

Sample Checklist for Evaluation of Literacy

The overall attainments of the students with regard to each of the following aspects of literacy are improving or remaining at a high standard in all subjects and programmes:

Oral language (listening and speaking)	Students contribute effectively and appropriately to discussions	
	Students collaborate effectively in their learning	
	Students explain their thinking clearly and effectively	
	Students present information clearly and effectively	
Reading	Students are able to understand, collate, summarise, apply and evaluate information from different texts	
	Students critically analyse the purpose and forms of different texts	
	Students discuss similarities and differences between texts	
Writing	Students make notes and summarise ideas effectively through written work	
	Students make effective use of subject-specific vocabulary	
	Students create texts in a variety of genres and for a variety of audiences	
The understanding and critical appreciation of broadcast media	Students are able to critically evaluate information and opinion broadcast media accessed through	
The understanding and critical appreciation of digital media	Students are able to navigate across digital texts	
	Students can locate information efficiently using digital sources	
	Students can critically evaluate information and opinion accessed through digital sources	
	Students are able to use digital media to create a wide variety of texts in different genres	
The students use their literacy skills competently in their learning in all subjects		
Students, including those at risk of underachieving, are attaining well and are making very good progress from their prior levels of achievement		
The literacy learning targets set out in the school improvement plan have been achieved		

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media. Literacy for learners in English-medium schools and settings should be understood primarily as literacy in English. In the case of Irish-medium schools, literacy should be understood as both Irish as the first language of the school and English.

Texts may be presented in traditional written forms, as well through oral, digital and visual media. In this context, texts may include, but are not limited to novels, filmed documentaries, leaflets, graphs, posters, charts, scientific symbols and social networks. Note that learning targets must be SMART

Sample Checklist for Evaluation of Numeracy

The overall competence of the students with regard to each of the following skills is improving or remaining at a high standard:		
Knowledge and understanding of mathematical concepts	Students display their understanding of number processes and concept	
	Students are encouraged to hypothesise and propose solutions	
	Students can explain their reasoning	
Application of concepts and problem-solving	Students tackle problems in familiar and unfamiliar contexts	
	Students identify the relevant skills and concepts	
	Students work independently and collaboratively	
	Students evaluate their solutions	
Communicating and expressing	Students are aware of and avoid common mathematical misconceptions	
	Students contribute effectively and appropriately to discussions	
	Students use multiple representations	
	Students use mathematical language correctly	
Integrating and connecting	Students are encouraged to estimate and to develop mental agility	
	Students make effective use of ICT	
	Students make links to other areas of the curriculum	
	Students apply numeracy skills in a range of contexts	
Data acquisition and analysis	Students develop an understanding of the role of numeracy in everyday life	
	Students look for patterns and can identify similarities and differences	
Implementing	Students are competent in gathering, representing and analysing data	
	Students display an understanding of randomness, bias, chance and causality	
Students develop the capacity to engage with and complete asks and assignments		
Students, including those at risk of underachieving, are attaining well and are making very good progress from their prior levels of achievement		
The students use their numeracy skills competently in all subjects and programmes		
Uptake in Mathematics at higher level in the state examinations compares favourably with national norms		
Student performance in Mathematics in state examinations compares favourably with national norms		
Analysis of uptake and performance is linked to actions for improvement in the mathematics subject plan		
The numeracy learning targets set out in the school improvement plan have been achieved		

Numeracy is not limited to the ability to use numbers, to add, subtract, multiply and divide. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. Note that learning targets must be **SMART (Specific, Measurable, Actionable, Realistic and Timed)**