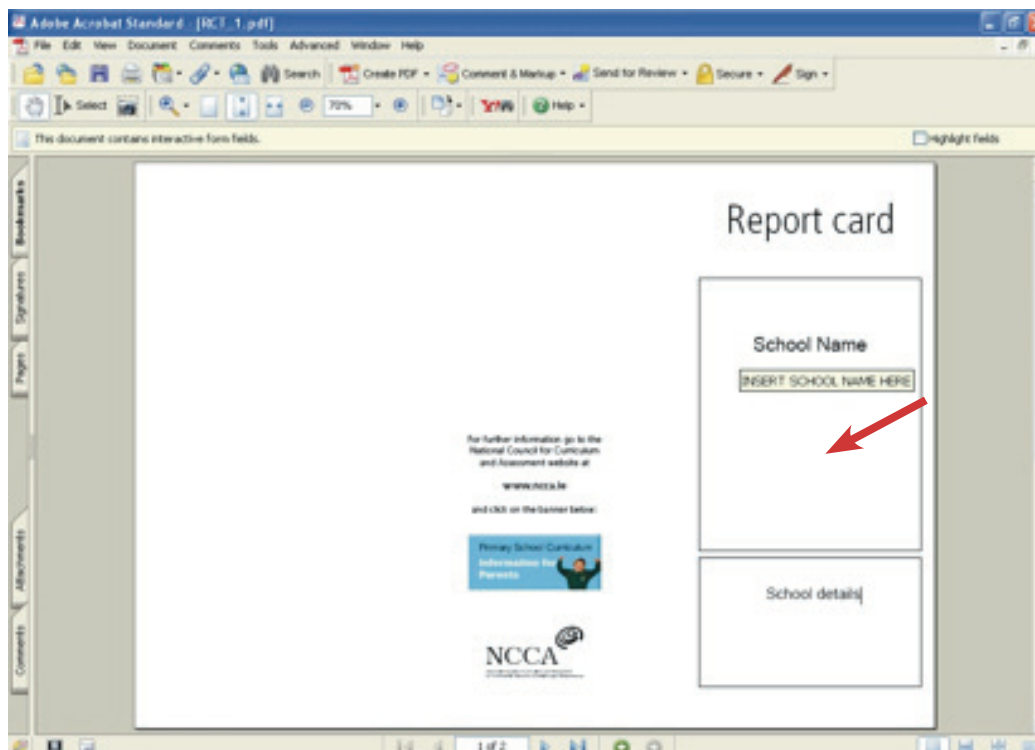
Screen shot 1: Printing

### b. Printing back-to-back

The templates are automatically configured to print double-sided as a landscape (horizontal) document. However, some printers may over-ride the print properties of the document. In these instances, it will be necessary to change the print properties on your printer, to ensure the page flips on the correct side when printing double-sided. It is not possible to give universal instructions on back-to-back printing. Refer to the operating instructions for your printer.

## 3. How to customise the templates

Should you wish, you can add text to the front cover of the report cards. For example, you may wish to insert the school name in the upper box and further details in the lower box. To do this, click the appropriate box; a text insertion cursor will appear. You can then enter text as you would in a Word document. It is not possible to save this text.



Screen shot 2: Customise the front cover



# Information for schools

## USER GUIDE 2

### ELECTRONICALLY COMPLETING AND SAVING THE REPORT CARD TEMPLATES

#### Introduction

The Report Card Templates can be completed in two ways:

- Manual completion: Print a blank template and handwrite your reports.
- Electronic completion: Download and save a blank template, type your reports, then save and print them.

This user guide explains how to **electronically** complete and save the templates by following these steps:

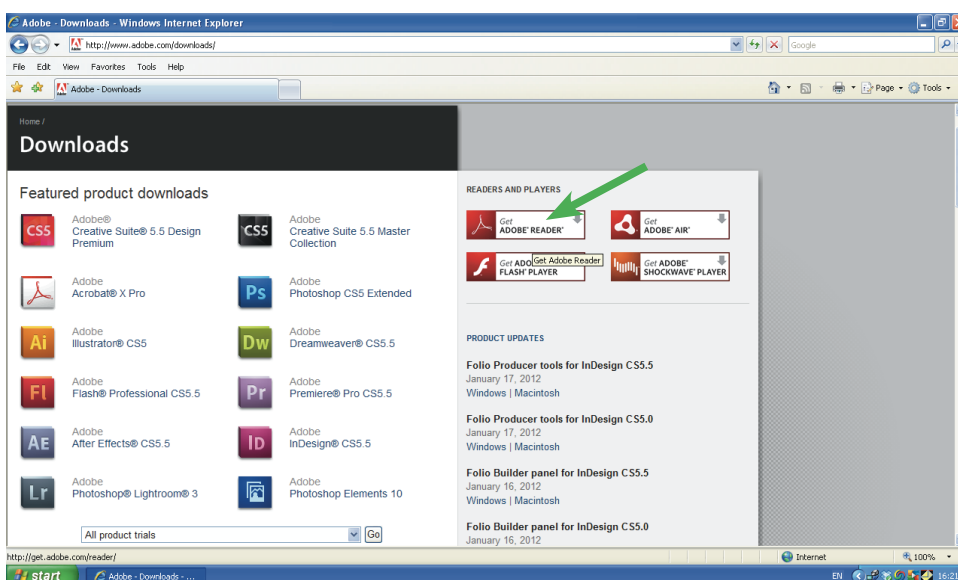
- |                                      |                            |
|--------------------------------------|----------------------------|
| 1. Get started                       | 2. Choose a template       |
| 3. Create and save a master template | 4. Add the child's details |
| 5. Save the child's report           | 6. Print the report cards  |

#### 1. Get started

##### Download Adobe Reader 9

In order to save any text you type into the templates you will need Adobe Reader 9, the newest version of Adobe Reader.

You can download this for free from [www.adobe.com/downloads](http://www.adobe.com/downloads). Click on 'Get ADOBE READER' and follow the instructions to install it.



Screen shot 1:  
Downloading adobe reader

*If you already have an older version of Adobe Reader on your computer the system will automatically detect this and replace it with the newer version.*

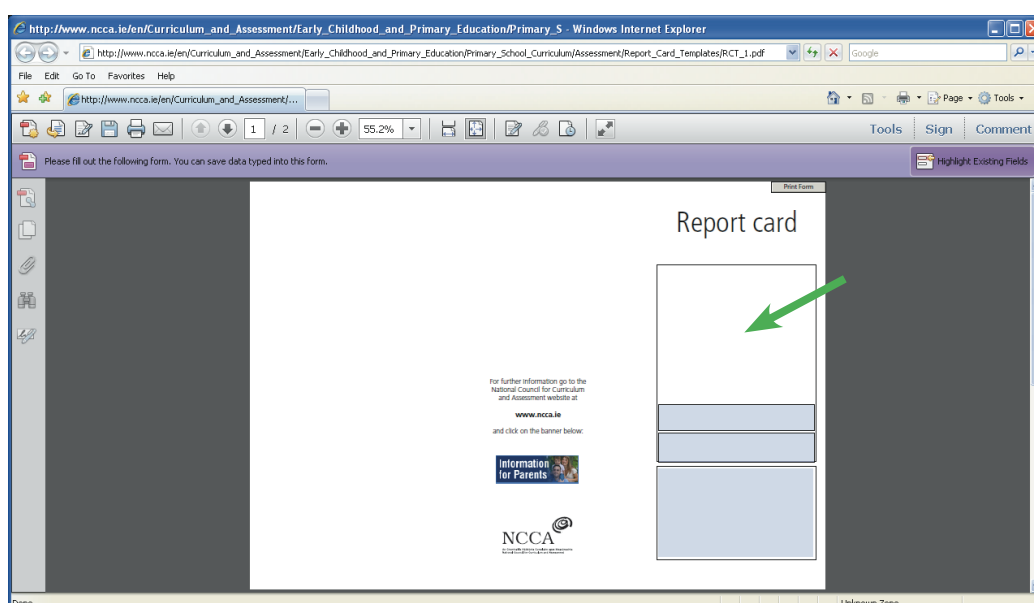
## 2. Choose a Template

There are 9 different templates. Each includes the same key areas for reporting children's progress and achievement, but with variations in layout and options for reporting and commenting.

The templates can be downloaded from [www.ncca.ie/reportcardtemplates](http://www.ncca.ie/reportcardtemplates).

## 3. Create and save a master template

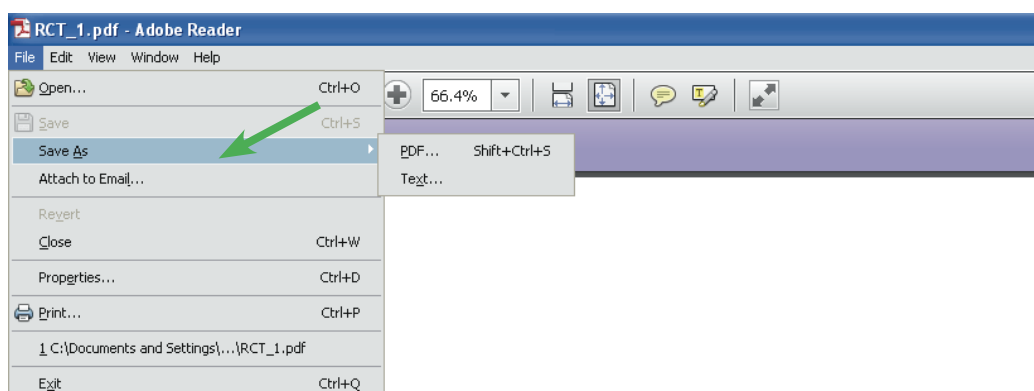
Type the school name and other details into the boxes on the cover. The font face and size is fixed and will be centred automatically, these settings cannot be changed. You can use the return key if you wish to move the text downwards in the box.



Screen shot 2: Customising the cover page

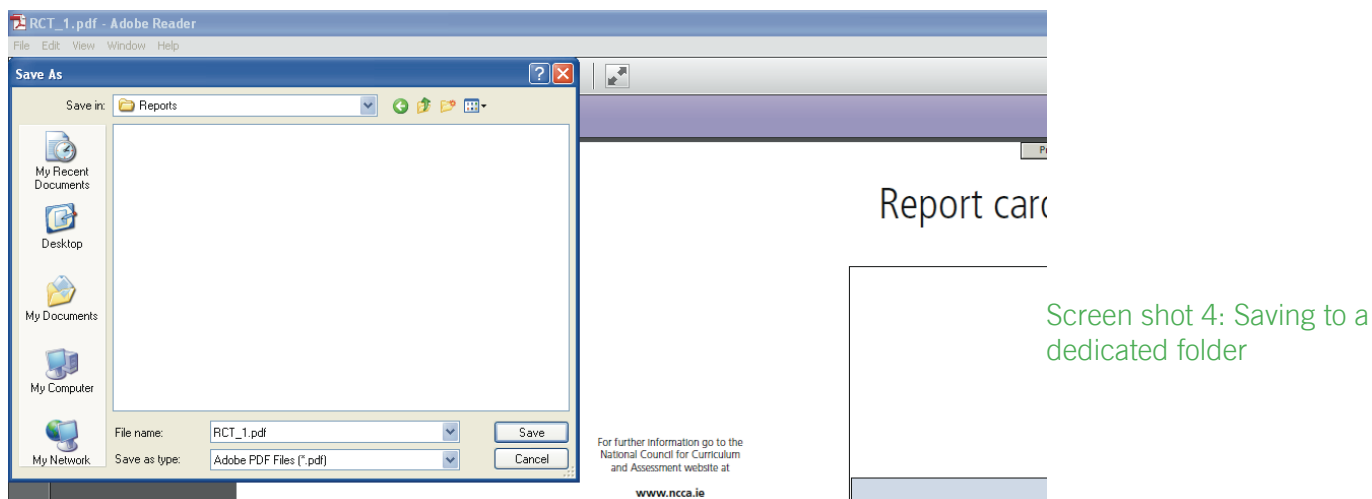
Alternatively, you may wish to put the school name in the second box, and leave the first box blank, in order to photocopy the school crest onto this page to create your own personalised cover page.

Save this as the master template. It is a good idea to create a new file specifically for report cards, and save all the cards together, grouped by class.



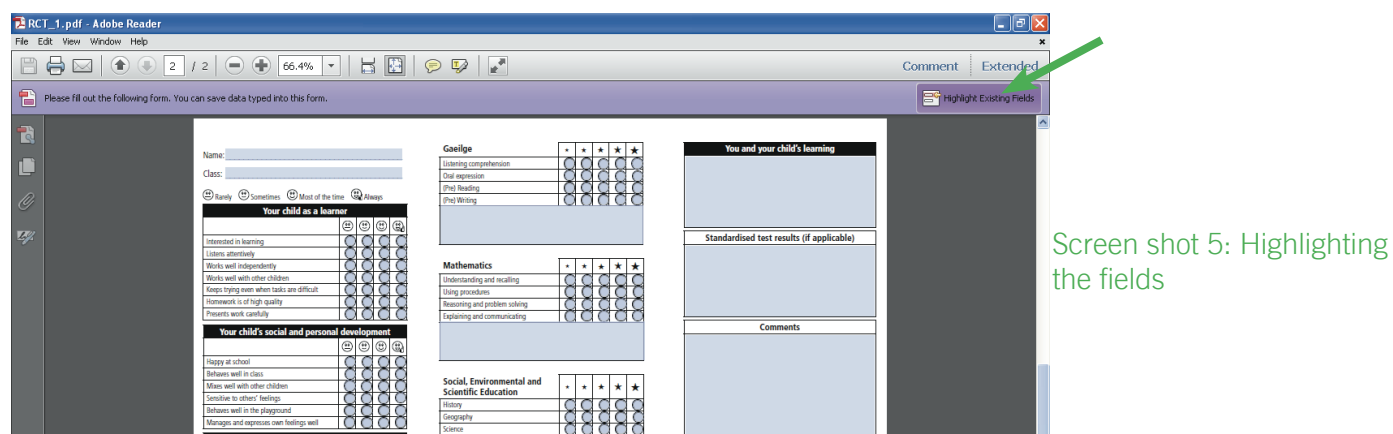
Screen shot 3: Saving the master template

It might be useful to create a new folder specifically for report cards, and save all the cards together, grouped by class and year, as shown in screen shot 4.



## 4. Add the child's details.

You can now create individual reports. Fill in the details on page 2 of the template. All the places where you can enter information should be highlighted in grey. If the fields are not highlighted you can do this by clicking on the button in the top right, as shown below.



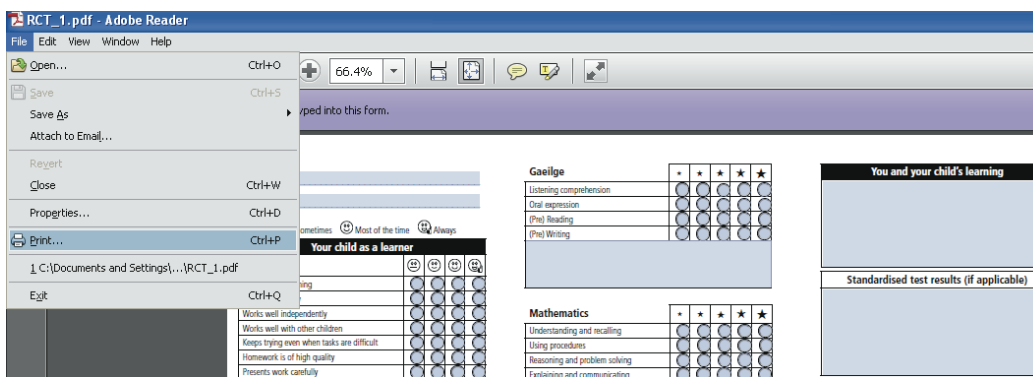
- The font face, size and alignment is fixed in all boxes where you can type in a comment, and cannot be changed.
- The template in this example has 'radio buttons' to rate the child's progress in certain areas. Click to choose the rating. If you wish to change the rating, click in a different circle – note that only one option can be chosen in any one line of the form.
- There is space at the end of the template for the teacher and principal to sign the report card. If you intend to print the cards to give to parents, then these boxes can be left blank until printed out. If the report cards are to be emailed to parents then you can fill in these details electronically.

## 5. Save the child's report

Choose 'Save as' again (see screen shot 3 above) to save the individual report. It's important to choose a new unique file name for each child's report, probably child's name. You will need to repeat this for every child.

## 6. Print the report cards

You can also print the report cards. The print command is in the 'File' menu.



Screen shot 6: Printing

- The printer settings you choose depend on your own printer and on individual school arrangements. Two possible scenarios are outlined below.
  - if you have typed the school name and details on the cover, you can choose to print both pages of the report back to back (dual sided)
  - if you left a space in the box on the front cover and photocopied the school crest onto the template, you may already have cover pages ready in your printer. In this case you can choose to print just the second page with the individual details onto the cover page.

The printer settings for printing dual sided reports depend on your own printer. You can usually choose the settings you want by clicking on 'Properties'. Check that the Page Scaling box reads Fit to Printable Area. If not, select this option as in screen shot 7).



Screen shot 7

How you can further support your child's learning

Empty box for notes on supporting learning.

Comments

Large empty box for comments.

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Education Passport

Pas Oideachais

Supporting your child's transition from primary to post-primary school

Ag tacú le haistriú do linbh ón mbunscoil go dtí an iarbhunscoil

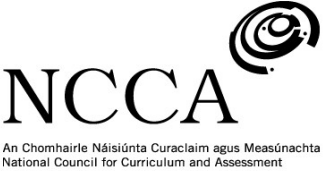
www.ncca.ie/transfer



6th Class Report Card

Name: \_\_\_\_\_

**Moving to post-primary school**  
To support your child's move to post-primary school, we will send a copy of this report card to his/her new school. We will do so after the post-primary principal has confirmed your child's enrolment for the new school year.



www.ncca.ie/parents

Name: \_\_\_\_\_

Likes to be known as (if different): \_\_\_\_\_

Date of birth: \_\_\_\_\_

Parent(s)/guardian(s): \_\_\_\_\_

If your child has a plan to support learning, an extra tick is placed in the column marked 'P' beside any item(s) that relates to this plan. 'P' is used in place of the word 'plan'. Information shared about your child's learning reflects progress based on this plan.

### Your child as a learner

1 Rarely    2 Sometimes    3 Most of the time    4 Always

	P	1	2	3	4
Interested in learning					
Listens attentively					
Works well on his/her own					
Works well with other children					
Keeps trying even when tasks are difficult					
Homework is completed to his/her ability					

### Your child's social and personal development

1 Rarely    2 Sometimes    3 Most of the time    4 Always

	P	1	2	3	4
Manages and expresses feelings well					
Is sensitive to others' feelings					
Mixes well with other children					
Behaves well in class					
Behaves well in the playground					
Participates well in Religious or Ethical Education					

### Your child's learning

In general, information shared about a child's learning reflects expectations based on the primary school curriculum objectives for 6th Class.

- 1 Working towards expectations
- 2 Meeting expectations
- 3 Ahead of expectations

#### English

	P	1	2	3
Communicates with others in a clear and effective way				
Understands what is said by others				
Reading				
Writing				

#### Gaeilge Exemption: No \_\_\_ Yes \_\_\_

*Certification of exemption will be forwarded with this report card to the post-primary school.*

	P	1	2	3
Communicates with others in a clear and effective way				
Understands what is said by others				
Reading				
Writing				

#### Mathematics

	P	1	2	3
Understands and uses mathematical knowledge				
Understands and uses mathematical skills				
Uses knowledge and skills to solve problems				

### Social, Environmental and Scientific Education

	P	1	2	3
Science				
History				
Geography				

### Arts Education

	P	1	2	3
Music				
Drama				
Visual Arts				

### Physical Education

	P	1	2	3
Physical Education				
Social, Personal and Health Education				

### Standardised test scores

	STen Score		
	2nd class	4th class	6th class
Maths			
English reading			
Irish reading*			

**STen scores:** 1-3 Well below average, 4 Low average, 5-6 Average, 7 High average, 8-10 Well above average  
*\*Irish reading test for Irish language medium primary schools only.*

### Attendance

	Punctuality <i>Arriving on time</i>	
	Very good	
absences to date of report card	Needs improvement	

Report card completed on: \_\_\_\_\_



### THE 6TH CLASS REPORT CARD TEMPLATE CAN BE COMPLETED IN TWO WAYS:

- (a) Handwritten
- (b) On computer

This user guide explains how to save and printing a blank template if you wish to handwrite the report card. Should you wish to type the report card on computer, please see User Guide 2.

The following steps explain how to *save and print a blank template*. This option should be selected if you intend to handwrite the children's report cards.

<b>STEP 1:</b>	How to view and download the template .....	2
<b>STEP 2:</b>	How to print the template .....	2
<b>STEP 3:</b>	How to customise the cover of the template .....	4



Click [here](#) or go to [www.ncca.ie/transfer](http://www.ncca.ie/transfer) to find the 6th Class Report Card template. To view the report card, simply click on the template option. The template will open in a new window on your computer screen. The template can then be printed.

To download a copy of the template to your computer, right click on the template and select *Save target as*. Firefox or Google Chrome users should select *Save link as*.

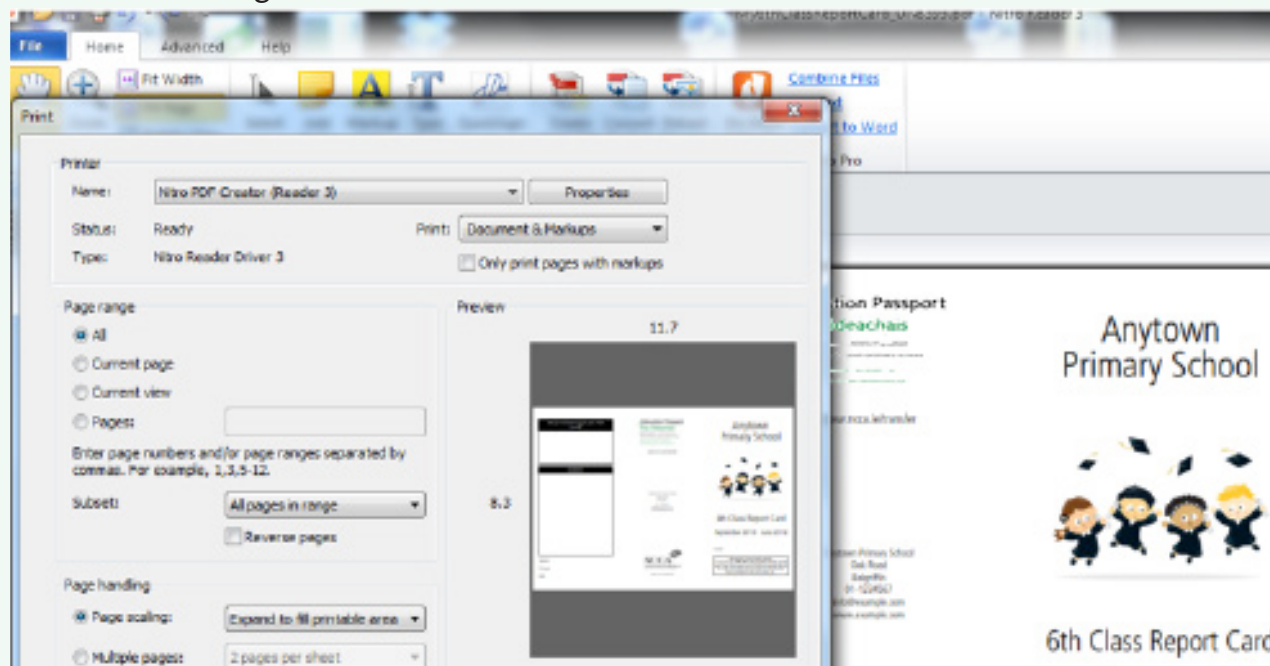
A dialogue box will appear which will enable you to save the file on your desktop.

## STEP 2: HOW TO PRINT THE TEMPLATE

Before printing your template/photocopy master, adjust your printer settings to ensure the report card is centred on the page to make accurate folding possible.

Select *File* and *Print* on your menu bar. A dialogue box similar to that below will appear.

Screenshot 1: Dialogue box



Look for the section marked Page Handling. Check that the *Page Scaling* box reads *Expand to fill printable area*. If not, select this option. Click *OK* and the two page document should print correctly.



## User Guide 1

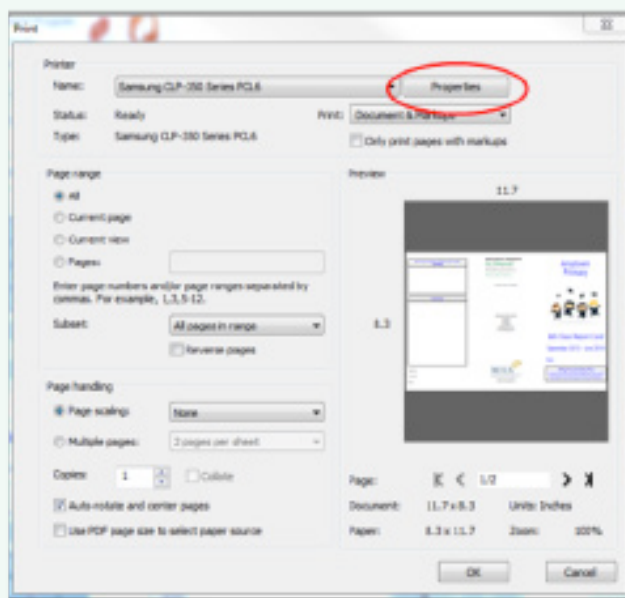
There are two options for printing the template/photocopy master:

- Print back-to-back (if your printer has such a facility)
- Single sided printing

### A. PRINTING BACK-TO-BACK

The templates are automatically configured to print double-sided as a landscape (horizontal) document. However, some printers may over-ride the print properties of the document. In these instances, it will be necessary to change the print properties on your printer to ensure the page flips on the correct side when printing double-sided. Click on *Printer properties* and change to duplex settings.

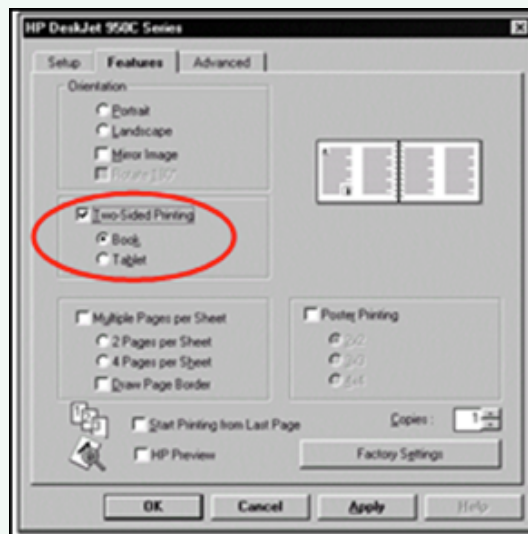
Screenshot 2: Printer properties and page scaling options



If you turn on duplex printing and the back page is printed upside down, fix this by changing the duplex side. Some printers may call this *long side* or *short side* or *Book* or *Tablet*. Tick the alternative option to change the resulting printout and retry. It may require some experimentation. For additional information please refer to the operating instructions for your printer.



Screenshot 3: Example of changing printer settings for duplex (dual sided) printers



### B. SINGLE-SIDED PRINTING

In the event that a double-sided printer/photocopier is unavailable, first print the required number of copies of one side of the template.

Next put the printed copies back into the printer paper tray and print the required copies of the other side of the template.

*Tip: When putting the printed copies back into the printer tray, first print just one copy to check that it prints correctly. If it prints incorrectly, change the orientation of the paper in the paper drawer and try again.*

### STEP 3: HOW TO CUSTOMISE THE TEMPLATE

Should you wish, you can add text to the front cover of the report card. For example, you may wish to insert the school name.

To do this, click into the appropriate box. A cursor will appear. You can then enter text as you would in a Word document. It is *not* possible to save this text. You will need to print from this page once your text has been entered.

The NCCA Report Card Creator at [www.ncca.ie/primaryreporting](http://www.ncca.ie/primaryreporting) is a user-friendly alternative to the report card template. The Creator facilitates the easy customisation of the 6th Class Report Card in three simple steps.



### THE 6TH CLASS REPORT CARD TEMPLATE CAN BE COMPLETED IN TWO WAYS:

- (a) Handwritten
- (b) On computer

This user guide explains how to save and complete the report card template on computer. Should you wish to handwrite the children's report cards, please see User Guide 1.

The following steps will explain how to electronically complete and save the template.

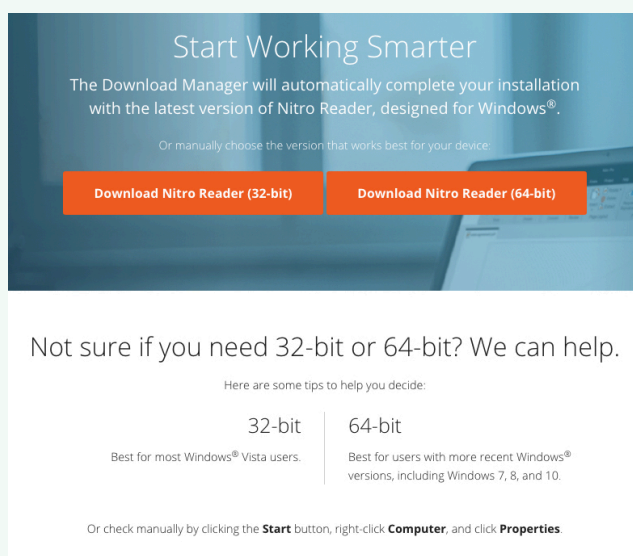
<b>STEP 1:</b>	Get started .....	2
<b>STEP 2:</b>	Create and save the master template .....	2
<b>STEP 3:</b>	Add the child's details .....	3
<b>STEP 4:</b>	Save the child's report .....	4
<b>STEP 5:</b>	Print the report card .....	4



### STEP 1: GET STARTED

Download the free software called **Nitro Reader** on your computer. If you do not already have the programme, it can be downloaded at <https://www.gonitro.com/pdf-reader/download>

In order to save any text you type into the templates you will need Nitro Reader.



### STEP 2: CREATE AND SAVE A MASTER TEMPLATE

Type the school name and other details into the boxes on the cover. The font face and size is fixed and will be centred automatically, these settings cannot be changed. You can use the return key if you wish to move the text downwards in the box.

Screenshot 2: Customising the front cover.



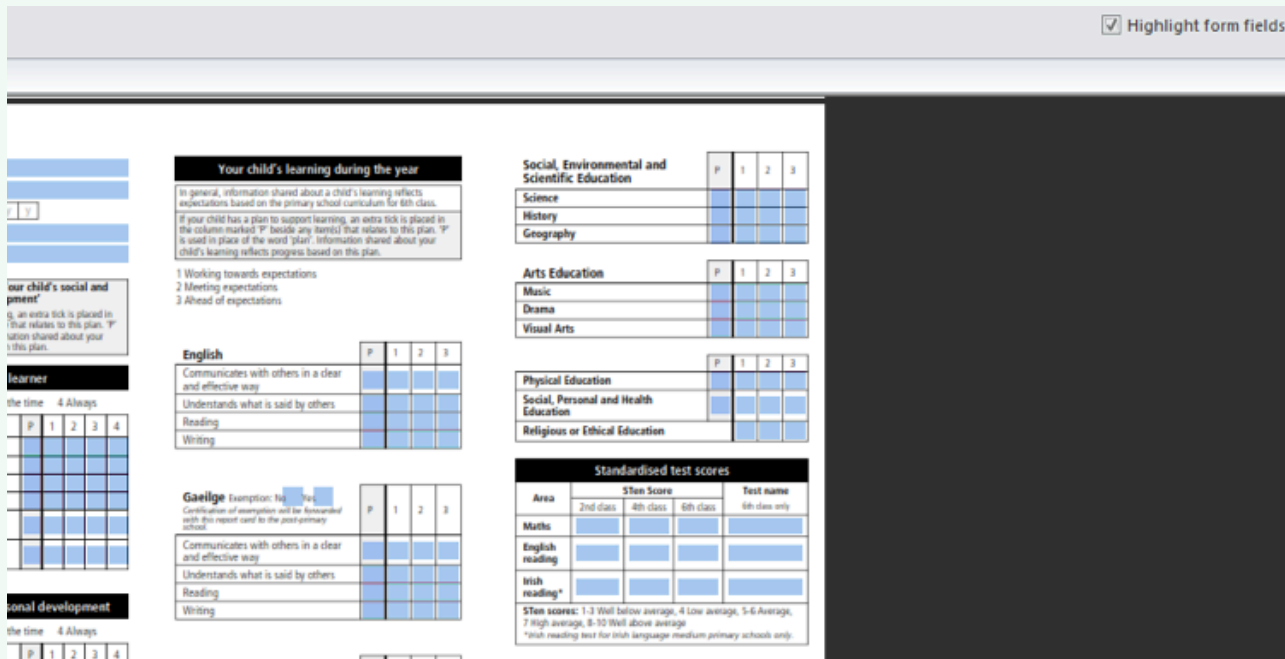
Save this as the master template. It is a good idea to create a new file specifically for report cards, and save all the cards together, grouped by class.



### STEP 3: ADD THE CHILD'S DETAILS

You can now create individual reports. Fill in the details on page 2 of the template. All the places where you can enter information are highlighted in blue. If the fields are not highlighted you can do this by clicking on the button in the top right, as shown below.

Screenshot 3: Highlight the fields by clicking on the button in the top right.



The font face, size and alignment is fixed in all boxes where you can type in a comment, and cannot be changed.

Click to choose the rating. It should be noted that multiple options can be ticked on each line so if you change your mind about a rating, you will need to re-click the unwanted tick to remove it or there will be two ticks on the same line.

There is space at the end of the template for the teacher and principal to sign the report card. If you intend to print the cards to give to parents, then these boxes can be left blank until printed out. If the report cards are to be emailed to parents then you can fill in these details electronically.



### STEP 4: SAVE THE CHILD'S REPORT

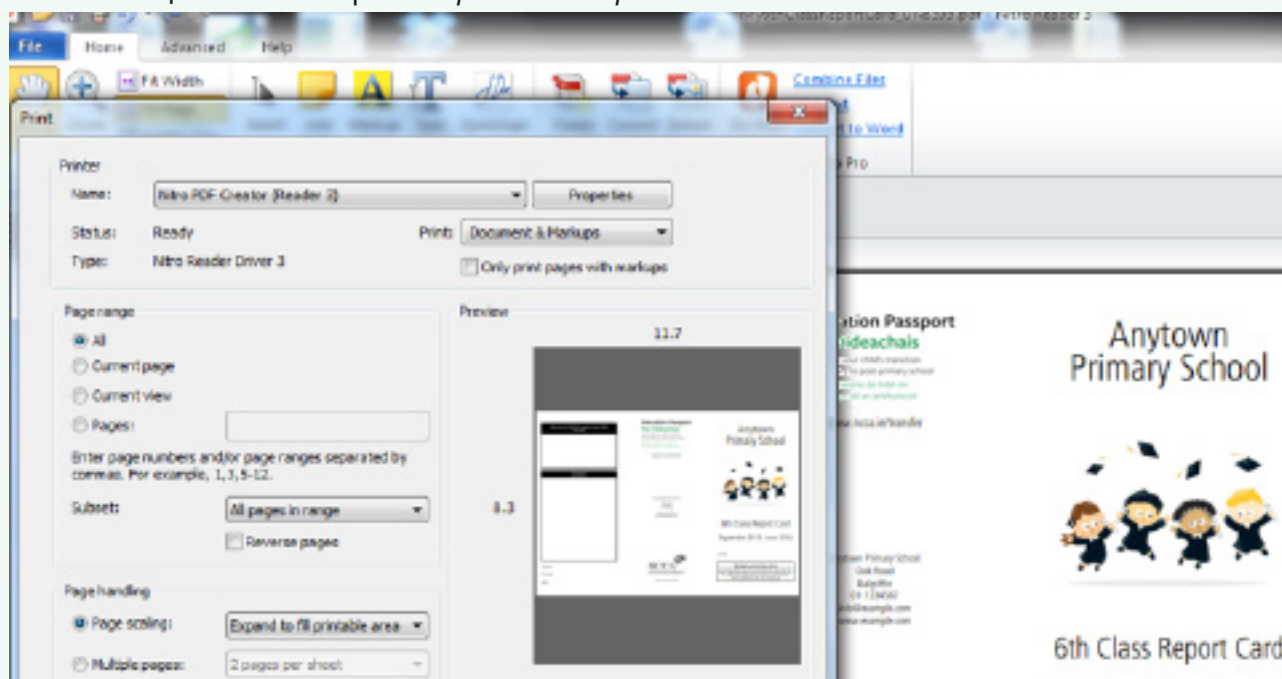
Choose Save as to save the individual report. It's important to choose a new unique file name for each child's report. Using the child's name is an option. You will need to repeat this for every child.

### STEP 5: PRINT THE REPORT CARDS

You can also print the report cards. The print command is in the *File* menu.

The printer settings for printing dual sided reports depend on your own printer. You can usually choose the settings you want by clicking on *Properties*. Check that the *Page Scaling* box reads *Expands to fill printable area*. If not, select this option as in screen shot 4.

Screenshot 4: Select the option *Expands to fill printable area*.



There are two options for printing the template/photocopy master:

- Print back-to-back (if your printer has such a facility)
- Single sided printing

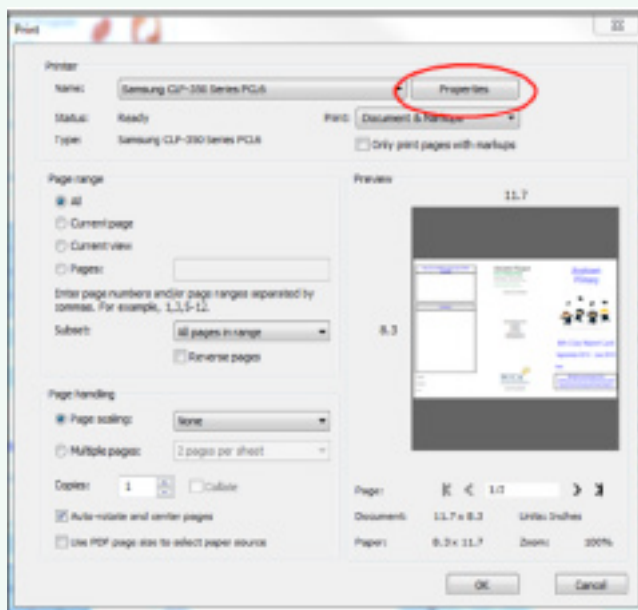
#### A. PRINTING BACK-TO-BACK

The templates are automatically configured to print double-sided as a landscape (horizontal) document. However, some printers may over-ride the print properties of the document. In these instances, it will be necessary to change the print properties on your printer to ensure the page flips on the correct side when printing double-sided. Click on *Printer properties* and change to duplex settings.



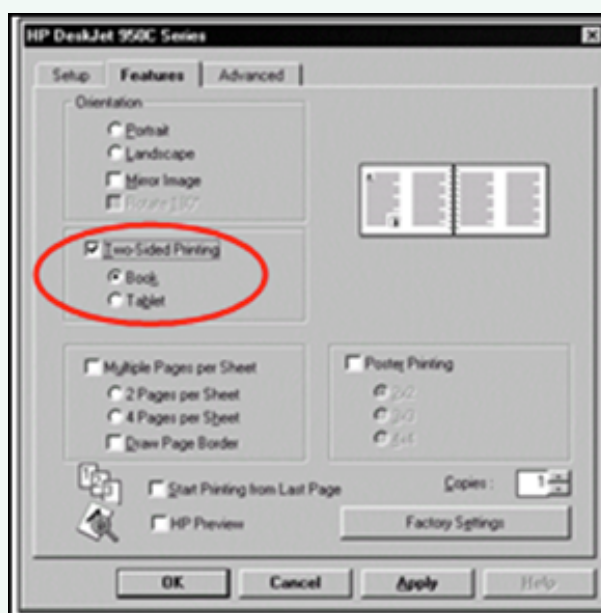


Screenshot 5: Printer properties and page scaling options



If you turn on duplex printing and the back page is printed upside down, fix this by changing the duplex side. Some printers may call this *long side* or *short side* or *Book* or *Tablet*. Tick the alternative option to change the resulting printout and retry. It may require some experimentation. For additional information please refer to the operating instructions for your printer.

Screenshot 6: Example of changing printer settings for duplex (dual sided) printers



### **B. SINGLE-SIDED PRINTING**

In the event that a double-sided printer/photocopier is unavailable, first print the required number of copies of one side of the template.

Next put the printed copies back into the printer paper tray and print the required copies of the other side of the template.

*Tip: When putting the printed copies back into the printer tray, first print just one copy to check that it prints correctly. If it prints incorrectly, change the orientation of the paper in the paper drawer and try again.*

The NCCA Report Card Creator at [www.ncca.ie/primaryreporting](http://www.ncca.ie/primaryreporting) is a user-friendly alternative to the report card template.

The Creator facilitates the easy customisation of the 6th Class Report Card in three simple steps.



Report cards provide teachers with an opportunity to share information in writing about children's progress and achievement in learning. They are a key part of the communication between school and home. The end-of-year 6th class report card also provides post-primary schools with a summary of children's learning progress and achievement.

### REPORT CARDS SHOULD INCLUDE...

- all relevant information about children's progress and achievement in a *clear* and *concise* manner
- information about *how* a child learns as well as *what* a child learns. This holistic information should identify and celebrate a child's current learning, and indicate next steps for future learning. Links between information about children's achievement, areas for development, and actions the school and parent/ guardians might take to support next steps should be made.
- information that is accurate and *based on evidence* gathered over time using a range of assessment methods. The assessment methods commonly used in the primary school are identified in [Assessment in the Primary School Curriculum: Guidelines for Schools](#) (NCCA, 2007).
- information that reflects the *trend* in the child's learning over the year
- information that is *consistent with feedback* shared with children and parents/ guardians throughout the year. In this way the report card confirms and affirms what parents/ guardians already know, and in turn, ensures that there should be no surprises.

### IN GENERAL, NARRATIVE COMMENTS SHOULD...

- be consistent with the information summarised in the rating scales
- focus on what was learnt and how well, where improvement is needed and what should be done next
- focus on key messages rather than become overly detailed
- avoid labelling children
- be presented in language that is easily understood by parents/guardians. For example, specialist terms like 'higher order thinking' should be avoided.
- be legible. Completing report cards on computer will ensure that comments are legible, and will also support their electronic management by your school.



Teachers may find this guide helpful when completing the end-of-year **6th Class Report Card**. The report card is part of the **Education Passport** materials. It is available in one format only to ensure consistency in the nature of the information received by post-primary schools. The guide is presented in the same sequence as the headings on the report card.

## 1. CHILD'S DETAILS

- **Name:** Insert the child's name as it appears on the birth certificate, where this information is available.
- **Likes to be known as (if different from above):** Insert the name commonly used by the child in school if it is different from the name that appears on the birth certificate.

## 2. YOUR CHILD AS A LEARNER and YOUR CHILD'S SOCIAL AND PERSONAL DEVELOPMENT

- When reporting on children with special educational needs, the 'Plan' or 'P' column should be used where a plan is in place for children in receipt of additional supports in 6th class. These supports relate to Learning Support and Resource teaching in accordance with **NEPS Continuum of Support** and **DES Circular 02/05**, Appendix 3. The term 'plan' is an umbrella term for any learning plan in place to support the child. Examples of plans that may link to the reporting areas 'Your child as a learner' and your child's social and personal development' include a Behaviour Support Plan, an Individual Profile and Learning Programme (IPLP), and an Individual Educational Plan (IEP).

Complete the rating scale by reference to the goals identified in the plan.

- In the example shown, the teacher ticked the 'P' for plan beside those items on the report card that related to the goals in the child's behaviour support plan. The teacher then used the rating scale to share information that reflected the child's progress based on *this plan*.

### Report card extract showing the use of the 'P' column

Your child's social and personal development					
		1 Rarely	2 Sometimes	3 Most of the time	4 Always
	P	1	2	3	4
Manages and expresses own feelings well				✓	
Is sensitive to others' feelings			✓		
Mixes well with other children			✓		
Behaves well in class	✓		✓		
Behaves well in the playground	✓		✓		
Participates well in Religious or Ethical Education				✓	



## 3. YOUR CHILD'S LEARNING DURING THE YEAR

### 3.1 RATING SCALES

- In general, your judgements about the progress and achievement during the year should be referenced to expectations based on the content objectives/outcomes in the primary school curriculum for 6th class. This common reference point is important to ensure consistency in the information shared with post-primary schools
- For children with special educational needs and who have a plan to support learning, an extra “✓” should be placed in the column marked ‘P’ beside any item(s) that relates to this plan. ‘P’ is an abbreviation of the word ‘plan’
- The term ‘plan’ is an umbrella term for any learning plan that a school may have in place to support the child in 6th class e.g. IPLP, IEP.
  - Information you share in the rating scale about the child’s learning should reflect expectations based on this plan and not the content objectives/outcomes in the primary school curriculum for 6th class.
  - In the example shown, the child had an IPLP and was allocated learning support for English reading at the time of completing the report card. The tick indicates that the child’s achievement in reading is meeting expectations based on the IPLP. Given that the child does not have an individualised plan for writing, the tick indicates that the achievement of the child in writing is *meeting expectations* based on the content objectives/outcomes in the primary school curriculum for 6th class.

### Report card extract showing the use of the rating scale

1 Working towards expectations  
2 Meeting expectations  
3 Ahead of expectations

English	P	1	2	3
Communicates with others in a clear and effective way				✓
Understands what is said by others			✓	
Reading	✓		✓	
Writing		✓		

### 3.2 SUBJECTS

- Information about a child’s exemption from the study of Irish is available in the child’s *Certification of Exemption* issued by the primary school and available in school records. Before sending the report card to the post-primary school, the *Certification of Exemption* should be attached.



## 4. STANDARDISED TEST SCORES

- Include the child's 6th class test scores for Maths and English reading in the spaces provided. Test scores for Irish reading are required where a child attends an Irish-medium school.
- Where available, include test scores from *2nd and 4th classes*. This information provides the post-primary school with a broad overview of the child's scores.
- All standardised test scores should be shared as STen scores only. This promotes consistency in the information received by a post-primary school from its feeder primary schools. STen scores are also the format submitted annually by primary schools to the DES.
- Enter 'Not Applicable' or 'N/A' in place of a test score in the following circumstances:
  - For Irish reading where replace children attend an English-medium school.
  - For children (who) may be excluded from standardised testing in line with [DES Circular 0056/2011](#), p.6.

### Report card extract sample

Standardised test scores			
	Sten Score		
	2nd Class	4th Class	6th Class
Maths	4	5	5
English reading	6	5	6
Irish reading	N/A	N/A	N/A
STen scores: 1-3 Well below average, 4 Low average, 5-6 Average, 7 High average, 8-10 Well above average *Irish reading test for Irish-medium primary schools only.			

## 5. ATTENDANCE

Insert the total number of days that a child was absent from school during 6th class up to the date of the report card.

## 6. PUNCTUALITY

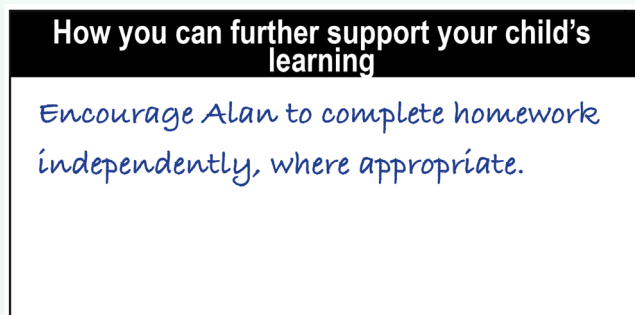
The descriptors 'Very good' and 'Needs improvement' are deliberately stated in broad terms to recognise that detailed records of children's punctuality may not be available.



## 7. HOW YOU CAN FURTHER SUPPORT YOUR CHILD'S LEARNING

- Provide a small number of practical suggestions on how the parent can further support the child's learning. These suggestions should relate directly to one or more key areas of development identified earlier in the rating scales. Most, if not all, of the suggestions may already have been shared at the annual parent-teacher meeting or other incidental meeting(s).
- The suggestions may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum. Useful stems for these suggestions include:
  - Talk with...
  - Provide opportunities with Odessa to...
  - Encourage Anna to...
  - Remind Kate to...
  - Help Alexander to...

### Report card extract sample



## 8. Comments

- **In-school support:** Where a child has a recognised Special Educational Need and/or is in receipt of in-school support, it may be useful to outline the supports provided to the child in this space. Here are some suggestions. It is not intended that you would include all suggestions. You may prefer to include other information that is not listed here.
- **What the child has achieved:** You could identify key achievements in the child's learning. The achievements may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum.



As space is limited, it is important to identify the aspects of achievement that are the most important for the child. It might also be helpful to consider if the child's ...

- effort reflects achievement.
- standardised test scores reflect achievement during the year. Scores for children with English as an Additional Language may not always reflect progress being made in class. Additional care should also be exercised in interpreting the scores of children with special educational needs.
- **What worked best in supporting the child's learning:** You could list key teaching, learning and/or assessment practices that were effective in supporting the child's learning, e.g., group work, one-to-one feedback, Picture Exchange Communication System (PECS).
- **What areas need development:** You could briefly identify any key area(s) where development may be needed. The suggestions may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum.
- **Next Steps:** You could briefly identify one or two actions to support the child's future learning in post-primary school. The action(s) should be manageable and realistic, and link with the areas for development.

### Report card extract sample

Comments
<p><i>Sarah was in receipt of 4 resource teaching hours and had access to SNA support.</i></p> <p><i>Sarah responds well to opportunities to work with peers.</i></p> <p><i>Sarah would benefit from further support to develop reading fluency.</i></p>

## 9. SIGNATURES

Enter the signatures of the teacher and principal on the lines provided. In the event of using digital signatures, these lines should already have been deleted using the option provided in the Report Card Creator. This ensures that JPEG images of the digital signatures can be easily copied and pasted into the report card.





## INFORMATION FOR SCHOOLS

### Reporting to Parents

The **Report Card Creator** and **nine report card templates** have been developed by the NCCA to support schools in creating written reports on children's progress and achievement to parents. Schools can use **either** the online **Report Card Creator** to create and customise their own report card in seven simple steps at [www.reportcard.ncca.ie](http://www.reportcard.ncca.ie) or download the templates at [www.ncca.ie](http://www.ncca.ie).



Each report card includes four key areas for reporting pupil progress and achievement:

- A. Child as a learner**
- B. Child's social and personal development**
- C. Child's learning during the year**
- D. Parents supporting the child's learning**

Space is provided here to record the results of standardised tests for children at the end of 2nd 4th and 6th classes (Circular 0056/2011).

#### Find out more

- In accordance with the Department of Education and Skills circular letter 0056/2011 all primary schools must use an NCCA report card for reporting to parents on children's progress and achievement at school.
- **The Report Card Creator** gives schools flexibility when creating their own report cards. For example, it provides schools with options to:
  - generate English, Gaeilge or bilingual report cards
  - edit the headings within the four reporting areas
  - select from a range of response formats and rating scales
  - report on learning support/resource teaching
  - provide a space for input from the child
- The **nine report card templates** vary in layout. Some templates have specific headings and use tick boxes; others use more open-response headings that allow space for detailed teacher comment.



## INFORMATION FOR SCHOOLS

### A. CHILD AS A LEARNER

#### Areas to consider

- child's learning style
- child's learning disposition/s
- interest and application
- effort
- attention in class
- persistence at tasks
- quality of work
- presentation of work
- capacity to work independently and with others

At the beginning of each school year schools/teachers must agree their expectations about quality and effort with pupils and parents.

### B. CHILD'S SOCIAL AND PERSONAL DEVELOPMENT

#### Areas to consider

- contentment at school
- behaviour in class
- mixing with other children
- sensitivity to others' feelings
- behaviour in the playground
- management and expression of own feelings

### C. CHILD'S LEARNING ACROSS THE CURRICULUM

#### Areas to consider

- level of achievement across the subject strands
- the child's interest in and engagement with the subject
- specific strengths and/or difficulties
- class test results or class averages, where relevant

### D. PARENTS SUPPORTING THE CHILD'S LEARNING

#### Areas to consider

- the next steps in the child's learning
- specific suggestions or strategies for parents on how best to support their child's learning at home
- where appropriate, child self-evaluation and/or setting their own learning targets/goals

### Comments

- identify child's special achievement or contribution to the class
- specify child's ability to be organised and ready to work such as having and caring for their personal belongings
- draw particular attention to an aspect of the child's learning and development
- indicate how the parent can support the child's learning in a particular curriculum area
- invite a discussion with the parent concerning the child's progress

### Reporting the results of standardised tests

- record results as STen or Standard score/s
- write a brief comment on the result/s

For further information on reporting the results of standardised tests try:

1. The NCCA website [www.ncca.ie](http://www.ncca.ie). Your child and standardised testing: Information for parents.
2. Assessment in the Primary School Curriculum: Guidelines for Schools (NCCA, 2007, pgs. 60-65)
3. Department of Education and Skills circular letter 0056/2011

### Attendance

- provides a space to record frequency of attendance or absence

### Punctuality

- provides a space for a short qualitative comment on the child's punctuality

## INFORMATION FOR PRIMARY AND POST-PRIMARY SCHOOLS

➔ Primary ➔ Assessment ➔ Report Cards

### Interpreting teacher judgements

**A teacher's professional judgement is central to the process of identifying and reporting children's progress in learning. This information sheet was prepared to support ...**

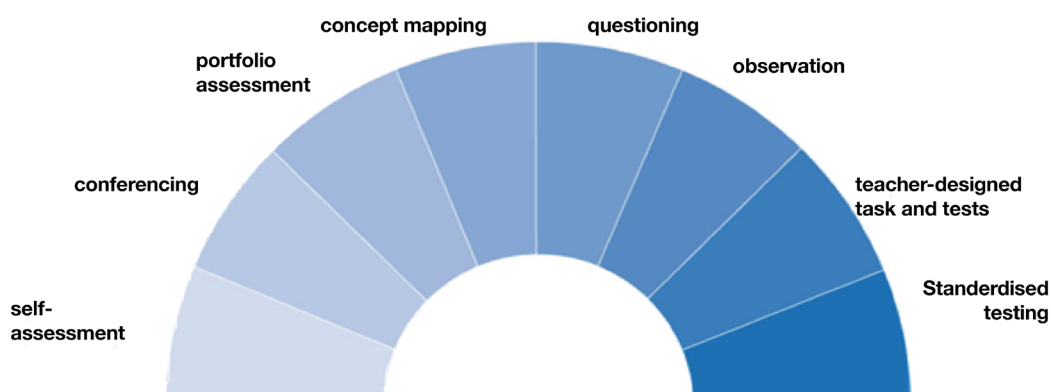
- **primary teachers** to make and express judgements about children's learning.
- **post-primary teachers** to interpret teacher judgements in the 6th class end-of-year report card.

**Here are the three steps typically taken by a primary teacher to make and share judgements about children's learning.**

#### Step 1: Gathering evidence of learning

Content objectives in the Primary School Curriculum (1999) provide the reference point for teachers to monitor and report on children's learning and development in primary school. Teachers use **evidence of learning** from a variety of sources, using a range of **assessment methods** over time, to make judgements about children's learning and development. For example, the teacher may make an initial judgement about a child's learning based on observation and questioning and confirm this by referring to work samples. The assessment methods commonly used in the primary school are presented on a continuum in Figure 1.

Figure 1: A continuum of assessment methods



Source: *Assessment in the Primary School Curriculum: Guidelines for Schools (NCCA, 2007)*

Methods positioned towards the left are those in which the child plays a leading role in assessing his/her own work; towards the right of the continuum the teacher plays a greater role in leading the assessment.

#### Step 2: Arriving at holistic judgements

Evidence gathered over time about **how** a child learns as well as **what** a child learns supports the teacher in arriving at an overall or a **holistic judgement**. The teacher's holistic judgement recorded in the end-of-year report card identifies and celebrates the child's current learning, and indicates next steps for future learning.

#### Step 3: Sharing judgements

Teachers record children's learning progress using four reporting areas in the end-of-year report card:

1. Your child as a learner
2. Your child's social and personal development
3. Your child's learning
4. Next steps to support your child's learning

Teacher judgements are shared in the report card using a combination of **rating descriptors** and **qualitative comments**.

## INFORMATION FOR PRIMARY AND POST-PRIMARY SCHOOLS

➔ Primary ➔ Assessment ➔ Report Cards

### Interpreting teacher judgements

#### Rating descriptors

The teacher allocates a rating descriptor to **summarise** each judgement on the quality of the child's learning e.g. Capable and competent. The rating descriptors used in the end-of-year report card vary according to the reporting area.

#### Qualitative comment

Teachers complement the rating descriptors with a general comment. Usually the teacher will comment on the child's learning in some or all of the four reporting areas in plain and clear language. The comment provides an overall **reason** for the chosen rating descriptors and offers some insights into strengths or challenges in the child's learning progress.

### Interpreting standardised test scores

Children's standardised test scores are shared as either a STen score or standard score in the end-of-year 6th class report card. Table 1 provides an overview of the concepts associated with standardised test scores.

**Table 1: Overview of the concepts associated with standardised test scores**

Name of score	What the score means
<b>Raw score</b>	This is a simple count of the number of items for which the child has supplied correct answers. It is of little use in reporting on a child's performance.
<b>Percentile score</b>	The percentile ranks indicates the percentage of the relevant class or age group which has scored equal to or lower than this child's score. It does not mean the percentage of test items the child answered correctly.
<b>Standard score</b>	Standard scores are transformations of raw scores, and usually range between 55 and 145, with an average of 100.
<b>STen score</b>	STen scores are a ten-point scale with 1 representing the lowest category and 10 the highest. These are derived from standard scores. The term STen is derived from Standard TEN.

Table 2 supports the comparison of both the STen scores and standard scores by equating both types of scores. Descriptors and coverage levels applicable to both score types are also provided.

**Table 2: Equating the STen scores and standard scores**

Standard Score Range	STen Score Range	Descriptor	Coverage
115 and above	8 -10	Well above average	Top 1/6
108 - 114	7	High average	1/6
93 - 107	5 - 6	Average	Middle 1/3
85 - 92	4	Low average	1/6
84 and below	1 - 3	Well below average	Bottom 1/6

Source: Table 1 and Table 2 - Assessment in the Primary School Curriculum: Guidelines for Schools (NCCA, 2007)

## INFORMATION FOR PARENTS

→ Primary → Assessment → Report Cards

### Your child's school report

You will receive a written report from your child's school at the end of the school year. This report will give you information on your child's progress and achievement in school in four key areas:

#### A. Your child as a learner

#### B. Your child's social and personal development

#### C. Your child's learning across the curriculum

#### D. Your key role in supporting your child's learning

### The report may include information on:

#### Your child as a learner

- how your child likes learning in school
- how your child works with other children, or on his/her own
- how your child keeps trying at work, even when it is hard
- how well your child works in school or at home

#### Your child's social and personal development

- if your child appears happy in school
- how he/she behaves
- how he/she gets on with other children in the classroom and in the playground

#### Your child's learning across the curriculum

- how he/she is getting on in English, Gaeilge, mathematics, and in the other subject areas
- whether he/she needs a little or a lot of help with school work
- whether your child needs a little or a lot of help with homework

You can watch a DVD on children's learning in primary schools at [www.ncca.ie](http://www.ncca.ie)



#### How you can further support your child's learning

- how you might be able to help your child to do better in school
- things you can do at home to help with your child's learning

For tip sheets on ways you can help your child to learn, visit [www.ncca.ie](http://www.ncca.ie)

More  
Tip sheets  
for Parents



#### Standardised test results

- the result of a standardised test which will appear as a number. Schools must share the standardised test result with you when your child is in 2nd, 4th and 6th class.
- your child's teacher should provide you with a leaflet explaining standardised testing and test scores

For leaflets for parents on standardised testing, visit [www.ncca.ie](http://www.ncca.ie)

#### Comments

- how your child is doing from his/her teachers point of view
- a comment on some aspect of the report or perhaps drawing your attention to something (s)he would like to talk to you about
- specific praise for your child on a special achievement or quality



## INFORMATION FOR PARENTS

### Explanation of terms that may be used in your child's school report

#### English and Gaeilge

**Listening comprehension** – the ability to understand what is said by others.

**Oral Expression** – the ability to talk to others in a clear and effective way.

**Pre-writing** – the skills required before writing on his/her own. For example, pencil grip, forming and naming the letters of the alphabet, learning that letters represent sounds etc.

**Pre-reading** – the skills required before reading on his/her own. For example, developing an awareness of letter sounds, understanding that words and sentences go from left to right, understanding that pictures in a text add to the meaning etc.

**Written expression** – the ability to write with meaning and for a purpose.

#### Mathematics

**Understanding and recalling** – the ability to show understanding of a maths idea and remember important facts.

**Using procedures** – the ability to use clear and appropriate steps to answer a sum or solve a maths problem.

**Reasoning and problem solving** – the ability to use knowledge of maths to work out problems.

**Explaining and communicating** – the ability to share thinking about why a problem was approached in a particular way.

## EOLAS DO THUISMITHEOIRÍ

→ Bunscolaíocht → Measúnú → Cártaí Tuirisce

### Tuirisc scoile do pháiste

Ag deireadh na scoilbhliana gheobhaidh tú tuairisc scríofa ón scoil ina bhfuil do pháiste. Beidh eolas sa tuairisc ar dhul chun cinn agus ar ghnóthachtáil do pháiste ar scoil i gceithre phríomhréimse:

#### A. Do pháiste mar fhoghlaiméoir

#### C. Mar a fhoghlaimíonn do pháiste i ngach gné den churaclam

#### B. Forás sóisialta agus pearsanta do pháiste

#### D. Do phríomhról mar thuismitheoir i dtacú le foghlaim do pháiste.

### D'fhéadfaí eolas ar na nithe seo a leanas a chur sa tuairisc:

#### Do pháiste mar fhoghlaiméoir

- mar a thaitníonn an foghlaim ar scoil le do pháiste
- mar a oibríonn do pháiste le páistí eile nó ina (h)aonar
- mar a choinníonn do pháiste leis an obair, fiú nuair a bhíonn an obair dheacair
- cé chomh cúramach is a oibríonn do pháiste ar scoil nó sa bhaile

#### Forás sóisialta agus pearsanta do pháiste

- má tá cuma shona ar do pháiste ar scoil
- an chaoi a n-iompraíonn do pháiste í/é féin
- an chaoi a réitíonn do pháiste le páistí eile sa seomra ranga agus sa chlós

#### Foghlaim do pháiste trasna an churaclaim

- mar atá ag éirí le do pháiste sa Bhéarla, sa Mhataimic, sa Ghaeilge agus sna hábhair eile
- cé acu an dteastaíonn beagán cabhrach nó mórán cabhrach uaithe/uaidh le hobair scoile
- cé acu an dteastaíonn beagán cabhrach nó mórán cabhrach uaithe/uaidh le hobair bhaile

Is féidir leat féachaint ar DVD faoi foghlaim pháistí sna bunscoileanna ar [www.ncca.ie](http://www.ncca.ie)



#### Conas cur leis an tacaíocht a thugann tú do do pháiste ina c(h)uid foghlama

- mar a d'fhéadfaí cabhrú le do pháiste a bheith níos fearr ar scoil
  - faoin gcaoi a d'fhéadfaí cabhrú le foghlaim do pháiste sa bhaile
- Chun bileog eolais a fháil ar conas is féidir leat cabhrú le foghlaim do pháiste, féach ar shuíomh idirlín an CNCM ag [www.ncca.ie](http://www.ncca.ie)



#### Torthaí trialacha caighdeánaithe

- toradh trialach caighdeánaithe, a bheidh i bhfoirm uimhreach. Beidh ar scoileanna toradh na trialach caighdeánaithe a chur ar fáil duit nuair atá do pháiste i rang 2, rang 4 agus rang 6.
- Ba chóir do mhúinteoir do pháiste bileog a sholáthar duit a mhíneoidh tástáil chaighdeánaithe agus triailscóir duit.

Chun bileog eolais faoi thrialacha caighdeánaithe do thuismitheoirí a fháil, féach ar shuíomh idirlín an CNCM ag [www.ncca.ie](http://www.ncca.ie)

#### Nótaí tráchta

- faoi mar atá ag éirí leis an bpáiste, i dtuairim an mhúinteora
- ráiteas ar ghné éigin den tuairisc nó gné éigin ar mhaith leis an múinteoir a phlé leat
- moladh ar leith i dtaobh rud éigin ar leith a ghnóthaigh do pháiste nó i dtaobh tréith ar leith dá c(h)uid

## EOLAS DO THUISMITHEOIRÍ

### Míniú ar théarmaí a d'fhéadfaí a úsáid i dtuairisc scoile do pháiste

#### Béarla agus Gaeilge

**Tuiscint ó chluas** – an cumas an méid a deir daoine eile a thuiscint.

**Cur in iúl ó bhéal** – an cumas labhairt le daoine eile ar shlí shoiléir éifeachtach.

**Réamhscríbhneoireacht** – na scileanna a theastaíonn chun tosú ag scríobh ina (h)aonar. Mar shampla, greim ar an bpeann luaidhe, litreacha na haibítire a dhéanamh agus a ainmniú, a fhoghlaim go seasann litreacha d'fhuaimneanna srl.

**Réamhléitheoireacht** – na scileanna a theastaíonn chun tosú ag léamh ina (h)aonar. Mar shampla, tuiscint a fháil ar fhuaimneanna na litreacha, an tuiscint go scríobhtar focail agus abairtí ó chlé, an tuiscint gur féidir ciall bhreise a bhaint as pictiúr i dtéacs srl.

**Cur in iúl scríofa** – an cumas brí a chur in iúl i bhfoirm scríofa agus cuspóir a bhaint amach leis.

#### Matamaitic

**Tuiscint agus athchuidhne** – an cumas coincheap matamaiticiúil a thuiscint agus fíricí tábhachtacha a thabhairt chun cuimhne.

**Úsáid modhanna oibre** – an cumas úsáid a bhaint as céimeanna soiléire cuí chun suim a dhéanamh nó fadhb mhatamaiticiúil a fhuascailt.

**Réasúnaíocht agus fadhbréiteach** – an cumas úsáid a bhaint as eolas ar an matamaitic chun fadhbanna a fhuascailt.

**Miniú agus cur in iúl** – an cumas smaointe a roinnt le daoine eile i dtaobh na slí ar tugadh faoi fhadhb a fhuascailt.



## INFORMACJE DLA RODZICÓW

### Raport szkolny dziecka

Na koniec roku szkolnego otrzymają Państwo ze szkoły raport na temat postępów i wyników dziecka w nauce. Raport ten podzielony jest na cztery kluczowe części:

#### A. Państwa dziecko jako uczeń

#### B. Społeczny i osobowościowy rozwój dziecka

#### C. wyniki dziecka w poszczególnych przedmiotach

#### D. kluczowa rola rodzica we wspieraniu nauki dziecka

Poniższa tabela wyjaśnia niektóre zwroty, które znajdują się w raporcie.

#### Państwa dziecko jako uczeń

- czy dziecko lubi naukę w szkole
- w jaki sposób dziecko pracuje z innymi dziećmi / samodzielnie
- w jaki sposób dziecko stara się pracować w szkole, nawet jeżeli jest mu trudno
- jakie są wyniki pracy dziecka w szkole / w domu

#### społeczny i osobowościowy rozwój dziecka

- czy dziecko wydaje się być radosne w szkole
- jak się zachowuje
- jakie dziecko ma stosunki z innymi dziećmi w klasie / na placu zabaw

#### wyniki dziecka w poszczególnych przedmiotach

- jak dziecko radzi sobie z angielskim, irlandzkim, matematyką oraz innymi przedmiotami
- czy dziecko potrzebuje mało / dużo pomocy na lekcjach w szkole
- czy dziecko potrzebuje mało / dużo pomocy w odrabianiu pracy domowej

Na stronie [www.ncca.ie](http://www.ncca.ie) mogą Państwo obejrzeć materiał DVD na temat nauki dzieci w szkołach podstawowych.

#### kluczowa rola rodzica we wspieraniu nauki dziecka

- w jaki sposób mogą Państwo pomóc swojemu dziecku lepiej radzić sobie w szkole
- co mogą Państwo robić w domu, aby pomóc dziecku w nauce

Na stronie Krajowej Rady ds. Programu Nauczania i Oceny (NCCA) pod adresem [www.ncca.ie](http://www.ncca.ie) znajdują Państwo wskazówki na temat tego, w jaki sposób można pomóc dziecku w nauce.

#### wyniki testu standaryzowanego

- wyniki testu standaryzowanego, które będą przedstawione w formie liczbowej  
*Szkola ma obowiązek przekazać wyniki testu (sprawdzianu) standaryzowanego rodzicom dzieci w drugiej, czwartej i szóstej klasie.*
- nauczyciel dziecka powinien przekazać rodzicom ulotkę wyjaśniającą czym jest test standaryzowany oraz co oznacza dany wynik

Na stronie NCCA pod adresem [www.ncca.ie](http://www.ncca.ie) znajdują Państwo także ulotki dla rodziców na temat testu standaryzowanego.

#### komentarze

- miejsce na osobisty komentarz od nauczyciela
- może pojawić się komentarz skierowany do Państwa na temat niektórych części raportu lub może zostać zwrócona uwaga na kwestię, o której nauczyciel chciałby z Państwem porozmawiać
- nauczyciel może wykorzystać to miejsce, aby pochwalić dziecko za specjalne osiągnięcie lub cechę charakteru

## INFORMACJE DLA RODZICÓW

### Wyjaśnienie terminologii która może pojawić się w raporcie szkolnym Państwa dziecka

#### Język angielski i irlandzki

**Rozumienie tekstu słuchanego** - umiejętność rozumienia co zostało powiedziane przez innych.

**Wypowiedź ustna** - umiejętność rozmowy z innymi w jasny i efektywny sposób.

**Ćwiczenia w pisaniu** - umiejętności potrzebne zanim uczeń zacznie sam pisać. Na przykład, prawidłowy uchwyt ołówka, tworzenie i nazywanie liter, rozumienie że litery reprezentują dźwięki itp.

**Ćwiczenia w czytaniu** - umiejętności potrzebne zanim uczeń zacznie sam czytać. Na przykład, rozwijanie świadomości dźwięków liter, rozumienie że słowa i zdania zapisywane są od lewej do prawej, rozumienie że obrazki w tekście dodają znaczenia itp.

**Wypowiedź pisemna** - umiejętność pisania z sensem i w konkretnym celu.

#### Matematyka

**Rozumienie i przypominanie** - umiejętność wykazania rozumienia zagadnienia matematycznego i pamiętania ważnych faktów.

**Używanie procedur** - umiejętność podjęcia wyraźnych i odpowiednich działań w celu wykonania danego obliczenia lub rozwiązania zadania matematycznego.

**Rozumowanie i rozwiązywanie problemów** - umiejętność wykorzystania wiedzy matematycznej do rozwiązywania problemów.

**Wyjaśnianie i komunikowanie** - umiejętność wytłumaczenia swojego toku myślenia w celu wykazania dlaczego uczeń podszedł do problemu w dany sposób.

# DAS ZEUGNIS IHRES KINDES

## INFORMATIONSBROSCHÜRE FÜR ELTERN

Am Ende des Schuljahres erhalten Sie von der Schule das schriftliche Zeugnis Ihres Kindes. Dieser Bericht gibt Ihnen Informationen über die Fortschritte Ihres Kindes und Leistung in der Schule in den folgenden vier wichtigen Bereichen:

### A. Ihr Kind als Schüler

### B. Die soziale und persönliche Entwicklung Ihres Kindes

### C. Die Leistungen Ihres Kindes

### D. Ihre Schlüsselrolle bei der Unterstützung Ihres Kindes

Die nachfolgende Tabelle erklärt einige Begriffe im Zeugnis Ihres Kindes.

#### Ihr Kind als Schüler

- Wie Ihr Kind in der Schule lernt.
- Wie Ihr Kind mit seinen/ihren Mitschülern arbeitet, oder wie es alleine arbeitet
- Wie Ihr Kind sich bemüht, auch wenn es schwierig ist
- Wie gut Ihr Kind in der Schule oder Zuhause arbeitet

#### Die soziale und persönliche Entwicklung Ihres Kindes

- Ob Ihr Kind in der Schule glücklich zu sein scheint
- Wie er oder sie sich verhält
- Wie er oder sie sich mit den Klassenkameraden versteht – im Klassenzimmer und auf dem Schulhof

#### Die Leistungen Ihres Kindes

- Die Leistungen Ihres Kindes in Englisch, Gaeilge, Mathematik und in anderen Fächern
- Ob er oder sie viel oder wenig Hilfe während der Klasse benötigt.
- Ob er oder sie viel oder wenig Hilfe mit den Hausaufgaben benötigt.

Auf [www.ncca.ie](http://www.ncca.ie) können Sie sich ein Video über das Lernen von Kindern in der Grundschule ansehen.

#### Ihre Schlüsselrolle bei der Unterstützung Ihres Kindes

- Wie Sie Ihrem Kind helfen können, in der Schule besser voranzukommen
- Was Sie Zuhause tun können um das Lernen Ihres Kindes zu unterstützen.

Für nützliche Tipps zur Unterstützung Ihres Kindes, gehen Sie zu [www.ncca.ie](http://www.ncca.ie).

#### Standardisierte Testergebnisse

- Das Ergebnis eines standardisierten Tests wird als Zahl angegeben. Die Schulen sind verpflichtet Ihnen die Ergebnisse von standardisierten Tests Ihres Kindes in der 2., 4. und 6. Klasse mitzuteilen.
- Der Lehrer/in Ihres Kindes wird Ihnen eine Informationsbroschüre über standardisierte Tests und das Punktesystem zur Verfügung stellen.

Ein Merkblatt für Eltern über standardisierte Tests ist auf der NCCA website [www.ncca.ie](http://www.ncca.ie).

#### Bemerkungen

- Die Leistungen Ihres Kindes aus Sicht seines/ihrer Lehrers.
- Eine Bemerkung zu einem bestimmten Aspekt des Zeugnisses, oder um Ihre Aufmerksamkeit auf etwas zu lenken, worüber er/sie gerne mit Ihnen sprechen würde.
- Spezifisches Lob Ihres Kindes für besondere Leistungen oder Fähigkeiten.

## INFORMATIONSBROSCHÜRE FÜR ELTERN

### Erklärung der möglicherweise im Zeugnis Ihres Kindes erscheinenden Begriffe

#### Englisch und Gaeilge

**Hörverständnis** - die Fähigkeit zu verstehen, was andere sagen.

**Mündlicher Ausdruck** - die Fähigkeit, klar und verständlich mit anderen zu sprechen.

**Schreibvorbereitung** - die Fertigkeiten, die Ihr Kind benötigt, bevor es selbst zu schreiben beginnt. Zum Beispiel die korrekte Stifthaltung, die Formung und Benennung der Buchstaben des Alphabets, das Erlangen des Verständnisses, dass Buchstaben Laute repräsentieren etc.

**Lesevorbereitung** - die Fertigkeiten, die Ihr Kind benötigt, bevor es selbst zu lesen beginnt. Zum Beispiel die Entwicklung eines Bewusstseins für die Laute einzelner Buchstaben, das Erlangen des Verständnisses, dass Wörter und Sätze von links nach rechts verlaufen und dass Bilder innerhalb eines Textes dessen Inhalt hervorheben etc.

**Schriftlicher Ausdruck** - die Fähigkeit, mit Sinn und Zweck zu schreiben.

#### Mathematik

**Verständnis und Erinnerungsvermögen** - die Fähigkeit, ein mathematisches Konzept zu verstehen und sich an wichtige Fakten zu erinnern.

**Anwendung von mathematischen Verfahren** - die Fähigkeit, klare, geeignete Schritte zur Berechnung einer Kalkulation oder zur Lösung eines mathematischen Problems zu befolgen.

**Denkfähigkeit und Problemlösung** - die Fähigkeit, Probleme anhand von mathematischen Kenntnissen zu lösen.

**Erklärungsvermögen und Kommunikation** - die Fähigkeit, anderen den Denkansatz hinsichtlich der Lösung eines Problems zu vermitteln.

## INFORMACIJA TĒVAMS

### Jūsų vaiko mokyklos pažangumo pažyma

Mokslo metų pabaigoje jums bus atsiųsta jūsų vaiko mokyklos pažangumo pažyma.

Šioje pažymoje bus aprašytas jūsų vaiko pažangumas ir pasiekimai keturiuose esminėse srityse.

Tai yra:

**A. vaiko sugebėjimas mokytis**

**C. vaiko pažangumas atskiruose dalykuose**

**B. vaiko socialinis ir asmeninis vystymasi**

**D. jūsų paramos besimokančiam vaikui svarba**

### Pažymoje gali būti informacija apie:

#### vaiko sugebėjimas mokytis

- ar vaikui patinka mokytis mokykloje
- ar vaikui patinka mokytis kartu su kitais vaikais , ar jis/ji pasirenka individualų mokymasi
- kaip atkakliai vaikas mokosi net kai susiduria su sunkumais
- kaip jūsų vaikui sekasi mokytis mokykloje ir namuose

#### vaiko socialinis ir asmeninis vystymasis

- ar mokykloje vaikas atrodo laimingas
- vaiko elgesys
- kaip jūsų vaikui sekasi bendrauti su kitais vaikais klasėje ir žaidimų aikštelėje

#### vaiko pažangumas atskiruose dalykuose

- kaip vaikui sekasi mokytis anglų ir airių kalbų, matematiką bei kitus dėstomus dalykus
- ar jam/jai reikia daug/mažai pagalbos pamokų metu
- ar jūsų vaikui reikia daug/mažai pagalbos atliekant namų darbus

Galite pažiūrėti filmuotą medžiagą apie pradinę mokyklą šiuo adresu:  
[www.ncca.ie](http://www.ncca.ie).

#### jūs ir jūsų vaiko mokymasis

- kaip galite padėti vaikui mokytis
- pateiksime keletą patarimų kaip galite padėti savo vaikui įveikti sunkumus besimokant mokykloje

NCCA tinklalapyje rasite skirtingų patarimų kaip galite paremti ir padėti mokykloje besimokančiam vaikui. [www.ncca.ie](http://www.ncca.ie).

#### standartinių testų rezultatai

- standartinių testų rezultatas, išreikštas skaičiumi. Mokykla turi pateikti jums standartinių testų rezultatą, kai jūsų vaikas mokosi 2, 4 ir 6 klasėje
- jūsų vaiko mokytojas turi pateikti jums lankstinuką, paaiškinantį standartinius testus ir testų rezultatus

Daugiau informacijos apie standartinius testus rasite NCCA tinklalapyje šiuo adresu:  
[www.ncca.ie](http://www.ncca.ie).

#### komentariai

- mokytojo nuomonė apie tai, kaip jūsų vaikui sekasi
- pastaba dėl kažkurio pažymos aspekto ar dėl konkrečios srities apie kurią jis/ji norėtų su jumis pasišnekėti
- jūsų vaiko pagyrimas už pastebėtus pasiekimus arba geras savybes

## INFORMACIJA TĒVAMS

### Terminų, kurie gali būti naudojami jūsų vaiko mokyklos pažangumo pažymoje, paaiškinimas

#### Anglų ir airių kalbos

**Supratimas iš klausos** - gebėjimas suprasti, ką sako kiti.

**Išraiška žodžiu** - gebėjimas kalbėtis su kitais aiškiai ir veiksmingai.

**Prieš pradedant rašyti** - įgūdžiai reikalingi vaikui prieš pradedant rašyti pačiam (-iai). Pavyzdžiui, pieštuko laikymo būdas, abėcėlės raidžių sudarymas ir išvardijimas, žinojimas, kad raidės atitinka garsus ir t. t.

**Prieš pradedant skaityti** - įgūdžiai, reikalingi vaikui prieš pradedant skaityti pačiam (-iai). Pavyzdžiui, raidės atitinkančių garsų supratimas, supratimas, kad žodžiai ir sakiniai skaitomi iš kairės į dešinę, supratimas, kad paveikslukai tekste padeda suprasti prasmę ir t. t.

**Išraiška raštu** - sugebėjimas rašyti prasmingai ir sąmoningai.

#### Matematika

**Supratimas ir atkūrimas** - gebėjimas parodyti matematinių sąvokų supratimą ir prisiminti svarbius faktus.

**Procedūrų naudojimas** - gebėjimas naudoti aiškius ir tinkamus veiksmus, kad būtų apskaičiuota suma arba išspręstas matematinis uždavinys.

**Samprotavimas ir uždavinių sprendimas** - gebėjimas naudoti matematikos žinias, kad uždavinys būtų išspręstas.

**Aiškinimas ir informacijos perdavimas** - gebėjimas pasidalyti mintimis, kodėl uždavinys buvo sprendžiamas tam tikru būdu.

## INFORMÁCIJA VECÁKIEM

### Skolnieka liecība

Mācību gada beigās jūs saņemsiet bērna skolas liecību. Liecībā būs sniegta informācija par skolnieka sekmēm un sniegumu četrās galvenās jomās:

- A. bērna skolas gaitas
- C. mācību programmas apguve kopumā
- B. bērna sociālā un personiskā attīstība
- D. vecāku loma bērna mācībās.

#### Šajā tabulā ir izskaidroti skolnieka liecībā lietotie termini

##### Bērna skolas gaitas

- bērna attieksme pret mācībām
- kā bērns sadarbojas ar citiem bērniem un strādā pats ar sevi
- kā bērns cenšas tikt galā ar uzdoto par spīti grūtībām
- cik labi bērns darbojas skolā vai mājās

##### Bērna sociālā un personiskā attīstība

- vai bērnam patīk iet skolā
- kāda ir bērna uzvedība
- cik labi bērns satiek ar citiem bērniem klases un ārpusklases nodarbībās

##### Mācību programmas apguve kopumā

- kādas ir skolnieka sekmes angļu valodā, īru valodā, matemātikā un citos priekšmetos
  - cik daudz skolniekam nepieciešama palīdzība mājas darbos
- Par bērnu mācībām pamatskolā varat noskatīties DVD vietnē [www.ncca.ie](http://www.ncca.ie).

##### Jūs un bērna mācību process

- kā jūs varētu palīdzēt uzlabot bērna sekmes skolā
  - kā jūs mājās varētu palīdzēt bērnam mācīties
- Padomus par to, kā palīdzēt bērnam mācīties, var atrast NCCA vietnē [www.ncca.ie](http://www.ncca.ie).

##### Standartizēto testu rezultāti

- standartizētās pārbaudes rezultāts ir skaitlis. Skolas pienākums ir iepazīstināt vecākus ar standartizētās pārbaudes rezultātiem 2., 4. un 6. klasē
- skolotājam jānodrošina vecāki ar informāciju, kurā ir izskaidrota standartizētā pārbaude un tās rezultāti.

Vecākiem domāto informāciju par standartizēto pārbaudi var atrast NCCA vietnē [www.ncca.ie](http://www.ncca.ie).

##### Piezīmes

- bērna sekmes no skolotāja viedokļa
- piezīme par kādu liecības aspektu, lai pievērstu jūsu uzmanību kādam jautājumam, par kuru skolotājs vēlas ar jums aprunāties
- uzslavas jūsu bērnam par īpašiem sasniegumiem vai kādu rakstura iezīmi.

## INFORMĀCIJA VECĀKIEM

### Paskaidrojumi terminiem, kas var tikt izmantoti jūsu bērna skolas sekmju lapā

#### Angļu valoda un īru valoda

**Klausīšanās izpratne** – spēja saprast, ko saka citi.

**Mutvārdu saziņa** – spēja runāt ar citiem skaidri un efektīvi.

**Rakstīšanas vingrinājumi** – prasmes, kas nepieciešamas, pirms bērns patstāvīgi sāk rakstīt. Piemēram, zīmuļa satveršana, alfabēta burtu veidošana un nosaukšana, sapratne, ka burti veido skaņas u.c.

**Lasīšanas vingrinājumi** – prasmes, kas nepieciešamas, pirms bērns sāk patstāvīgi lasīt. Piemēram, izpratnes attīstīšana par burtu skaņām, izpratne, ka vārdus un teikumus jāveido no kreisās puses uz labo pusi, izpratne, ka attēlu pievienošana tekstam pastiprina tā nozīmi u.c.

**Rakstu valoda** – spēja rakstīt ar jēgu un nolūku.

#### Matemātika

**Sapratne un atmiņa** – spēja parādīt izpratni par matemātikas jēgu un atcerēties svarīgus faktus.

**Procedūru izmantošana** – spēja veikt skaidras un atbilstošas darbības, lai veiktu saskaitīšanu un atrisinātu matemātikas uzdevumus.

**Spriestspēja un uzdevumu risināšana** – spēja izmantot matemātikas zināšanas, risinot uzdevumus.

**Skaidrojums un komunicēšanās** – spēja dalīties domās par to, kāpēc uzdevums tika risināts noteiktā veidā.



## BULLETIN SCOLAIRE DE VOTRE ENFANT

### Informations À L'usage Des Parents

Vous recevrez à la fin de l'année scolaire un ou plusieurs bulletins scolaires concernant votre enfant. Ce bulletin vous informera des progrès et résultats scolaires de votre enfant dans les quatre domaines clefs suivants :

- A. Votre enfant en tant qu'apprenant**
- B. Développement social et personnel de votre enfant**
- C. Performances de votre enfant sur l'ensemble du programme**
- D. Votre rôle pour contribuer à l'apprentissage de votre enfant**

**Le tableau ci-dessous explique certains des termes contenus dans le bulletin de votre enfant :**

<b>Votre enfant en tant qu'apprenant</b>	<ul style="list-style-type: none"> <li>• Votre enfant aime-t-il apprendre à l'école?</li> <li>• Comment votre enfant travaille-t-il avec d'autres enfants ou seul?</li> <li>• Votre enfant fait-il des efforts, même lorsque c'est difficile?</li> <li>• Comment travaille votre enfant à l'école et à la maison?</li> </ul>
<b>Développement social et personnel de votre enfant</b>	<ul style="list-style-type: none"> <li>• Votre enfant semble-t-il heureux à l'école ?</li> <li>• Quel est son comportement ?</li> <li>• Comment s'entend-il avec les autres enfants dans la classe et dans la cour de récréation?</li> </ul>
<b>Performances de votre enfant sur l'ensemble du programme</b>	<ul style="list-style-type: none"> <li>• Comment s'en sort-il en anglais, gaélique, maths, et dans les autres matières ?</li> <li>• A-t-il/elle besoin d'un peu ou de beaucoup d'aide pour faire son travail scolaire ?</li> <li>• A-t-il/elle besoin d'un peu ou de beaucoup d'aide pour faire ses devoirs ?</li> </ul> <p>Un DVD sur l'apprentissage des enfants à l'école primaire est disponible sur le site <a href="http://www.ncca.ie">www.ncca.ie</a> .</p>
<b>Vous et l'apprentissage de votre enfant</b>	<ul style="list-style-type: none"> <li>• Comment pouvez-vous aider votre enfant à faire des progrès à l'école ?</li> <li>• Que pouvez-vous faire à la maison pour contribuer à l'apprentissage de votre enfant ?</li> </ul> <p>Des fiches pratiques sur les différentes manières d'aider votre enfant à apprendre sont disponibles sur le site de NCCA <a href="http://www.ncca.ie">www.ncca.ie</a> .</p>
<b>Résultats de tests standardisés</b>	<ul style="list-style-type: none"> <li>• les résultats d'un test standardisé qui apparaîtront sous la forme d'un chiffre. <i>Les écoles doivent communiquer les résultats du test standardisé lorsque votre enfant se trouve dans la classe de deuxième, quatrième et sixième primaire.</i></li> <li>• l'enseignant de votre enfant doit en principe vous fournir une brochure vous expliquant le test standardisé et les scores de test.</li> </ul> <p>Des renseignements à l'usage des parents sur les tests standardisés sont disponibles sur le site de NCCA <a href="http://www.ncca.ie">www.ncca.ie</a> .</p>
<b>Commentaires</b>	<ul style="list-style-type: none"> <li>• Espace dans lequel le professeur de votre enfant peut écrire un commentaire personnel.</li> <li>• Ce commentaire peut porter sur un aspect du bulletin, ou bien attirer votre attention sur un sujet sur lequel il/elle souhaiterait vous parler.</li> <li>• Le professeur peut utiliser cet espace pour attirer votre attention ou pour complimenter votre enfant sur une performance ou une qualité particulières.</li> </ul>

## BULLETIN SCOLAIRE DE VOTRE ENFANT

### Explication de termes susceptibles d'être utilisés dans le bulletin scolaire de votre enfant

#### Anglais et gaélique

**Compréhension orale** - la capacité à comprendre ce qui est dit par les autres

**Expression orale** - la capacité à parler à d'autres d'une manière claire et efficace.

**Pré-écriture** - les compétences requises avant d'écrire tout seul. Par exemple, tenir son crayon, former et nommer les lettres de l'alphabet, apprendre que les lettres représentent des sons etc.

**Pré-lecture** - les compétences requises avant qu'il/elle lise tout/e seul/e. Par exemple, développer la prise de conscience des sons des lettres, comprendre que les mots et les phrases vont de gauche à droite, comprendre que les images dans le texte aident à la compréhension etc.

**Expression écrite** - la capacité d'écrire avec un sens et un but.

#### Mathématiques

**Comprendre et se rappeler** - la capacité à démontrer une compréhension d'une idée mathématique et de se souvenir de faits importants.

**Utiliser des méthodes** - la capacité à utiliser des méthodes claires et appropriées pour faire une addition ou résoudre un problème de maths.

**Raisonnement et résolution de problèmes** - la capacité à utiliser ses connaissances en mathématiques pour résoudre des problèmes.

**Expliquer et communiquer** - la capacité à partager et communiquer les raisons pour lesquelles un problème a été abordé d'une manière particulière.

## 家长手册

### 您孩子的学校成绩报告单

您将于学年末从您孩子的学校收到书面成绩报告单。这份报告单将向您提供有关您孩子在校内在四个关键方面的进展和成绩。它们是：

- |                        |                             |
|------------------------|-----------------------------|
| <b>A. 孩子作为学习者的情况</b>   | <b>C. 孩子所有课程的学习情况</b>       |
| <b>B. 孩子的社交和个人发展情况</b> | <b>D. 您在支持孩子学习方面所起的关键作用</b> |

下面的表格解释了您孩子成绩报告单上的某些术语。

#### 孩子作为学习者的情况

- 孩子在学校对学习的喜爱程度
- 孩子与其他孩子合作，以及独立学习时的表现
- 孩子在学习中即使遇到困难也不气馁的精神
- 孩子在校或是在家的学习情况

#### 孩子的社交和个人发展情况

- 孩子在学校显得快乐吗
- 他/她表现如何
- 他/她在课堂和操场上与其他孩子相处的如何

#### 孩子各科课程的学习情况

- 他/她在英语、爱尔兰语、数学及其它科目上进展如何
- 他/她在学校作业上是否需要少量或大量帮助
- 您的孩子在家庭作业上是否需要少量或大量帮助



您可登录以下网站，观看有关孩子小学学习的 DVD [www.ncca.ie](http://www.ncca.ie) .

#### 您如何能够更好地支持孩子的学习

- 您如何能够帮助孩子在学校做得更好
- 为帮助孩子的学习，您在家所能做的事情

如需有关您如何能够帮助孩子学习的小贴士列表，请查看 NCCA 网站 [www.ncca.ie](http://www.ncca.ie) .

#### 标准化测试结果

- 以数字表示的标准化测试结果。在孩子上二、四、六年级时，学校必须将标准化测试结果告知家长。
- 您孩子的老师应提供给您一份宣传单，解释标准化测试和测试分数

给父母的更全面建议



如需有关给家长的标准化测试宣传单，请查看 NCCA 网站 [www.ncca.ie](http://www.ncca.ie) .

#### 评语

- 孩子的老师认为他/她表现如何
- 一条有关成绩报告单某个方面的评语，也许是吸引您注意老师希望与您讨论的某些事宜
- 对某项成就或素质对您的孩子进行具体表扬

## 家长手册

### 子女成绩单可能使用的术语释义

#### 英语和爱尔兰语

**听力理解** - 理解他人讲话内容的能力。

**口头表达** - 清楚、有效地与他人交谈的能力。

**书写前技能** - 学生自己书写之前所需的技能。例如，握笔、读写字母、了解字母代表发音等等。

**阅读前技能** - 学生自己阅读之前所需的技能。例如，培养字母发音的意识、明白句子是从左到右的顺序、明白文字中的图片增添含义等等。

**书面表达** - 有意义、有目的书写的的能力。

#### 数学

**理解和记忆** - 表现出理解数学概念，并记住重要事实的能力。

**采用步骤** - 利用清晰、适当的步骤解答求和或解决数学问题的能力。

**推理和问题解决** - 利用数学知识解决问题的能力。

**解释和沟通** - 就为什么某个问题要以某种特定方式解答分享思路的能力。

# St. Michael's School

St. Michael's School  
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Glenmaroon,  
Chapelizod,  
Dublin 20.

01-8201859

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[www.stmichaelsholyangels.ie](http://www.stmichaelsholyangels.ie)



## Annual Report Card

September 2011 - June 2012



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

[www.ncca.ie/parents](http://www.ncca.ie/parents)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Rarely Sometimes Most of the time Always

Your child as a learner				
Interested in learning				
Listens carefully				
Works well independently				
Keeps trying even when tasks are difficult				

Your child's social and personal development				
Happy at school				
Behaves well in class				
Mixes well with other children				
Sensitive to others' feelings				
Behaves well in the playground				
Manages and expresses own feelings well				

### Your child's learning during the year

★ Needs a lot of help   ★ Needs a little help   ★ Can work independently  
 ★ Demonstrates understanding   ★ Shows deep understanding

English	★	★	★	★	★
Communicating					
Listening					
Speaking					
Reading					
Writing					

Mathematics	★	★	★	★	★
Number and Pattern					
Time					
Money					
Length/Weight/Capacity					
Finding & Recording Information					
Shape and Space					

Social, Environmental and Scientific Education	★	★	★	★	★
History					
Geography					
Science					

Arts Education	★	★	★	★	★
Music					
Drama					
Visual Arts					
Choir					

	★	★	★	★	★
Physical Education					
Social, Personal & Health Education					
Religious Education					
Computers					
Home Economics (Age 12/13+)					
Woodwork (Age 12/13+)					

How you can further support your child's learning

(If Applicable) Your child is working with
_____

My learning in school

Comments

Attendance	Punctuality

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Ainm Name: \_\_\_\_\_

Rang Class: \_\_\_\_\_

<b>Do pháiste mar fhoghlaim</b> <i>Your child as a learner</i>				
	Go hannamh <i>Rarely</i>	Uaireanta <i>Sometimes</i>	De ghnáth <i>Most of the time</i>	I gcónaí <i>Always</i>
Spéis san fhoghlaim <i>Interested in learning</i>				
Éisteann go cúramach <i>Listens attentively</i>				
Oibríonn go maith ina (h)aonar <i>Works well independently</i>				
Oibríonn go maith le páistí eile <i>Works well with other children</i>				
Coinníonn leis an tasc fiú nuair a bhíonn sé deacair <i>Keeps trying even when tasks are difficult</i>				
Déanann obair bhaile ar ardchaighdeán <i>Homework is of high quality</i>				
Cuireann obair i láthair go cúramach <i>Presents work carefully</i>				

<b>Forás sóisialta agus pearsanta do pháiste</b> <i>Your child's social and personal development</i>				
	Go hannamh <i>Rarely</i>	Uaireanta <i>Sometimes</i>	De ghnáth <i>Most of the time</i>	I gcónaí <i>Always</i>
Sona ar scoil <i>Happy at school</i>				
Dea-iompar sa rang <i>Behaves well in class</i>				
Dea-chaidreamh le páistí eile <i>Mixes well with other children</i>				
Íogair do mhothúcháin páistí eile <i>Sensitive to others' feelings</i>				
Dea-iompar sa chlós <i>Behaves well in the playground</i>				
Dea-bhainistiú agus dea-léiriú a m(h)othúchán féin <i>Manages and expresses own feelings well</i>				

# Gaelscoil Eoghain Uí Thuairisc



Gaelscoil Eoghain Uí Thuairisc,  
Garran na Fuinseoige,  
Ceatharlach.

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

[www.ncca.ie/tuismitheoiri](http://www.ncca.ie/tuismitheoiri)

Cárta Tuairisce  
Bliantúil  
*Annual Report Card*

Meán Fómhair 2011 -  
Meitheamh 2012  
*September 2011 - June 2012*

## Mar a d'fhoghlaim do pháiste i gcaitheamh na bliana

Your child's learning during the year

- 1 Deacrachtaí móra aici/aige *Experiencing significant difficulty*
- 2 Roinnt deacrachtaí *Experiencing some difficulty*
- 3 Ag éirí go maith léi/leis *Managing comfortably*
- 4 Cumasach agus inniúil *Capable and competent*
- 5 An-chumasach agus an-inniúil *Highly capable and competent*

### Gaeilge *Irish*

	1	2	3	4	5
Tuiscint ó chluas <i>Listening comprehension</i>					
Cur in iúl ó bhéal <i>Oral expression</i>					
(Réamh) Léitheoireacht (Pre) <i>Reading</i>					
(Réamh) Scríbhneoireacht (Pre) <i>Writing</i>					

### Béarla *English*

	1	2	3	4	5
Tuiscint ó chluas <i>Listening comprehension</i>					
Cur in iúl ó bhéal <i>Oral expression</i>					
Léitheoireacht <i>Reading</i>					
Cur in iúl scríofa <i>Written expression</i>					

### Matamaitic *Mathematics*

	1	2	3	4	5
Tuiscint agus athchuímhne <i>Understanding and recalling</i>					
Úsáid modhanna oibre <i>Using procedures</i>					
Réasúnaíocht agus fadhbriteach <i>Reasoning and problem solving</i>					
Miniú agus cur in iúl <i>Explaining and communicating</i>					

### Oideachas Sóisialta, Imshaoil agus Eolaíochta

*Social, Environmental and Scientific Education*

	1	2	3	4	5
Stair <i>History</i>					
Tíreolaíocht <i>Geography</i>					
Eolaíocht <i>Science</i>					

### Oideachas Ealaíon

*Arts Education*

	1	2	3	4	5
Ceol <i>Music</i>					
Drámaíocht <i>Drama</i>					
Na hAmharcealaíona <i>Visual Arts</i>					

### Corpoideachas

*Physical Education*

### Oideachas Sóisialta, Pearsanta & Sláinte

*Social, Personal & Health Education*

### Oideachas Reiligiúin/Eitice

*Religious/Ethical Education*

	1	2	3	4	5

## Conas cur leis an tacaíocht a thugann tú do do pháiste ina c(h)uid foghlama

How you can further support your child's learning

### Torthaí trialacha caighdeánaithe (más cuí)

Standardised test results (if applicable)

8-10 I bhfad os cionn an mheáin, 7 Meánach ard, 5-6 Meánach, 4 Meánach íseal, 1-3 I bhfad faoin meán 8-10 *Well above average, 7 High average, 5-6 Average, 4 Low average, 1-3 Well below average*

### Nótaí Tráchtá

Comments

Tinreamh *Attendance*

Poncúlacht *Punctuality*

Múinteoir *Teacher*: \_\_\_\_\_

Príomhoide *Principal*: \_\_\_\_\_

Dáta *Date*: \_\_\_\_\_



# Gaelscoil Na Lochanna

ag foghlaim le chéile



Gaelscoil Na Lochanna  
Cill Moloma  
Baile Coimín  
Co. Chill Mhantáin

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**NCCA** 

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

[www.ncca.ie/tuismitheoiri](http://www.ncca.ie/tuismitheoiri)



## Cárta Tuairisce Bliantúil

Meán Fómhair 2011 -  
Meitheamh 2012

Ainm: \_\_\_\_\_

Rang: \_\_\_\_\_

☹️ Go hannamh 😊 Uaireanta 😊 De ghnáth 😊 I gcónaí

### Do pháiste mar fhoghlaim

	☹️	😊	😊	😊	😊
Spéis san fhoghlaim					
Éistean go cúramach					
Oibríonn go maith ina (h)aonar					
Oibríonn go maith le páistí eile					
Coinníonn leis an tasc fiú nuair a bhíonn sé deacair					
Déanann obair bhaile ar ardchaighdeán					
Cuireann obair i láthair go cúramach					

### Forás sóisialta agus pearsanta do pháiste

	☹️	😊	😊	😊	😊
Sona ar scoil					
Dea-iompar sa rang					
Dea-chaidreamh le páistí eile					
Íogair do mhothúcháin páistí eile					
Dea-iompar sa chlós					
Dea-bhainistiú agus dea-léiriú a m(h)othúchán féin					

### Mar a d'fhoghlaim do pháiste i gcaitheamh na bliana

- ★ Deacrachtaí móra aici/aige ★ Roinnt deacrachtaí
- ★ Ag éirí go maith léi/leis ★ Cumasach agus inniúil
- ★ An-chumasach agus an-inniúil

#### Gaeilge

	★	★	★	★	★
Tuiscint ó chluas					
Cur in iúl ó bhéal					
(Réamh) Léitheoireacht					
(Réamh) Scribhneoireacht					

#### Béarla

	★	★	★	★	★
Tuiscint ó chluas					
Cur in iúl ó bhéal					
Léitheoireacht					
Cur in iúl scríofa					

#### Matamaitic

	★	★	★	★	★
Tuiscint agus athchuidhne					
Úsáid modhanna oibre					
Réasúnaíocht agus fadhbriteach					
Míniú agus cur in iúl					

#### Oideachas Sóisialta, Imshaoil agus Eolaíochta

	★	★	★	★	★
Stair					
Tíreolaíocht					
Eolaíocht					

#### Oideachas Ealaíon

	★	★	★	★	★
Ceol					
Drámaíocht					
Na hAmharcealaíona					

#### Corpoideachas

	★	★	★	★	★
Oideachas Sóisialta, Pearsanta & Sláinte					
Oideachas Reiligiúin/Eitice					

### Conas cur leis an tacaíocht a thugann tú do do pháiste ina c(h)uid foghlama

### Torthaí trialacha caighdeánaithe (más cuí)

8-10 l bhfad os cionn an mheáin, 7 Meánach ard, 5-6 Meánach, 4 Meánach íseal, 1-3 l bhfad faoin meán

### Múinteoireacht tacaíochta foghlama / Múinteoireacht acmhainní

### Nótaí Tráchta

**Tinreamh**

**Poncúlacht**

Múinteoir: \_\_\_\_\_

Príomhoide: \_\_\_\_\_

Dáta: \_\_\_\_\_

# Mercy School, Wexford.

Ar Aghaidh Linn Le Chéile.



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## Annual Report Card

Class:

The Mercy School, Wexford, is a community which is proud of its Catholic tradition as handed down by the Sisters of Mercy. We are committed to developing each child's full potential in a positive, supportive and Christian environment. We invite everyone to participate and we urge everyone to contribute.



[www.ncca.ie/parents](http://www.ncca.ie/parents)

September 2012 - June 2013

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Your child as a learner				
	Rarely	Sometimes	Most of the time	Always
Interested in learning				
Listens attentively				
Works well independently				
Works well with other children				
Keeps trying even when tasks are difficult				
Homework is completed on time				
Presents work carefully				

Your child's social and personal development				
	Rarely	Sometimes	Most of the time	Always
Appears happy at school				
Behaves well in class				
Mixes well with other children				
Sensitive to others' feelings				
Behaves well in the playground				
Manages and expresses own feelings well				

### Your child's learning during the year

1 Experiencing significant difficulty 2 Experiencing some difficulty  
 3 Managing comfortably 4 Capable and competent  
 5 Highly capable and competent

English	1	2	3	4	5
Listening					
Oral language					
Reading/Pre-Reading					
Writing					
Phonics/Sounds					
Letter formation					

Gaeilge	1	2	3	4	5
Éisteacht (Listening)					
Labhairt (Oral expression)					

Mathematics	1	2	3	4	5
Understanding					
Using procedures & methods					
Reasoning and problem solving					

Social, Environmental and Scientific Education	1	2	3	4	5
History					
Geography					
Science					

Arts Education	1	2	3	4	5
Music					
Drama					
Visual Arts					

	1	2	3	4	5
Physical Education					
Social, Personal & Health Education					
Religious Education					

### How you can further support your child's learning

### My learning in school

### Comments

<b>Attendance</b>	<b>Punctuality</b>
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Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

😊 Always    😊 Most of the time    😊 Sometimes    😊 Rarely

Your child as a learner				
	😊	😊	😊	😊
Interested in learning				
Listens attentively				
Works well independently				
Works well with other children				
Keeps trying even when tasks are difficult				
Homework completed to his/her ability				
Presents work carefully				

Your child's social and personal development				
	😊	😊	😊	😊
Happy at school				
Behaves well in class				
Mixes well with other children				
Sensitive to others' feelings				
Behaves well in the playground				
Manages and expresses own feelings well				

Ní neart go cur le chéile



Behymore National School  
Ballina.  
Co.Mayo.

096 70469

[behymorens.scoilnet.ie/](http://behymorens.scoilnet.ie/)



[www.ncca.ie/parents](http://www.ncca.ie/parents)

# Behymore N.S. Ballina



## Annual Report Card

September 2011 - June 2012

### Your child's learning during the year

- ★ Highly capable and competent   ★ Capable and competent
- ★ Managing comfortably   ★ Experiencing some difficulty
- ★ Experiencing significant difficulty

English	★	★	★	★	★
Understands what is said by others					
Talks to others in a clear and effective way					
Reading					
Word attack skills					
Independent writing					
Handwriting					

Gaeilge	★	★	★	★	★
Understands what is said by others					
Talks to others in a clear and effective way					
Singing, rhymes, language games					

Mathematics	★	★	★	★	★
Understands mathematical ideas					
Uses knowledge of maths to solve problems					
Recalls mathematical facts					
Mental maths					

Social, Environmental and Scientific Education	★	★	★	★	★
History					
Geography					
Science					

Arts Education	★	★	★	★	★
Music					
Drama					
Visual Arts					

	★	★	★	★	★
Physical Education					
Social, Personal & Health Education					
Religious Education					

**Physical Education**

**Social, Personal & Health Education**

**Religious Education**

**How you can further support your child's learning**

**Standardised test results (if applicable)**

8-10 Well above average, 7 High average, 5-6 Average, 4 Low average, 1-3 Well below average

**Other school or class tests**

**Learning support/resource teaching**

**My learning in school**

**Comments**

<b>Attendance</b>	<b>Punctuality</b>
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Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

# Mercy School, Wexford

Ar Aghaidh Linn Le Chéile.



Mercy School  
St. John's Rd.,  
Wexford

053 9123294

[officemercy@gmail.com](mailto:officemercy@gmail.com)

[mercywexford.scoilnet.ie](http://mercywexford.scoilnet.ie)

The Mercy School, Wexford, is a community which is proud of its Catholic tradition as handed down by the Sisters of Mercy. We are committed to developing each child's full potential in a positive, supportive and Christian environment. We invite everyone to participate and we urge everyone to contribute.



[www.ncca.ie/parents](http://www.ncca.ie/parents)



## Annual Report Card

Class:

September 2012 - June 2013

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Your child as a learner				
	Rarely	Sometimes	Most of the time	Always
Interested in learning				
Listens attentively				
Works well independently				
Works well with other children				
Keeps trying even when tasks are difficult				
Homework is completed on time				
Presents work carefully				

Your child's social and personal development				
	Rarely	Sometimes	Most of the time	Always
Appears happy at school				
Behaves well in class				
Mixes well with other children				
Sensitive to others' feelings				
Behaves well in the playground				
Manages and expresses own feelings well				

### Your child's learning during the year

- 1 Experiencing significant difficulty 2 Experiencing some difficulty  
 3 Managing comfortably 4 Capable and competent  
 5 Highly capable and competent

English	1	2	3	4	5
Listening comprehension					
Oral expression					
Reading					
Written expression					
Comprehension					
Handwriting					

Gaeilge	1	2	3	4	5
Éisteacht (Listening)					
Labhairt (Oral expression)					
Léamh (Reading)					
Scríobh (Writing)					

Mathematics	1	2	3	4	5
Understanding					
Using procedures & methods					
Reasoning and problem solving					
Explaining and communicating					



Social, Environmental and Scientific Education	1	2	3	4	5
History					
Geography					
Science					

Arts Education	1	2	3	4	5
Music					
Drama					
Visual Arts					

Physical Education	1	2	3	4	5
Social, Personal & Health Education					
Religious/Ethical Education					

### How you can further support your child's learning

Standardised test results (if applicable)
8-10 Well above average, 7 High average, 5-6 Average, 4 Low average, 1-3 Well below average

My learning in school		
Behaviour		
Classwork		
Homework		
Getting on with others		

Comments	
Attendance	Punctuality

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_



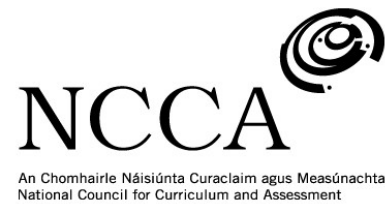
# Scoil Mháthair Dé



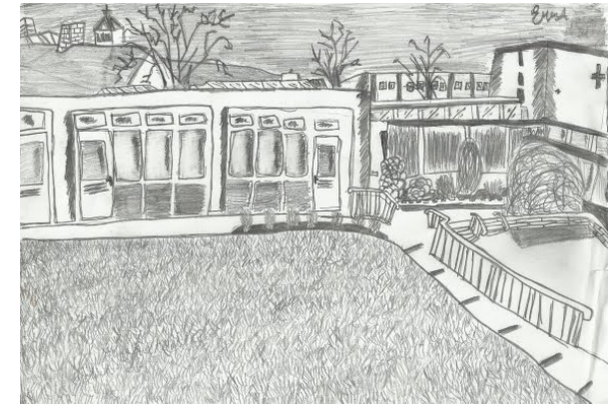
Scoil Mháthair Dé  
South Circular Road  
Limerick

061 317630

eos.smd@eircom.net



[www.ncca.ie/parents](http://www.ncca.ie/parents)



## Annual Report Card

5th Class

September 2011 - June 2012

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Your child as a learner**

	Rarely	Sometimes	Most of the time	Always
Interested in learning				
Listens attentively				
Works well independently				
Works well with other children				
Keeps trying even when tasks are difficult				
Homework is of high quality				
Presents work carefully				

**Your child's social and personal development**

	Rarely	Sometimes	Most of the time	Always
Happy at school				
Behaves well in class				
Mixes well with other children				
Sensitive to others' feelings				
Behaves well in the playground				
Manages and expresses own feelings well				

**Your child's learning during the year**

- 1 Experiencing significant difficulty
- 2 Experiencing some difficulty
- 3 Managing comfortably
- 4 Capable and competent
- 5 Highly capable and competent

English	1	2	3	4	5
Listening comprehension					
Oral expression					
Reading					
Written expression					

Gaeilge	1	2	3	4	5
Listening comprehension					
Oral expression					
(Pre) Reading					
(Pre) Writing					

Mathematics	1	2	3	4	5
Understanding and recalling					
Using procedures					
Reasoning and problem solving					
Explaining and communicating					

Social, Environmental and Scientific Education	1	2	3	4	5
History					
Geography					
Science					

Arts Education	1	2	3	4	5
Music					
Drama					
Visual Arts					

Physical Education	1	2	3	4	5
Social, Personal & Health Education					
Religious/Ethical Education					

**How you can further support your child's learning**

**Standardised test results**

8-10 Well above average, 7 High average, 5-6 Average, 4 Low average, 1-3 Well below average

**Comments**

<b>Attendance</b>	<b>Punctuality</b>
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Teacher: \_\_\_\_\_

Principal: Ells O'Sullivan

Date: \_\_\_\_\_