

Sample Junior Cycle Profile of Achievement (JCPA)



JUNIOR CYCLE PROFILE OF ACHIEVEMENT

2018

MARY BRENNAN

DOB: 21 June 2001



STATE CERTIFIED
FINAL EXAMINATIONS

Examination number: 459066

English (O)

Distinction

Irish (O)

A

Mathematics (H)

B

History (H)

C

Geography (H)

D

French (O)

B

Religion (H)

B

Science (H)

C

Business Studies (H)

C

Technology (H)

A

Classroom-Based-Assessments

Oral Communication

Above expectations

Collection of texts

In line with expectations

Other Areas of Learning

- Mary participated in SciFest. Her project examined the bacteria build up on different types of toothbrushes. She gathered, recorded, organised and evaluated the information.
- Mary was a member of the school basketball team where she committed to the team training and competitions and developed her tactical competencies and skills.
- Mary worked effectively with others in a group action project to raise awareness of the homeless crisis and to promote the work of PATH.
- Mary took part in the Christmas shoebox appeal. She promoted the cause by the creative use of digital technology and was responsible for collecting the shoeboxes from her class.

Principal

Ms. O'Donnell

Yearhead

Ms. Bennett

Roll No. 634510

Scoil Chríost Rí,
Borris Road,
Portlaoise



This JCPA recognises and records achievements in Junior Cycle

Written Examinations
State Certified Final Examinations

Old Grading System

New Grading System

Junior Certificate		→	Junior Cycle	
Level	Percentage	Grade Descriptor	Percentage	Grade Descriptor
Higher, Ordinary, Foundation/ Ard, Gnath, Bonn	≥ 85 to 100	A	≥ 90 to 100	Distinction
	≥ 70 and < 85	B	≥ 75 and < 90	Higher Merit
	≥ 55 and < 70	C	≥ 55 and < 75	Merit
	≥ 40 and < 55	D	≥ 40 and < 55	Achieved
	≥ 25 and < 40	E	≥ 20 and < 40	Partially Achieved
	≥ 10 and < 25	F	≥ 0 and < 20	Not Graded (NG)
	≥ 0 and < 10	NG		

New Junior Cycle Levels:

Irish, English and Maths can be taken at Higher and Ordinary Levels only.

All other subjects are taken at Common Level.

Junior Certificate Classroom Based Assessments

Classroom Based Assessments (CBAs) provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills. CBAs will be undertaken in subjects and short courses and will be facilitated by the classroom teacher. They will be undertaken during a defined time period within normal class contact time and to a national timetable. Students will complete one CBA in second year and one in third year in most subjects.

CBAs will be reported on in the JCPA using the following descriptors:

Exceptional

Exceptional describes a piece of work that reflects all of 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

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom Based Assessment very well. The student shows a clear appreciation of purpose and register, and the work is praised for its consistency. 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

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

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

Student did not hand up/partake in the Classroom Based Assessment.