

## Glossary of Junior Cycle Terminology

### Assessment

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| <b>Assessment</b>                    | Assessment is the process of generating, gathering, recording, interpreting, using and reporting <b>evidence of learning in</b> individuals, groups or systems. Assessment can be carried out by the student her/himself, a peer or peers, or a teacher.   |
| <b>Assessment for Learning (Afl)</b> | Assessment for learning, which is a subset of formative assessment, involves the use of evidence from assessment to identify where learners are in their learning, where they need to go and how best to get there.<br><br>Assessment for learning is focused on enhancing student development, and often involves relatively unstructured interaction between student and teacher or teacher and student rather than a planned formal assessment event.<br><br>(T.J. Crooks, Assessment in Education, Vol 9, No 2, 2002). |
| <b>Summative Assessment</b>          | Summative assessment is the assessment of learning at a given point; the 'summing up' of students' achievements. This is generally reported in shorthand forms such as marks or grades.  |
| <b>Self Assessment</b>               | When students assess their own work based on features of quality.  |
| <b>Peer Assessment</b>               | When students assess the work of their peers based on features of quality.   |
| <b>Teacher Assessment</b>            | When the Teacher assesses the students' work based on features of quality.   |
| <b>Moderation</b>                    | Moderation is a collaborative process that enables teachers to reach consistency in their judgments against common, externally set features of quality. In this process judgments are evidence-based and defensible, based on sound evidence and a shared understanding of the desired features of quality demonstrated in student work. The moderation process involves teachers discussing the qualities demonstrated in examples of student work to reach agreement about the standard of the work.                     |

## Methodology

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| <b>Active Learning</b>          | Active learning is an umbrella term for the use of methodologies and strategies that actively involve students in the learning process. Active Learning places the responsibility for learning on the learner.  |
| <b>Collaborative Learning</b>   | Collaborative learning is a situation in which two or more people learn or attempt to learn something together. It is rooted in Vygotsky's views that there exists an inherent social nature to learning; Collaborative learning can take place when students work together in pairs or small groups or when students work collaboratively with the teacher to solve problems.  |
| <b>Cooperative learning</b>     | In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal. "Cooperative learning does not take place in a vacuum. Not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place." (Johnson & Johnson, p. 26.)   |
| <b>Comprehension Strategies</b> | Comprehension strategies can be defined as the "mental processes" that good readers use to understand text. Comprehension strategies need to be explicitly taught.  |
| <b>Dialogic Teaching</b>        | <p>"Dialogic Teaching" means using talk most effectively for carrying out teaching and learning. Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue, teachers can elicit students' everyday, 'common sense' perspectives, engage with their developing ideas and help them overcome misunderstandings.</p> <p>When students are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the same time they practice new ways of using language as a tool for constructing knowledge.</p> |

## Terms specific to Junior Cycle English Specification

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| <p><b>Elements</b></p>               | <p>The elements describe a threefold focus for language learning as a systematic development of communication skills, learning language by exploring and doing, and building up an understanding and awareness of how language works across a wide range of contexts. The elements of English include:</p> <ol style="list-style-type: none"> <li>1 communicating as a listener, speaker reader and writer</li> <li>2 knowing the content and structure of language</li> <li>3 exploring and using language</li> </ol> |
| <p><b>Features of Quality</b></p>    | <p>The features of quality are the criteria that will be used to assess the pieces of student work. Key features of quality in support of student and teacher judgement are set out for each of the assessment tasks for the school work component.</p>  |
| <p><b>Key Skills</b></p>             | <p>Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and to take responsibility for their own learning. The Key skills of Junior Cycle are as follows: Managing Myself, Staying Well, Communicating, Being Creative, Working with Others, Managing Information and Thinking.</p>  |
| <p><b>Specification</b></p>          | <p>A subject specification is a concise description of the intended learning outcomes from a subject, and how these outcomes can be achieved and demonstrated.</p>   |
| <p><b>Statements of Learning</b></p> | <p>The learning at the core of junior cycle is described in twenty-four statements of learning. These statements describe what students should know, understand, value and be able to do at the end of junior cycle.</p>   |
| <p><b>Strands</b></p>                | <p>The three strands are: Oral Language, Reading, and Writing. The specification for Junior Cycle English focuses on the development of language and literacy in and through the three strands. The elements of each of these strands will bring a renewed focus on communicating, on active engagement with and exploration of a range of texts, and on acquiring and developing an implicit and explicit knowledge of the shape and structures of language.</p>  |

## Terms

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| <b>Blog</b>             | A blog is a discussion or informational site published on the world wide web, consisting of discrete entries. They can be the work of a single individual or a small group. The register can vary but the audience is always a public one. Blogs can provide commentary on particular subjects or function as online personal diaries and they can also be interactive in that readers can be invited to comment. |
| <b>Differentiation</b>  | Differentiation is the varying of content, activities, methodology and resources when taking into account the range of interests, needs and experience of the students.   |
| <b>Digital Literacy</b> | Digital Literacy includes the capacity to read, understand and critically appreciate information mediated digitally.  |
| <b>Digital Text</b>     | A digital text or eText is an electronic version of a written text. Digital Text can be found on the internet, on your computer or on a variety of handheld electronic devices.   |
| <b>Metacognition</b>    | Metacognition can be defined "knowing about knowing". It includes knowledge about when and how to use particular strategies for learning or for problem solving.  |
| <b>Multi-modal</b>      | A multi-modal text combines two or more of the following: linguistics, visuals, audio, gestures and spatial aspects. Examples of multi-modal texts include a picture book, a webpage or a live dance performance. They can delivered via different media, including live performance, paper or digital.   |

## Testing

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| <b>Standardised Tests</b> | Standardised tests in English reading and Maths measure a student's achievement compared to other students in all schools at the same class or age level.  |
| <b>STen</b>               | Standardised Test scores range from 1-10, resulting in what is referred to as 'Standardised Ten', or STen score. 8-10 is well above average while 1-3 is well below average. Please refer to the NCCA website for more information.  |
| <b>Percentile</b>         | Unlike a percentage, where a student is given a percent number that is related only to his/ her performance in a test, a percentile is a number between 1 and 100 that relates the student's performance to those of other students who have taken the test. In a set of numbers, the percentile for a given value indicates the percentage of numbers that are less than or equal to that value. For example, if a student scores 85% in a test and is in the 90 <sup>th</sup> percentile, this means that 90% of students had scores that were less than or equal to 85% |
| <b>Reading Age</b>        | The Reading Age refers to the chronological age at which a student is reading. However, reading ages should not be used to describe attainment or monitor progress. It is the most ambiguous and misleading method of interpreting test performance.   |
| <b>Informal Testing</b>   | Informal Testing refers to teacher observations, teacher designed tests and tasks, project work and homework.  |

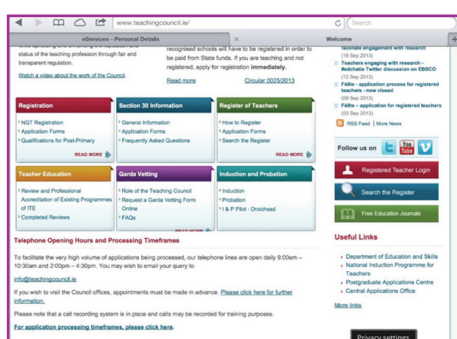
[www.juniorcycle.ie](http://www.juniorcycle.ie)

# The Teaching Council offers access to EBSCO Education Source

From September 2013 to September 2014, all registered teachers have free access to the EBSCO Education Source package on a pilot basis. EBSCO is a collection of over 1,700 journals, a selection of eBooks, and additional research resources in the field of education.

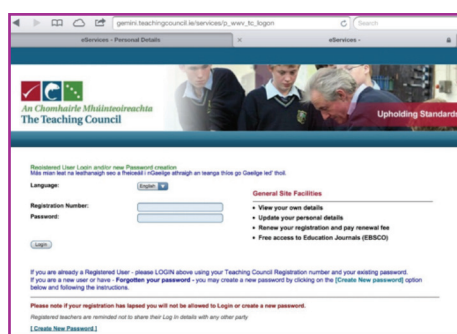
This project is a response from the Teaching Council to a call from teachers for easier access to research and critical engagement with research.

## How to Access Academic Journals through the Teaching Council Website



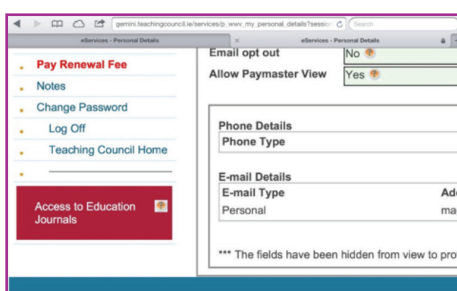
### Step One

Log onto [www.teachingcouncil.ie](http://www.teachingcouncil.ie)  
Click on *Registered Teacher Login*.



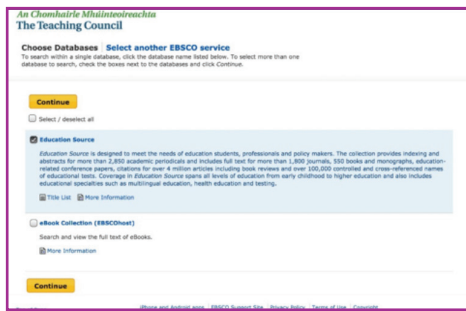
### Step Two

Enter your Teaching Council number and password.



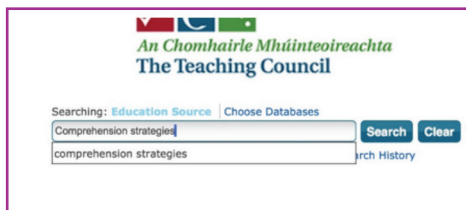
### Step Three

Click on *Access to Educational Journals*.



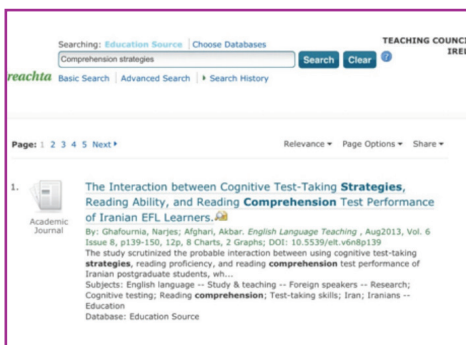
### Step Four

Click on *Education Source* and then click *Continue*.



### Step Five

Enter an author, title or key words.  
Click on *Search*.



### Step Six

Enjoy what's on offer!

Most of the documents come in PDF formats and can be easily downloaded. If you need further help you can go to <http://support.ebsco.com> They also have a video tutorial to help you to navigate the site.



# Metacognition

Metacognition means being aware of how you think. In the classroom, it means being aware of how you learn. Developing metacognitive awareness is an important part of helping learners become more effective and, importantly, more autonomous. If learners are conscious of how they learn then they can identify the most effective ways of doing so. Metacognition is often broken into metacognitive knowledge and metacognitive regulation.

## Metacognitive Knowledge—Reflecting on What We Know

Students have thoughts, notions, and intuitions about their own knowledge and thinking. Flavell (1979) describes three kinds of metacognitive knowledge:

- Awareness of knowledge—understanding what one knows, what one does not know, and what one wants to know. (“I know that I understand that plants need sunlight but I do not know why.”) This category may also include an awareness of others’ knowledge. (“I know that Sarah understands long division, so I’ll ask her to explain this problem to me.”)
- Awareness of thinking—understanding cognitive tasks and the nature of what is required to complete them. (“I know that reading this newspaper article will be easier for me than reading my textbook.”)
- Awareness of thinking strategies—understanding approaches to directing learning. (“I am having difficulty reading this article. I should summarize what I just read before going on.”)

## Metacognitive Regulation—Directing Our Learning

When a student has information about her thinking (metacognitive knowledge), she is able to use this information to direct or regulate her learning. This kind of metacognition is also referred to as “executive control.” Just as a business executive manages and oversees activities in a company, executive control can be thought of as managing and overseeing one’s own thinking. Metacognitive regulation involves the ability to think strategically and to problem-solve, plan, set goals, organize ideas, and evaluate what is known and not known. It also involves the ability to teach to others and make the thinking process visible.

Ann Brown and her colleagues (1983) describe three ways we direct our own learning:

- Planning approaches to tasks—identifying the problem, choosing strategies, organizing our thoughts, and predicting outcomes;
- Monitoring activities during learning—testing, revising, and evaluating the effectiveness of our strategies;
- Checking outcomes—evaluating the outcomes against specific criteria of efficiency and effectiveness

### **What is the difference between cognitive strategies and metacognitive strategies?**

Cognitive strategies are mental processes involved in achieving something. For example, making a cake.

Metacognitive strategies are the mental processes that help us think about and check how we are going in completing the task. For example, 'Is there something that I have left out?'

Cognitive and metacognitive strategies may overlap depending on the purpose/ goal. For example, as the cognitive strategies involved in making a cake proceed (following the steps in order), the metacognitive strategies assess and monitor the progress (to check that a step has not been missed).

### **How does this relate to comprehension?**

Cognitive strategies assist in understanding what is being read. For example, predicting. Metacognition is particularly relevant to comprehension. Metacognitive strategies allow individuals to monitor and assess their ongoing performance in understanding what is being read. For example, as a text is being read, the reader might think: *I don't understand this. I might need to re-read this part.*

## References

Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C. (1983). Learning, remembering, and understanding. In J. H. Flavell & E. M. Markman (Eds.), *Handbook of child psychology, Vol. 3 Cognitive development (4th ed.)* (pp. 78-166). New York: Wiley.

Flavell, J. H. (1979) Metacognition and cognitive monitoring: A new area of cognitive-development inquiry.

*American Psychologist*, 34, 906-911.

Focus on Reading (2010) *3-6 Teaching Comprehension Strategies* NSW Department of Education and Training pp 1-10

### Useful Websites

[www.adlit.org](http://www.adlit.org)

[www.juniorycycle.ie](http://www.juniorycycle.ie)

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

[www.nbss.ie](http://www.nbss.ie)

[www.readwritethink.org](http://www.readwritethink.org)

[www.readingrockets.org](http://www.readingrockets.org)

[www.jcspliteracy.ie](http://www.jcspliteracy.ie)

[www.juniorcycle.ie](http://www.juniorcycle.ie)



