



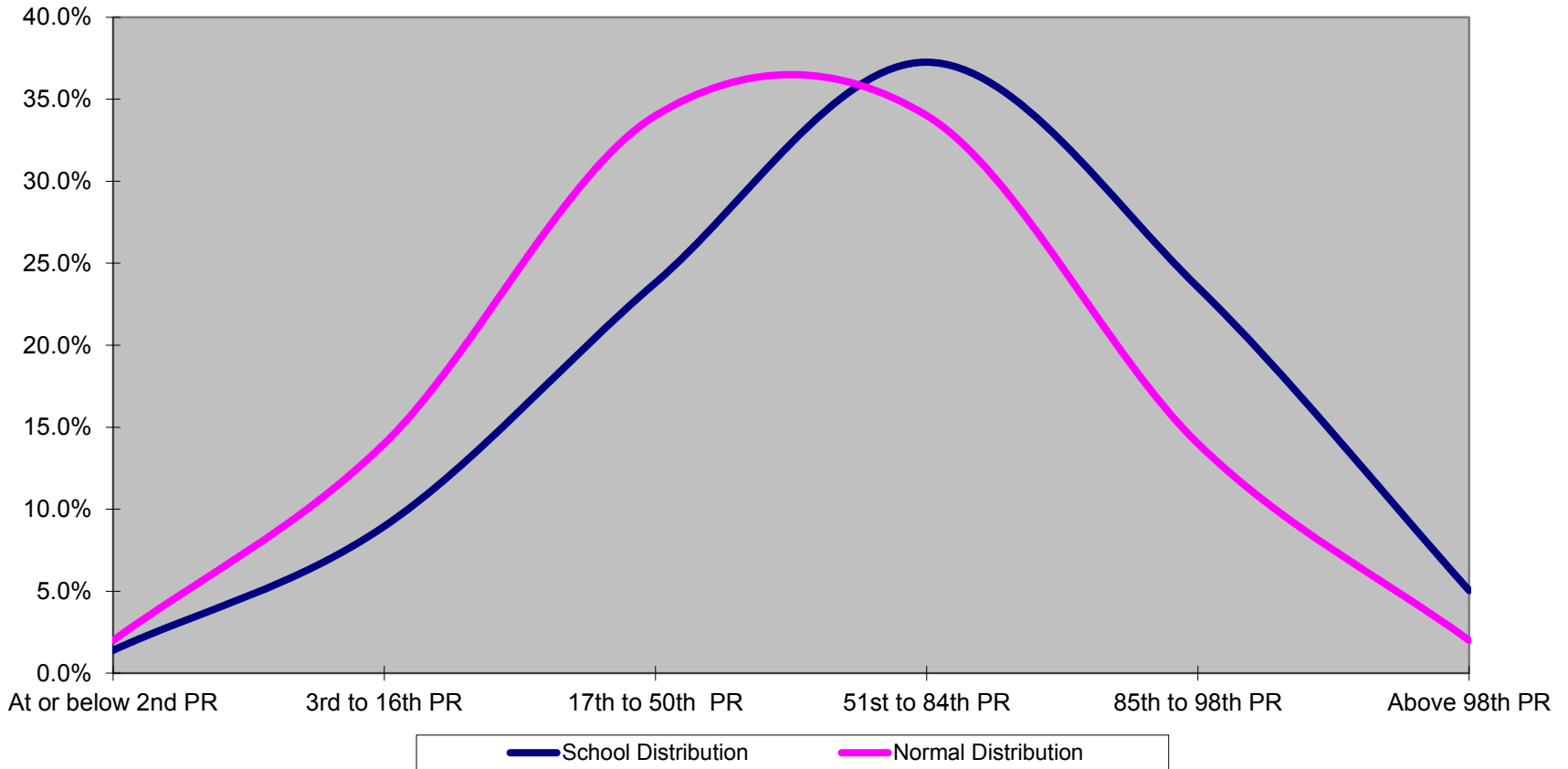
Scoil Mhuire gan Smál

Gathering Evidence

- Standardised test results
- Primary School Assessment Kit results
- Teacher focus groups

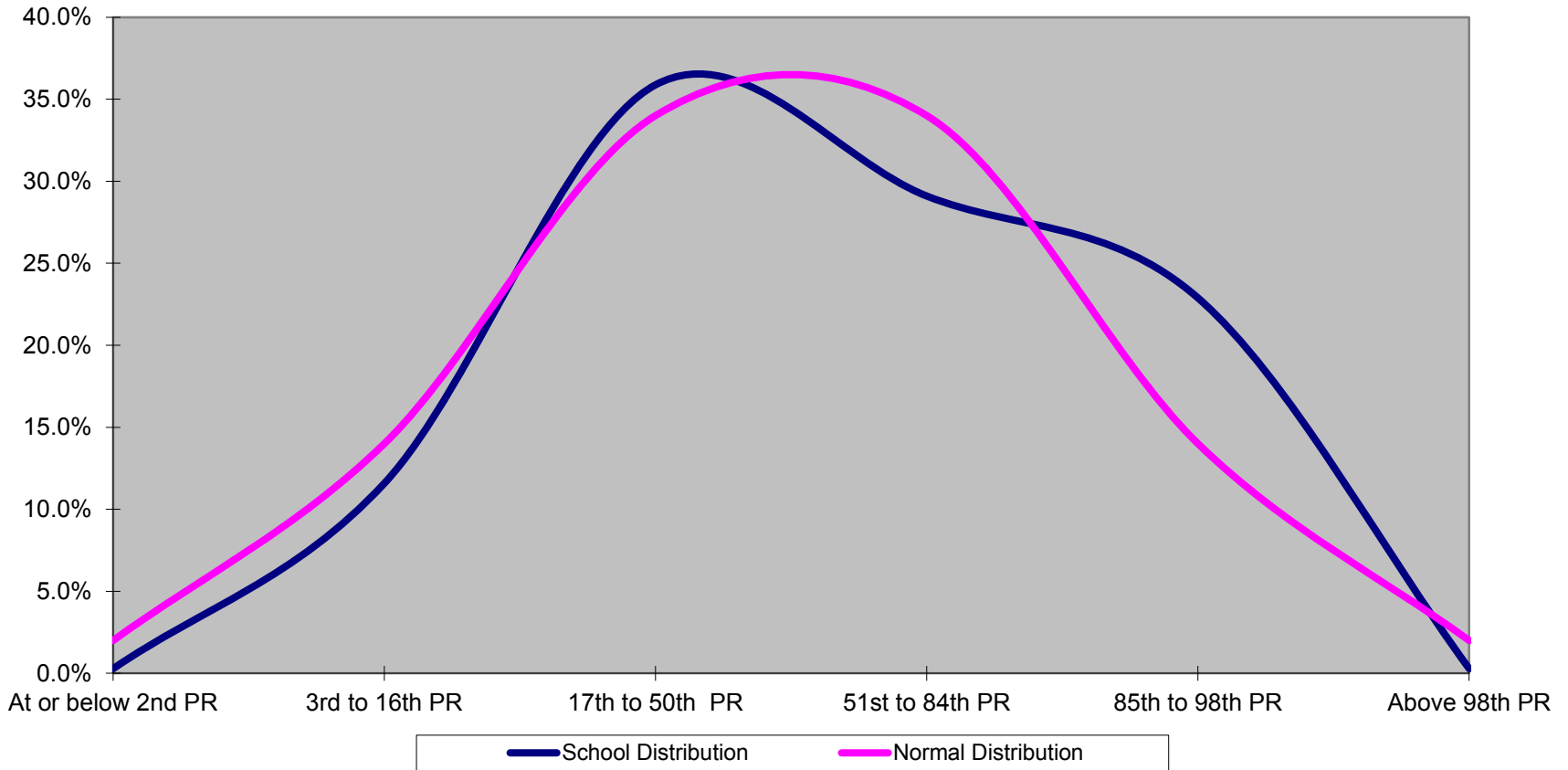
Sigma-T Results June 2013

Test Results Compared with Normal Distribution



Drumcondra June 2013

Test Results Compared with Normal Distribution



Teacher Focus Groups

- What are our strengths?
- What are our areas for improvement?
- What are our priorities for action?

Why are we saying this?

What evidence do we have to support these statements?

Individual Pupil Profile Card: Drumcondra English Profiles

Pupil's name:

DOB:

Teacher:

| Fifth Class Oral Language Indicators | | Dates | Comments |
|--|-------------------|-------------|-------------------------------|
| 9. Recognises and discusses the effectiveness of similes, metaphors and idioms in stories and poems read aloud by the teacher. | | | |
| 8. Contrasts a personal interpretation of a story or poem with another's interpretation, evaluating the validity of both. | | | |
| 7. Presents constructive counter-arguments on a given theme to refute arguments presented by others, while demonstrating tolerance towards their views. (Occurs during structured class discussions) | | | |
| 6. Identifies and comments on some elements of specific stories that make them interesting or effective. (Includes choice of vocabulary, use of dialogue and structural elements e.g. flashback, suspense) | | | |
| 5. Tells stories confidently, using techniques that make them interesting. (Includes use of interesting phrases, clarity, repetition, variation in pitch, pace and tone) | | | |
| 4. Identifies a range of non-verbal cues in photographs and on television/video and comments on their purposes and appropriateness (Non-verbal cues include gesture, facial expression, audibility and clarity in enunciation) | | | |
| 3. Presents an organised, interesting report to the class about a project topic, using illustrations as appropriate. | | | |
| 2. Identifies and understands the functions of nouns, verbs, adjectives and adverbs. | | | |
| 1. Identifies the main ideas in a short, spoken report, and summarises it for others. | | | |
| Assessment date | Raw Profile Score | Scale Score | Lower Indicators not achieved |
| Nov. 2014 | | | |
| May 2015 | | | |

Targets

- To develop a whole school plan in Oral language by June 2015
- To increase the scores of pupils in a tracker group by a scale score of one over a period of three years as measured on the Drumcondra English Profiles

Actions

- SSE Literacy Team-representative from each class grouping
- Use CP Hours to create a whole school plan month by month
- Discrete oral language lessons
- Use template for oral language planning
- Drumcondra English Profiles to assess
- Tracker group of 3 pupils per class

What is working well?

- Whole School Approach
- On the Agenda
- Monthly planning
- Template
- Timetabling

What has proved challenging?

- Keeping it simple
- Assessing oral language
- Being too specific
- Planning for too much

What have we learned?

- Don't take on too much
- Review, review, review
- Every day is a school day
- Rome wasn't built in a day!