

Junior Cycle Semester Reports Explanation

Please note Junior Cycle descriptors are being used to describe performance in Semester exams in the following subjects using the new Junior Cycle specifications:

- Irish
- English
- Science
- French
- Art
- Business Studies

Semester exams use the following Descriptors

- Distinction (90-100%)
- Achieved (40-54%)
- Higher Merit (75-89%)
- Partially Achieved (20-39%)
- Merit (55-74%)
- Not Graded (0-19)

Some subjects are also reporting on CBA results – Classroom based assessments which have been completed this term.

Classroom-Based Assessment Performance Descriptors

- Exceptional
- In Line with Expectations
- Above Expectations
- Yet to meet Expectations

EXCEPTIONAL; describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

ABOVE EXPECTATIONS; describes a piece of work that reflects all of the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of activity of the investigation, and the work is praised for its rigour. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

IN LINE WITH EXPECTATIONS describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

YET TO MEET EXPECTATIONS; describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

NOT REPORTED; describes when a student has not submitted any piece of work for assessment