Education Passport
Pas Oideachais
Supporting your child's transition
from primary to post-primary school
Ag tacú le haistriú do linbh ón
mbunscoil go dtí an iarbhunscoil

Completing the 6th Class Report Card

Guide for primary teachers / Information for primary principals

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Teachers may find this guide helpful when completing the end-of-year **6th Class Report Card**. The report card is part of the **Education Passport** materials. It is available in one format only to ensure consistency in the nature of the information received by post-primary schools. The guide is presented in the same sequence as the headings on the report card.

1. CHILD'S DETAILS

- **Name:** Insert the child's name as it appears on the birth certificate, where this information is available.

- **Likes to be known as (if different from above):** Insert the name commonly used by the child in school if it is different from the name that appears on the birth certificate.

2. YOUR CHILD AS A LEARNER and YOUR CHILD'S SOCIAL AND PERSONAL DEVELOPMENT

- I When reporting on children with special educational needs, the 'Plan' or 'P' column should be used where a plan is in place for children in receipt of additional supports in 6th class. These supports relate to Learning Support and Resource teaching in accordance with NEPS Continuum of Support and DES Circular 02/05, Appendix 3. The term 'plan' is an umbrella term for any learning plan in place to support the child. Examples of plans that may link to the reporting areas 'Your child as a learner' and your child's social and personal development' include a Behaviour Support Plan, an Individual Profile and Learning Programme (IPLP), and an Individual Educational Plan (IEP).

  Complete the rating scale by reference to the goals identified in the plan.

- In the example shown, the teacher ticked the 'P' for plan beside those items on the report card that related to the goals in the child's behaviour support plan. The teacher then used the rating scale to share information that reflected the child's progress based on *this plan.*

Report card extract showing the use of the 'P' column

Your child's social and personal development					
1 Rarely 2 Sometimes 3 Most of the time 4 Always					
	P	1	2	3	4
Manages and expresses own feelings well				✔	
Is sensitive to others' feelings			✔		
Mixes well with other children			✔		
Behaves well in class	✔		✔		
Behaves well in the playground	✔		✔		
Participates well in Religious or Ethical Education				✔	

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3. YOUR CHILD'S LEARNING DURING THE YEAR

3.1 RATING SCALES

- In general, your judgements about the progress and achievement during the year should be referenced to expectations based on the content objectives/outcomes in the primary school curriculum for 6th class. This common reference point is important to ensure consistency in the information shared with post-primary schools

- For children with special educational needs and who have a plan to support learning, an extra " ✓ " should be placed in the column marked 'P' beside any item(s) that relates to this plan. 'P' is an abbreviation of the word 'plan'

- The term 'plan' is an umbrella term for any learning plan that a school may have in place to support the child in 6th class e.g. IPLP, IEP.

  – Information you share in the rating scale about the child's learning should reflect expectations based on this plan and not the content objectives/outcomes in the primary school curriculum for 6th class.

  – In the example shown, the child had an IPLP and was allocated learning support for English reading at the time of completing the report card. The tick indicates that the child's achievement in reading is meeting expectations based on the IPLP. Given that the child does not have an individualised plan for writing, the tick indicates that the achievement of the child in writing is *meeting expectations* based on the content objectives/outcomes in the primary school curriculum for 6th class.

Report card extract showing the use of the rating scale

1 Working towards expectations
2 Meeting expectations
3 Ahead of expectations

English	P	1	2	3
Communicates with others in a clear and effective way				✓
Understands what is said by others			✓	
Reading	✓		✓	
Writing		✓		

3.2 SUBJECTS

- Information about a child's exemption from the study of Irish is available in the child's *Certification of Exemption* issued by the primary school and available in school records. Before sending the report card to the post-primary school, the *Certification of Exemption* should be attached.

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4. STANDARDISED TEST SCORES

- Include the child's 6th class test scores for Maths and English reading in the spaces provided. Test scores for Irish reading are required where a child attends an Irish-medium school.

- Where available, include test scores from *2nd and 4th classes*. This information provides the post-primary school with a broad overview of the child's scores.

- All standardised test scores should be shared as STen scores only. This promotes consistency in the information received by a post-primary school from its feeder primary schools. STen scores are also the format submitted annually by primary schools to the DES.

- Enter 'Not Applicable' or 'N/A' in place of a test score in the following circumstances:
    - For Irish reading where replace children attend an English-medium school.
    - For children (who) may be excluded from standardised testing in line with **DES Circular 0056/2011**, p.6.

Report card extract sample

Standardised test scores			
	Sten Score		
	2nd Class	4th Class	6th Class
Maths	4	5	5
English reading	6	5	6
Irish reading	*N/A*	*N/A*	*N/A*
STen scores: 1-3 Well below average, 4 Low average, 5-6 Average, 7 High average, 8-10 Well above average *Irish reading test for Irish-medium primary schools only.			

5. ATTENDANCE

Insert the total number of days that a child was absent from school during 6th class up to the date of the report card.

6. PUNCTUALITY

The descriptors 'Very good' and 'Needs improvement' are deliberately stated in broad terms to recognise that detailed records of children's punctuality may not be available.

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7. HOW YOU CAN FURTHER SUPPORT YOU CHILD'S LEARNING

- Provide a small number of practical suggestions on how the parent can further support the child's learning. These suggestions should relate directly to one or more key areas of development identified earlier in the rating scales. Most, if not all, of the suggestions may already have been shared at the annual parent-teacher meeting or other incidental meeting(s).

- The suggestions may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum. Useful stems for these suggestions include:

  - Talk with...

  - Provide opportunities with Odessa to...

  - Encourage Anna to...

  - Remind Kate to...

  - Help Alexander to...

Report card extract sample

How you can further support your child's learning
Encourage Alan to complete homework independently, where appropriate.
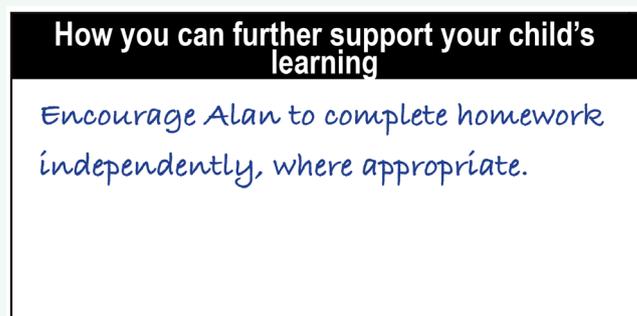
8. Comments

- **In-school support:** Where a child has a recognised Special Educational Need and/or is in receipt of in-school support, it may be useful to outline the supports provided to the child in this space.
  Here are some suggestions. It is not intended that you would include all suggestions. You may prefer to include other information that is not listed here.

- **What the child has achieved:** You could identify key achievements in the child's learning. The achievements may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum.

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As space is limited, it is important to identify the aspects of achievement that are the most important for the child. It might also be helpful to consider if the child's …

– effort reflects achievement.

– standardised test scores reflect achievement during the year. Scores for children with English as an Additional Language may not always reflect progress being made in class. Additional care should also be exercised in interpreting the scores of children with special educational needs.

- **What worked best in supporting the child's learning:** You could list key teaching, learning and/or assessment practices that were effective in supporting the child's learning, e.g., group work, one-to-one feedback, Picture Exchange Communication System (PECS).

- **What areas need development:** You could briefly identify any key area(s) where development may be needed. The suggestions may relate to the child as a learner, the child's social and personal development or the child's learning across the curriculum.

- **Next Steps:** You could briefly identify one or two actions to support the child's future learning in post-primary school. The action(s) should be manageable and realistic, and link with the areas for development.

Report card extract sample

Comments

Sarah was in receipt of 4 resource teaching hours and had access to SNA support.

Sarah responds well to opportunities to work with peers.

Sarah would benefit from further support to develop reading fluency.

9. SIGNATURES

Enter the signatures of the teacher and principal on the lines provided. In the event of using digital signatures, these lines should already have been deleted using the teachers option provided in the Report Card Creator. This ensures that JPEG images of the digital signatures can be easily copied and pasted into the report card.