

## Glossary of Assessment Terms and Acronyms

<b>Learning Outcomes</b>	Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.
<b>Features of Quality</b>	Features of quality are statements in subject or short course specifications that support the teacher in making judgements about the quality of students' work for the purpose of awarding achievement grades for certification.
<b>Learning Intentions</b>	A learning intention for a lesson, or a series of lessons is a statement, created by the teacher, which clearly describes what the teacher wants students to know, understand or be able to do, as a result of learning and teaching activities.
<b>Success Criteria</b>	Success criteria are linked to learning intentions. They are devised by the teacher and/or the students and describe what success looks like. They help the teacher, and the student, make judgements about the quality of student learning.
<b>Ongoing Assessment</b>	As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.
<b>Formative Assessment</b>	Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.
<b>Summative Assessment</b>	Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether, and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

<p><b>Classroom-Based Assessment (CBA)</b></p>	<p>In each subject students will undertake two CBAs facilitated by their teacher. One will take place in second year and one in third year. The tasks will be designed by the NCCA and will cover a broad range of activities including oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.</p>
<p><b>Subject Learning and Assessment Review (SLAR)</b></p>	<p>All teachers involved in teaching and assessing the CBAs will engage in Subject Learning and Assessment Review meetings where they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning.</p>
<p><b>Junior Cycle Profile of Achievement (JCPA)</b></p>	<p>The JCPA will report on a student’s achievements in all relevant areas of learning including Subjects, Short courses, Wellbeing, Priority learning units and Other areas of learning. It will have a nationally determined format, will be compiled by the school and received by the students in the autumn following third year.</p>