

## Section 4

# Assessment and Certification

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# Assessment Overview

“Assessment is an integral part of the teaching and learning process. It should be diagnostic, so as to provide accurate information with regard to pupil strengths and weaknesses, and formative, so as to facilitate improved pupil performance through effective programme planning and implementation.”

*(Transition Year Programmes, Guidelines 1994-95)*

Students should be assessed on all aspects of the programme as part of the normal assessment process in the school. Appropriate modes of assessment should be chosen to complement the variety of approaches used in implementing the programme and may include any or all of the following:

- Summative assessment: an overall statement of student performance by the teachers
- Written, practical, oral and aural assessments
- Report of work experience
- Projects, portfolios and exhibition of work
- Student diary/log to record personal progress
- Rating scales, record of skills and competencies attained

## WHAT?

- Achievement
- Analysis
- Comprehension
- Knowledge
- Application

## WHO?

- Peer group
- Teacher(s)
- Employers
- Students
- Other members of staff

## THE AUDIENCE

- Students who are learning
- Teachers who are teaching
- Parents of the students
- Other teachers within school
- Community
- Future teachers
- Employers

## WHY?

- To increase motivation
- To examine skills development
- To provide evidence of attainment
- To predict potential
- To facilitate evaluation
- To facilitate certification

Student participation in the assessment procedure should be facilitated. This form of assessment which involves dialogue with tutors and self-rating on various performance indicators should lead to greater self-awareness and increased ability to manage and take responsibility for personal learning and performance.

The outcome of the assessment process should be a Student Profile. This would include a statement of achievement in all the areas of study and learning engaged in during the year and would incorporate a wide range of personal qualities. The assessment would be compiled in the main by teachers/tutors but would include a significant contribution from the students and, where feasible, some observations from parents.

At the end of the programme each student should have:

- A completed diary/logbook or journal for his/her personal evaluation.
- A student profile and record of achievement from the school.

## HIGH QUALITY ASSESSMENT

Whether simple or complicated, should be

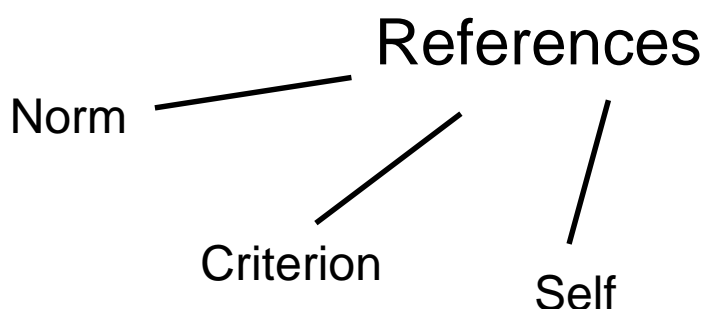
- Fair*
- Honest*
- Flexible*
- Achievable*
- Encouraging*
- Student-centred*
- Confidence building*
- Provide fast feedback*
- Gentle if judgemental*
- Appropriate to the task*
- Easy and practical to use*

# Assessment

## Teacher Overview

### Modes and Techniques

- ◆ Formative
- ◆ Diagnostic
- ◆ Summative
- ◆ Written
- ◆ Practical
- ◆ Oral
- ◆ Aural
- ◆ Work Experience Reports
- ◆ Portfolio
- ◆ Rating Scales
- ◆ Log Book
- ◆ Skills record
- ◆ Student Diary



### Consider

when choosing modes and techniques of assessment:

- ◆ What does it assess?
- ◆ Does it suit the teaching and learning strategies used?
- ◆ Where can it be used?
- ◆ When can it be used?
- ◆ How long will it take?
- ◆ What are its advantages?
- ◆ What are its disadvantages?
- ◆ How easy/difficult is it to implement?
- ◆ Is it fair?
- ◆ Will it motivate students?
- ◆ Will it encourage learning?
- ◆ Does it contribute to the development of a student profile?

# Checklist for developing Student Profiles

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The Transition Year Programme Student Profile  
could include (Tick as appropriate):

- Statement of participation
- Statement of achievement in selected subjects
- Statement of achievement in all subjects
- Statement of achievement in selected modules
- Statement of achievement in all modules
- Statement of achievement in extra-curricular activities
- Statement of personal and social qualities
- Contract of Learning
- Record of special achievements by some students
- Record of special achievements by all students
- Statement of student's achievements in a group context
- Reports of day trips
- Reports of projects completed by student
- Student self-assessment statements
- Employers' reports of work experience placement
- Reports of community service involvement
- Overall statement of progress by class tutor
- General statement of progress by TYP Co-ordinator

# Induction Worksheet

## for Students

Student's Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

- 1 Transition Year is an opportunity for students to mature, develop skills and direct themselves towards adult and working life.

*During Transition Year I would most like to learn*

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- 2 Here is a list of some terms associated with maturity. Opposite each one give an example to show you understand what might be implied by the term.

**Independence** \_\_\_\_\_

**Social Competence** \_\_\_\_\_

**Self-directed Learning** \_\_\_\_\_

**Responsibility** \_\_\_\_\_

- 3 Choose five skills (Add your own if necessary) and mark the list.

*The five skills I would really like to develop well are the ones I have marked 1 to 5.*

Getting on with adults _____	Getting on with people in my own age group _____	Expressing my own point of view _____
Talking in public _____	Cooking meals _____	Writing clearly and coherently _____
Making decisions _____	Making things using different materials (wood, metal, plastic, paper etc) _____	Operating computer programmes _____
Doing research (finding out things) _____	Swimming _____	Presenting myself to strangers _____
Learning on my own _____	Others (Write your own) _____	_____
Completing tasks on time _____	_____	_____
Solving problems _____	_____	_____

- 3 Transition Year also aims to develop a solid foundation for Leaving Certificate Studies.

*In my case, I need to strengthen this foundation in the following areas:*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

# Student Diary / Log Book

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The student Diary/Log Book acts as a continuous record of student performance for TYP.

## **PURPOSE**

To involve the student in his/her learning  
To record success  
To identify areas needing improvement  
To provide information for parents  
To aid the assessment process

## **SECTIONS IN DIARY**

For each module/core subject students fill in information in the following areas:

- a) Content/Areas of study
- b) Actual record of work well done or poorly done - reasons for above
- c) Areas for improvement

## **ORGANISATION**

Diary held by class tutor/co-ordinator

Filled in by student:

at the beginning/middle/end of each module

5 times/year for core subjects

Diary is signed by teacher and discussed with the student.

Co-ordinator uses the diary as a basis for discussion with the students.

Diary also forms the basis for parent/teacher meetings.

## **Student Portfolio**

### **CONTENTS**

- TYP Certificates
- Details of TYP Curriculum
- Details of Skill Development
- Pieces of best work from modules/subjects

Mock interviews can be held in Term 3 based on the Folder of Achievement.

Student

# Diary / Log Book

## Example of a Daily Review

Date \_\_\_\_\_

Brief Outline of Day

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Identify some ideas/experiences you encountered to-day that you found enriching.

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Identify something you did well to-day.

---

---

Identify something you found difficult.

---

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Explain why you found it difficult.

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List 3 things you must do to-morrow in relation to Transition Year.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# Oral Presentations

The development of oral communication skills has been identified by many schools as an important goal for their Transition Year Programme. Standing up and speaking to an audience can become a feature of every subject and module during the TYP. Each student's oral presentation skills, confidence and self-esteem can grow.

## What can be learned?

How to prepare  
How to research  
How to structure a presentation  
How to project one's voice  
How to speak fluently  
How to speak coherently  
How to maintain eye contact  
How to use body language  
How to project one's personality  
How to present in a humorous way  
How to respond to audience reactions

## Possibilities

Reading out loud in class  
Reading one's own work out loud  
Speaking to one's own class  
Speaking to other classes  
Speaking at assemblies  
Speaking at an open day  
Speaking at a Parents' Evening  
Taking part in a role-play  
Taking part in a drama production  
Debating  
Public Speaking  
Interviews  
Quizzes  
Reporting back from group work  
Reporting back from work-experience  
Reporting on Mini-Company  
Making a presentation on project work

## What will be Assessed?

### Ability to Communicate

- to convey ideas
- to follow, develop and maintain an argument
- to establish rapport with an audience

### Technical Excellence

- Fluency
- Quality of voice
- Extent of vocabulary
- Range of vocabulary
- Pronunciation

### Comprehension

- Correct emphasis
- Correct intonation
- Freedom from grammatical error.

### Ability to Sustain a Conversation

#### Delivery

- Expressive
- Lively
- Natural flow
- Sense of humour
- Signs of originality
- Sincerity
- Interest in others/world outside



# Oral Presentation

## Teacher Assessment

Student's Name \_\_\_\_\_

Class \_\_\_\_\_

Subject/Module \_\_\_\_\_

Date \_\_\_\_\_

Task	
------	--

5 Excellent    4 Very Good    3 Good    2 Fair    1 Poor

	Rating	Comment
Clarity		
Fluency		
Coherence of presentation		
Eye contact		
Other body language		
Humour		
Management of time		
Knowledge of topic		
Originality		
Initiative		
Accompanying visual aids		
Dealing with audience		
Wrapping up		
<b>Overall Performance</b>		

Signed \_\_\_\_\_  
Teacher

# Aural Assessment

Learning Through Listening

## What will be assessed?

Comprehension  
Listening skills  
Ability to report back  
Appreciation  
General perceptions  
Music (rhythm/melody)  
The context (identification of setting)  
The theme (knowledge of the characters)  
Understanding of theme (sequence of events)

## How will it be assessed?

Vocabulary tests  
True/False statements  
Dialogues  
Narratives  
Speeches  
Tapes/videos  
Reporting back

## What might the students learn or develop?

Listening skills  
Appreciation (music)  
Ability to report back  
Comprehension

# Exhibitions of Work

## What will be assessed?

Interest in subject area  
Planning skills  
Aesthetic awareness  
Enthusiasm  
Communication skills  
Resources  
Ability to answer questions  
Personal responsibility

## Where might exhibitions happen in TYP?

Minicompany  
Art  
Home economics  
Technology  
Crafts  
Sports  
Project displays  
Video/film productions  
Photographic displays  
End of TYP Display

## What might the students learn or develop?

Motivation  
Creativity  
Self-management  
Cooperation with others  
Responsibility  
Visual display skills  
Communication skills  
Negotiation skills  
Interest in a new subject area

# Exhibition of Work

## Year-End Assessment

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Subject/Module \_\_\_\_\_ Date \_\_\_\_\_

Work	
------	--

Areas to consider	Summative Assessment
Interest in subject	
Enthusiasm	
Knowledge of subject	
Research of subject	
Presentation	
Aesthetic ability	
Illustrations	
Handouts	
Use of technology	

Signed \_\_\_\_\_  
Teacher

# Personal Development

## CHECKLIST

Student's Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

	Excellent	Above Average	Needs some Attention	Needs lots of Attention
Punctuality				
Appearance				
Courtesy				
Enthusiasm				
Attitude to instruction				
Reliability				
Initiative				
Responsibility				
Self-confidence				
Self-discipline				
Creativity				
Leadership				
Working with others				
Working independently				
Listens attentively				
Observes rules				

The two areas most in need of attention for this student's personal and social development this term are

1 \_\_\_\_\_

2 \_\_\_\_\_

This development can be promoted by the following activities or interventions:

Signed \_\_\_\_\_ Date \_\_\_\_\_

Teacher

# Personal and Social Development

## Joint Student-Tutor Assessment

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

	Student's Rating	Tutor's Rating
1 Participation in Transition Year		
2 Attendance		
3 Punctuality		
4 Completion of work on time		
5 Oral communication skills		
6 Written communication skills		
7 Co-operation with others		
8 Dealings with people in authority		
9 Development of initiative		
10 Takes responsibility for own actions		
11 Interest in the welfare of others		
12 Leadership skills		
13 General self-presentation		

( 5 Excellent   4 Very Good   3 Good   2 Fair   1 Poor )

<p>Student's comments in the light of both ratings</p> <p><i>I think that I need to . . .</i></p>	
Signatures _____ <small>Student</small>	_____ <small>Tutor</small>

This joint assessment should take place at least twice during Transition Year

# Practical Tasks

## Student Review

Student's Name \_\_\_\_\_

Class \_\_\_\_\_

Subject/Module \_\_\_\_\_

Date \_\_\_\_\_

### THIS IS NOT A TEST

In the spaces below review the task you have just completed.

Task

Describe exactly what you did.

Describe the purpose of the task.

What difficulties did you meet?

What did you learn from doing the task?

Suggest three ways of using what you learned in future work.

Signed \_\_\_\_\_  
Student

# Practical Tasks

## Student Self-assessment Sheet

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Subject/Module \_\_\_\_\_ Date \_\_\_\_\_

Task	
------	--

*Tick the box which best describes your work for this task.*

	Very Well	Satisfactory	I need help
I planned the task.			
I identified the resources needed.			
I selected the correct resources.			
I followed the plan.			
The end result was completed.			
The task was completed on time.			
I worked with other students.			

*Describe how well you performed this task.*

*If I were starting this task again I would . . .*

Signed \_\_\_\_\_  
Student

# Practical Tasks

## Teacher Assessment

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Subject/Module \_\_\_\_\_ Date \_\_\_\_\_

Task	
------	--

5 Excellent    4 Very Good    3 Good    2 Fair    1 Poor

	Rating	Comment
Preparing		
Knowledge of technical terms		
Interpreting information		
Measuring accurately		
Making decisions		
Managing time		
Managing materials		
Managing equipment		
Recording results		
Written communication		
Oral communication		
Initiative		
Dealing with difficulties		
Attention to safety		
Attending to detail		
Final Product		
<b>Overall Performance</b>		

Signed \_\_\_\_\_  
Teacher



# The Folder of Achievement

## Purpose:

- 1 To record student success in each module/core subject
- 2 To support student motivation
- 3 To form the basis for a student portfolio
- 4 To aid TYP assessment
- 5 To provide information for parents

**The Folder of Achievement acts as a permanent record for students on how they performed during their TYP.**

## How to organise it:

- 1 Co-ordinator/class teacher keeps an envelope folder for each student.
- 2 Each teacher provides the co-ordinator/class teacher with the best piece of work or photograph of work for that module/core subject.
- 3 At the end of the year, the contents of the folder forms the basis for the student portfolio.

# Summative Report

What it should include

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## Focus on:

The student's achievement in module/subject

What these achievements mean

Level of achievement

The student's strengths

The student's attendance

What the student has learned

What the student might need to improve

How this improvement might be achieved

The student's interest in the area of study

Relevant information on the student's personal development to date e.g. interaction in class, participation in group work etc.

Future targets/goals

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Avoid generalised or vague comments.

Parents need information on what the Student:

✓ Knows. ✓ Understands. ✓ Can Do.



# Certification

“The Transition Year programme will not be certified nationally by the Department of Education. Schools, however, are encouraged to provide a school certificate within the general focus and interpretation of the programme as outlined in these guidelines. It may also be appropriate to consider certification in respect of certain modules of the programme for specific purposes.”

*(Transition Year Programmes Guidelines 1994-95  
Department of Education)*

For schools starting TYP and for those reviewing their certification procedures, there are opportunities to involve students in the design of school certificates.

Below is an outline of one possible method of involvement.

## TRANSITION YEAR STUDENTS

# CERTIFICATE PROJECT

ALL STUDENTS OF TRANSITION YEAR ARE INVITED TO TAKE PART IN A COMPETITION TO PRODUCE A HIGH QUALITY, END-OF-YEAR SCHOOL CERTIFICATE TO BE PRESENTED TO STUDENTS WHO COMPLETE THE TRANSITION YEAR SUCCESSFULLY.

### YOUR DESIGN SHOULD INCLUDE

- ☞ The Name and Crest of the School
- ☞ The words: Transition Year Certificate / Teastas Idirbhliana
- ☞ Space for a student's name with the words:  
This is to certify that .....successfully completed  
a Transition Year during the school year 199..../9.....
- ☞ Space for signatures of  
a) the School Principal b) the Transition Year Co-Ordinator

**SIZE OF FINISHED WORK: A4 (Min) - A3 (Max)**

All entries to be in Black and White (for printing purposes)

**Entries should be handed in to \_\_\_\_\_ not later than \_\_\_\_\_**

( Insert school heading here )

## Transition Year Assessment Certificate

Transition Year is a one-year, full time programme of study which includes four 'work experience' placements, an enhanced Physical Education course, Religious Education, English, Irish, Mathematics, modules in Health Education, Computer Studies and Social and Media Studies, and four optional areas of study.

The Transition Year **Contract of Learning** states that students are expected to

- ★ actively participate in the opportunities offered through Transition Year.
- ★ develop work and study habits appropriate to the Senior Cycle.
- ★ establish positive and respectful relationships with fellow students and teachers.
- ★ participate in classwork, and complete homework and assignments on time, to the required standard.
- ★ observe the rules and regulations of the College with regard to conduct, attendance, punctuality and uniform.
- ★ give of their time and energy to a special area of learning outside their routine responsibilities.

During Transition Year 1994 - 1995 the performance of

\_\_\_\_\_

was assessed as follows:

Attendance	_____
Punctuality	_____
Personal Responsibility	_____
Social Development	_____
Academic Performance	_____
Overall Transition Year Achievement	_____

Comments

Signed

\_\_\_\_\_

Tutor

\_\_\_\_\_

Transition Year Co-Ordinator











# Transition Year Clár Idirbhliana

(Insert school heading here.)

This is to Certify  
that

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successfully completed a course in  
**Food and Catering**  
as part of the Transition Year Programme  
during the school year 1994-1995.

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Transition Year Co-ordinator

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Principal