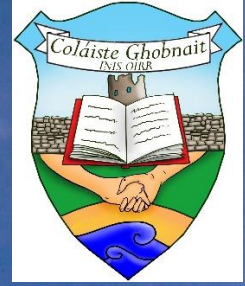


# Coláiste Ghobnait

# Inis Oírr



## Homework Policy

## 2023/2024

Adopted by the Board of Management on ??/??/20??

Approved by Galway and Roscommon Education and Training Board (GRETB) on  
??/??/20??

This policy has been prepared in consultation with Parents, Students, Staff, The Board of  
Management and GRETB

**THIS POLICY APPLIES TO:**

Pupils, School Staff, Parents, the school's Board of Management as well as Galway and Roscommon Education and Training Board.

**MISSION STATEMENT**

Our mission at Coláiste Ghobnait is to encourage the educational, intellectual, physical and cultural development of the school's students in a pleasant and healthy environment that prioritises the self-esteem, independence and development of all members of the school community.

**SCHOOL VISION**

"Growing and learning together diligently through the medium of Irish, in which balance, respect for well-being and integrity are given priority, with the spirit of co-operation among the whole school community."

**ETHOS**

## THE SCHOOL'S POLICY ON HOMEWORK

In Coláiste Ghobnait homework plays an important part of the student's education. The school gives emphasis to homework as part of the student's educational development.

Homework is an integral part of school work. It teaches the students skills that prepare them for school – independence, responsibility and working independently. In relation to continuous assessments homework is essential in measuring the student's progress. Homework also acts as a tool which helps students to study and to analyse as they revise the day's/week's/term's/year's work

Homework consists of: writing, learning, revision, reading, preparation, study, research given by teacher to complete outside school hours.

A broad range of assessment methods are used in Coláiste Ghobnait to assess the students' progress and learning. Included in those are informal methods which are used daily in the classes, such as:

- Asking students questions regularly in class
- Giving and correcting homework regularly (The teacher keeps an accurate record of this in their personal diary).
- Continuous assessment of student projects and practical work.

In addition to the above informal methods the school also places great emphasis on continuous assessment and on assessment of classroom learning all of which help considerably to promote a learning atmosphere and work ethic among students.

### Goals:

- Students will understand work covered in school during the day
- Students will be in the habit of revising the day's work
- Gain experience in answering exam paper questions
- Acquire more information
- Allow for a Parent's/Guardian's involvement in the pupil's learning and progress
- Allow teachers' an opportunity to seek feedback on a student's comprehension
- Develop students' organisation and planning skills
- Develop students research skills
- Teach learning skills to students
- Ensure balance in the amount of work given
- Help students achieve good results in their exams
- Promote good study practices in school
- Ensure work is consistent so that Coláiste Ghobnait's students make the best progress
- Create a positive environment with high learning expectations
- The progress being achieved by each student (template)
- Students with special needs can access the appropriate resources and are not restricted
- Each student can work to their own capability
- Make the learning support team aware of students with learning difficulties
- Develop students research/assessment skills
- Ensure students/parents receive teacher feedback about the learning standard
- Homework will be purpose based and consistent with class work
- A student will be given homework in every class (Homework covers: writing, learning, revision, reading, preparation, study and research given by teachers for completion outside of school hours).

- A balance will be achieved between written work, oral work, research work, project work and practical work
- Homework will be corrected continuously and feedback given
- Due consideration will be given to students with learning difficulties. The school implements 'The Continuum of Learning Support', see School Policy on Special Needs
- The various subjects have different requirements in relation to the amount of homework given weekly and daily. Teachers will try, as far as is practical, to ensure that students aren't given excessive homework on any given night
- If homework is not done a note must be inserted in the diary and signed by the parents/Guardians.

### The Student's Role:

- Ensure homework is undertaken regularly, in accordance with the teacher's instructions, and is done to a satisfactory standard and proper manner
- Every student is obliged to have a homework diary in every class and make a note of their homework
- Every student must write their homework into their diary before the end of every class
- A student should seek clarification from the teacher prior to leaving the classroom if they are experiencing difficulty with the homework or are not clear on what is required of them
- Students must show their homework to the teacher on the day set down by the teacher
- Homework should be tidy
- Exam dates are to be written into the homework diary
- Students should make a good effort even when experiencing difficulties with homework
- Students should have the appropriate equipment in class
- Excuses such as copybook/book left at home or in drawer will not be accepted
- In the event of a student being engaged in an extracurricular event they are still expected to complete their homework
- Students should make a sincere effort to complete their homework in full and on time
- Students, if absent from class, must take responsibility for getting their homework (prior to study time)
- When homework has not been done a student will inform the subject teacher before a class commences.

### The Role of the Subject Teachers

- The subject teacher is expected to implement the policy
- All teachers will ensure that all of the students in their classes are given homework regularly
- The teacher will keep a record in their teacher's diary of students' progress
- The teacher will monitor the homework diary
- The teacher will correct homework regularly
- When the assessment template has been completed by the subject teacher that teacher is obliged to pass the assessment on to the class teacher
- The teacher will give guidance to students as required
- The teacher will complete a contemplation template and give students effective feedback
- The teacher will fully explain homework
- The teacher will correct homework and students will be given positive constructive feedback which corresponds with the learning assessment
- Students will be given adequate time to write notes about their homework
- Students will be given adequate time for their homework
- The standard of the homework will be discussed at parent/teacher meetings
- Reference to the standard of homework may be included in reports sent home
- Students are to be provided with the skills that ensure they can undertake their homework in a proper manner
- The teacher should read the policy and implement it in the classes

- The teacher should comply with the sanctions
- The teacher should implement the Continuum of Support
- The teacher should ensure homework corresponds with class work
- Every student's file must contain a copy, this needs to be reviewed between exam 10 and 20, at which stage a work plan is to be implemented which meets the learning needs of the student
- The subject teacher must inform Parents/Guardians through e-mail of CBA & AT dates and copy this to the Principal
- Reporting on VSWare – 3 steps in relation to the reporting of the learner's progress
  - What work has been done by the student to date?
  - What can the student do to ensure improvement?
  - In which topic/subject did the student do well?
- Subject Teachers are obliged to use reporting language
- The teachers keep a record of major exams as well as minor exams and homework. This assessment exercise helps both teachers and parents to monitor a student's progress in the various subjects.

Both teachers and parents will have access to the system. Assessment results will be available on the VSWare system and parents can keep an eye on this. 3 steps in reporting a learner's progress:

- What work has been done by the student to date?
- What can the student do to ensure improvement?
- In which topic/subject did the student do well?

#### The Role of the Year Head:

- Be a contact person for the year group
  - Communicate with parents (phone calls, e-mails, etc.)
  - Share information about year group with school staff and management.

Two methods of communication with parents in relation to the students' pastoral care and progress (a meeting with every student)

- Parent/Teacher meeting – discuss academic and general progress with every parent.

#### Academic Monitoring

- Set targets for exams in Week 10, 20 and 30
- Review the results and take required action
- Study VSWare reports
- Link with Special Needs Co-Coordinator– plan as necessary
- Link with Pastoral Committee

#### Attendance (Attendance Policy)

- Attendance monitoring – pupil absent for a few days (see policy) – ring home.

#### School Diary

- To be checked at least once every second week and signed by class teacher.

#### Induction at start of year (See information sheet regarding induction)

#### Lockers to be checked once every term.

#### Book List

- Have Book List prepared before beginning of May and forwarded to School Secretary

### Achievements/Competitions

- Furnish Áine/Bríd/Mary Ann with information to do with any competitions etc. involving the school's students, both within the school and outside of it.

### The School's Code of Behaviour

- Implement the Code

### The Role of the Parents/Guardians

- Parents/Guardians can help their children by supporting the school policy
- Coláiste Ghobnait is aware of the integral role of parents/guardians in the student's education
- Parents should ensure homework is completed nightly and they should sign the diary once a week for students in years 1,2,3,4,5 and 6
- Parents/Guardians are welcome to contact the school and make an appointment if they are concerned about homework (See Appendix 1)
- Parents/Guardians are advised to attend Parent/Teacher meetings and where this is not feasible then to ring the school office to arrange an appointment.

Teachers and parents will have access to the system. Assessment results will be available on the VSWare system and parents can keep an eye on this. 3 steps in relation to the reporting of the learner's progress:

- What work has been done by the student to date?
- What can the student do to ensure improvement?
- In which topic/subject did the student do well?

### The Role of the Principal/Deputy Principal

- Assess the policy on an ongoing basis.

### The Role of the Board of Management

- The Board needs to ensure that a Homework Policy is implemented in the school.
- Affirm the policy.

Cá dtéann tú, má tá fadhb/imní/ceist agat/Where do you go if you have a problem/you are worried/you have a question:

- Dul chun cinn **acadúil** in **ábhar áirithe** nó cur chuige teagaisc agus foghlama san ábhar sin/Academic progression in certain subjects or the approach to teaching and learning in that subject:

Cá dtéann tú, má tá fadhb/imní/ceist agat/Where do you go if you have a problem/ you are worried/you have a question:

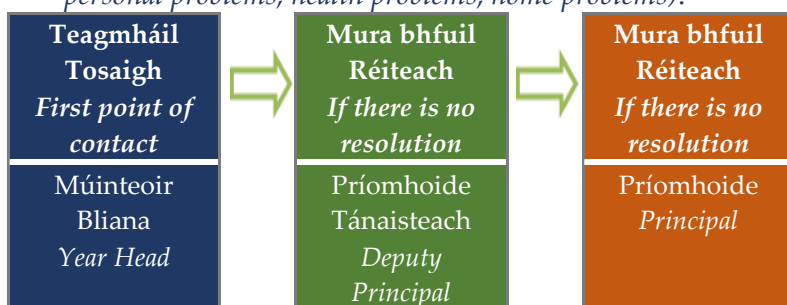
- Dul chun cinn **acadúil** in **ábhar áirithe** nó cur chuige teagaisc agus foghlama san ábhar sin/Academic progression in certain subjects or the approach to teaching and learning in that subject:



- Dul chun cinn **acadúil go ginearálta**, nach mbaineann le hábhair amháin ar leith/General academic progression that is not confined to one subject in particular:



- Dul chun cinn go ginearálta, maidir le gnéithe seachas gnéithe acadúla (sóisialta, bulaíocht, fadhb phearsanta, fadhb sláinte, fadhb bhaile)/General progression regarding non-academic aspects (social, bullying, personal problems, health problems, home problems):



If homework is not completed this process will be followed:

### Step 1:

If student fails to do their homework 3 times in your subject, write it up on the VSWare system and date every note.

### Step 2:

Subject teacher will make contact with home (call). Subject teacher will make note in the student's diary. This note will have to be signed by Parent/Guardian.

### Step 3:

When three more entries relating to homework are recorded on the VSWare system the student's name will be put on a report card. The student will have a meeting with year head and be placed on a report card.

### Step 4:

When three more entries relating to homework are recorded on the VSWare system the student's name will be put on a report card and the Year Head will ring home.

### Step 5:

When three more entries relating to homework are recorded on the VSWare system the Year Head and the Deputy Principal will have a meeting with the Parent. The Year Head will organise this meeting. The student's name will be put on a report card.

### Reporting

Results and reports relating to exams/assessments for Week 10, 20 & 30 will be available on the VSWare System. These reports shows parents/guardians and the students themselves how the student is progressing. Subject teachers are responsible for filling in the subject results. If parents have any concern in relation to their child's progress they should follow the school's communication system (See Appendix 1).

### Classroom Assessments - Report Language

- Exceptional
- Above expectations
- Meets expectations
- Expectations still to be achieved

### Junior Cycle

- Distinction ( $\geq 90$  to 100)
- Higher Merit ( $\geq 75$  and  $< 90$ )
- Merit ( $> 55$  and  $< 75$ )
- Achieved ( $> 40$  and  $< 55$ )
- Partially Achieved ( $\geq 20$  and  $< 40$ )
- Not Graded ( $> 0$  and  $< 20$ )

### Leaving Certificate

High Level Grade	Points	Ordinary Level Grade	Points
H1	100		
H2	88		
H3	77		
H4	66		
H5	56	O1	56
H6	46	O2	46
H7	37	O3	37
H8	0	O4	28
		O5	20
		O6	12
		O7	0
		O8	0



### Parent/Teacher Meetings

A parent/teacher meeting is held twice a year for each student. This meeting provides an opportunity to assess and discuss the student's progress with their teachers. It also provides an opportunity for parents and teachers to share important information. Parents are advised to always attend these meetings. Parents/Guardians who cannot attend meetings on the day are given an opportunity to arrange an appointment with the subject teacher. All Parents get an opportunity to meet the Year Head to discuss academic and general progress.

Each subject teacher is asked to e-mail those parents who cannot attend and forward a copy to the Principal.

### School Self-Evaluation

School Self-Evaluation is a collaborative, reflective, comprehensive process of the school's internal review. During School Self-Evaluation, the Principal, Deputy Principal and teachers led by the board of management and patron and in consultation with the parents and students participate in a reflective enquiry into the school's work. School Self-Evaluation primarily involves school improvements and development.

### School Diary

Each student has a school diary provided by the school. The school diary is used to transfer notes between school and home. When a student is not doing their work the subject teacher will often use the school diary to send a note home to the parents/guardians. Parents/Guardians are advised to regularly check the diary to assess any problem with uncompleted work. School management monitor and examine the school diary a few times a year.

- It is essential that students have their School Diary in school every day
- The School Diary is used to help students organise their work
- Students should record their homework in their diary every day
- Subject teachers will check the diary daily as part of their usual teaching routine
- The Diary is also a way of promoting correspondence between the Coláiste and home and between teachers and parents
- Parents are asked to sign the School Diary each week
- Parents are also asked to use the back pages of the diary for their explanation of absences
- If the School Diary is lost the student will have to buy a new one.

### Assigning and monitoring homework

- Is done daily by subject teachers as part of their usual teaching routine
- Standard of homework will be discussed at parent/teacher meetings
- Homework assessment will be recorded by the teacher
- VSWare will be used as the reporting method
- Reporting Language should be used
- Three steps are to be used when providing feedback on a learner's progress

### Duration of Homework

The times outlined below are suggested as a broad guideline of the amount of hours students should spend doing their homework. It is based on best practice and is not exhaustive.

1 <sup>st</sup> Year:	1½ hours
2 <sup>nd</sup> Year:	2 - 2½ hours
3 <sup>rd</sup> Year:	2½ - 3 hours
Transition Year:	1½ hours
5 <sup>th</sup> Year:	2½ - 3 hours
6 <sup>th</sup> Year:	3 - 4 hours

### Regular monitoring of Project Work

All teachers who have a Project as an element of their subject timetable are asked to provide deadlines at the beginning of the school year. (Timetable of the State Examinations Commission).

## ASSESSMENT

### Purpose of Assessment

- To provide accurate information on a student's learning and comprehension level
- To promote various aspects of teaching approaches and support them
- To support the aims of all areas of the curriculum's objectives
- To give students the opportunity to develop their self-esteem, their knowledge, their comprehension skills, their attitudes and their values
- To enhance the school's self-evaluation
- To allow parents opportunities to discuss their children's progress.

Although this policy applies primarily to students the school's teaching staff collaboratively accepts the School's Self-Evaluation in every aspect of school life, as specified in other school documents. The school recognises that the foundation stones of this policy are assessment of learning and assessment for learning (which includes self-assessment and peer assessment).

### Assessment of Junior Cycle

The school uses a range of assessment approaches to complete the learning:

- Continuous assessments which include usual teacher designed tasks and tests
- Classroom assessments structured for second and third year subjects
- Written Assessment task of subjects based on second Classroom Assessment and sent to the State Examinations Commission for marking
- State tested exam with external assessment of subjects at end of third year.

A formal assessment relates to the teachers and students reflection on the progress of learning and their decisions on the next steps needed to guarantee successful results. The feedback teachers give to their students is a very important part of the formal assessment. The teacher, by using a range of assessment procedures, helps students recognise achievements as well as recognising opportunities for learning and for further development.

The main aim of junior cycle assessment is to support the student's learning. Continuous classroom assessments are a very important means of supporting student learning and promoting their achievements. Continuous assessment involves a practice that is both **formal** and **summative**.

### Classroom Assessments of Subjects

Students do their classroom assessments within a certain period during class time and according to the national timetable. When the second Classroom Assessment for every subject has been completed a written formal Assessment Task is done based on the topic or task completed in the second Classroom Assessment.

The subject teacher must inform Parents/Guardians through e-mail of Classroom Based Assessments (CBA) & Assessment Task (AT) dates and copy the email to the Principal

The Assessment Task is done in class under the supervision of the teacher and is sent to the State Examinations Commission for marking together with the script for the subject's state tested exam. They are set at a common level. The marks given for each subject's Assessment Task is included in the grade awarded in that subject.

### Assessments/Exams

- 1<sup>st</sup> Year: Week 10, 20 & 30 exams (see school's calendar)
- 2<sup>nd</sup> Year: Week 10, 20 & 30 exams (see school's calendar)
- 3<sup>rd</sup> Year: (i) Week 10 exams (see school's calendar)  
(ii) Junior Cert mock exams (as part of Week 20 exams) so that students get experience of state exams
- Transition Year: Week 10, 20 & 30 exams (see school's calendar)
- 5<sup>th</sup> Year: (i) Week 10, 20 & 30 exams (see school's calendar)
- 6<sup>th</sup> Year: (i) Week 10 exams (see school's calendar)  
(ii) Leaving Cert mock exams during Week 20 exams so that students get experience of sitting a full exam paper in each subject. The school teachers correct these exams.

### Assessment Template

Strong emphasis is placed on the assessment template through the School Self-Assessment. Students have an input in the template. Students also get an opportunity to reflect on their own learning while adhering to the National Literacy and Numeracy Strategy, emphasis is given to these in the template. The template, when completed by the student and subject teacher, is sent home to the parents. Each student should have a copy in their file which should be reviewed between exam 10 and 20 and a work plan should be implemented to cater for the learning and progression needs of the student.

### Assessment Methods and Approaches

- Appropriate homework is given and corrected. Copybooks are collected regularly and the work is reviewed or corrected in class
- Class exams based on work just completed are given regularly
- Students are regularly asked a series of questions. This develops the students language and fluency skills (Questioning)
- Bloom's Taxonomy is used
- Copybooks are assessed and examined regularly
- Week 10, 20 (mock exams) and 30 exams
- Three reports are sent home every school year to parents who have students in Year 1, 2, 4 and 5
- Two reports are sent home to parents of students in Year 3 and 6
- 2 Parent/Teacher meetings are held during the school year for each year group. The report content is a feature of these meetings
- A special meeting can be arranged with parents if their input is deemed necessary to achieve better performance from the student in school
- Different sanctions can be applied if students don't achieve a satisfactory standard in their work. See Code of Behaviour
- Consideration is given to a student's capability when setting out an exam, writing a report, asking questions in class and reviewing copybook work
- All of the steps in the above process are recorded in the relevant places.

### Assessment Method

- Discuss the various classes at staff meetings and keep a record of this in the teacher's handbook/homework diary
- 3<sup>rd</sup> Year/Transition Year: DATS exams will take place with them
- Ensure students can effectively reflect on each exam after it has been corrected and returned to them and can understand what to do to guarantee improvement
- Try to reduce the gap between - what the student thinks they got after completing exam and the mark actually given by the teacher when correcting the exam

- Hold exams every 10 weeks so as to provide students with oral and written feedback
- Assessment recording template
- All teachers are required to complete the assessment recording template following Week 10, 20 & 30 exams
  - A copy must be given to class teacher following Week 10, 20 & 30 exams
  - This template will give a comprehensive picture of the attainments and needs of Coláiste Ghobnait's students
  - There is a graph on the back of the recording template for the students to complete during their self-assessment of their progress
  - Assessment recording template fully completed by each student and teacher
- Standard of homework will be discussed at parent/teacher meetings
- Homework assessment will be recorded by the teacher
- Classroom exams – classroom exams will be held regularly and marks will be recorded in the teacher's diary
- A written report and exam marks for Week 10, 20 and 30 exams will be sent home on the VSWare system for each student in Year 1, 2, 4 and 5
- A written report and exam marks for Week 10 and 20 exams will be sent home on the VSWare system for each student in Year 3 and 6
- Oral Exams – Irish and French and practical work
- Every year teachers will analyse the state exams in relation to their subjects, in accordance with PDST rules, and a copy of this will be forwarded to the Principal
- Standard exams will be given to 1<sup>st</sup> years (see Special Needs Policy).

### Assessment for Learning

Assessment for Learning is a very important method of providing feedback to students on how to improve their learning. These are the different methods applied in Coláiste Ghobnait to promote assessment for learning in the school:

- There is a poster of the learning intentions and success criteria displayed in each classroom. The teacher is responsible for ensuring these are hung up and visible to the students
- Learning intentions are shared with the students at the beginning of each class
- An effort is made to encourage students beforehand with a brainstorming session or group work or through the use of visual aids
- Through the use of examples students are helped to understand the standard of work they are trying to achieve
- When correcting the students' work a teacher ensures their comments focuses on the work which was well done and on the steps needed for improvement
- Students are provided with opportunities to enable them to correct their own work and the work of their fellow students
- Self-assessment and peer assessment
- Variation Homework (Differentiation)
- Group work
- Student input in relation to homework
- All efforts will be made to distribute the CBA's throughout the school year
- Every effort will be made to respond to students needs regarding CBA and AT during the school year.

### Assessment of Learning

- Classroom exams – oral exam, aural comprehension and written exam
- Grade or mark the work
- Week 10, 20 (mock exams) and 30 exams

**Self-assessment**

- At times students correct their own work and they grade or give marks to that work
- Now and again teachers underline mistakes which students must correct
- As a consequence they recognise their errors, they understand them, and learn from these mistakes
- Students figure out themselves the percentage mark for their own work.

**Peer Assessment**

- Students are sometimes asked to correct the work of other students in their class
- Sometimes the students will underline the main mistakes and at other times they correct the mistakes
- Students award the appropriate grade for the work.

**Review**

- The policy's effectiveness will be reviewed regularly.
- Subject teachers, year teachers, students and parents will be consulted to obtain feedback
- Each subject section will review exam results continuously
- Learning results are to be shared and referred to often during the lesson. They should be clear and embedded in the lesson
- Use different strategies during the lesson – differentiate.

# COLÁISTE GHOBNAIT



Ainm an Scoláire: \_\_\_\_\_

Bliain: \_\_\_\_\_ Múinteoir: \_\_\_\_\_

Scrúdú Seachtain \_\_\_\_

Ábhar: \_\_\_\_\_

<p><b>Mac Léinn</b> <i>Sula dtosaíonn tú an scrúdú</i></p>	<p><b>Cén marc as 10 a thabharfadh tú do chuid ullmhúcháin don scrúdú seo – cuir ciorcal ar uimhir:</b></p> <p style="text-align: center;"> </p> <p><b>Cuir tic leis an ullmhúcháin ar fad a rinne tú:</b></p> <table border="1" style="width: 100%;"> <tr> <td>Obair bhaile</td> <td></td> </tr> <tr> <td>Staidéar/Dul siar</td> <td></td> </tr> <tr> <td>Cleachtadh freagairt ceisteanna</td> <td></td> </tr> <tr> <td>I láthair do gach rang</td> <td></td> </tr> <tr> <td>Eile - mínigh</td> <td></td> </tr> </table>	Obair bhaile		Staidéar/Dul siar		Cleachtadh freagairt ceisteanna		I láthair do gach rang		Eile - mínigh	
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Staidéar/Dul siar											
Cleachtadh freagairt ceisteanna											
I láthair do gach rang											
Eile - mínigh											
<p><b>Mac léinn</b> <i>Tar éis duit gach cuid den scrúdú a chríochnú</i></p>	<p>Cad is dóigh leat atá bainte amach agat sa scrúdú seo?</p>										
<p><b>Múinteoir</b></p>	<p><b>Toradh</b></p>										

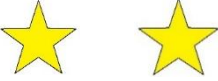
**Le comhlánú ag an múinteoir tar éis cheartú an scrúdaithe**

Dul Chun Cinn Soilse Tráchtá	
<p><b>DEARG</b> Bhí gá le tuilleadh ullmhúcháin roimh an scrúdú – gá le hobair chrua sula dtarlaíonn feabhas</p>	
<p><b>ÓMRA</b> Gá le roinnt obair bhreise sna réimsí atá aibhsithe</p>	
<p><b>UAINE</b> Tá tú de réir sprice</p>	

FMS - Litearthacht	
Thar barr ar fad	
Os cionn ionchas	
Ag teacht le hionchais	
Ionchais le baint amach fós	

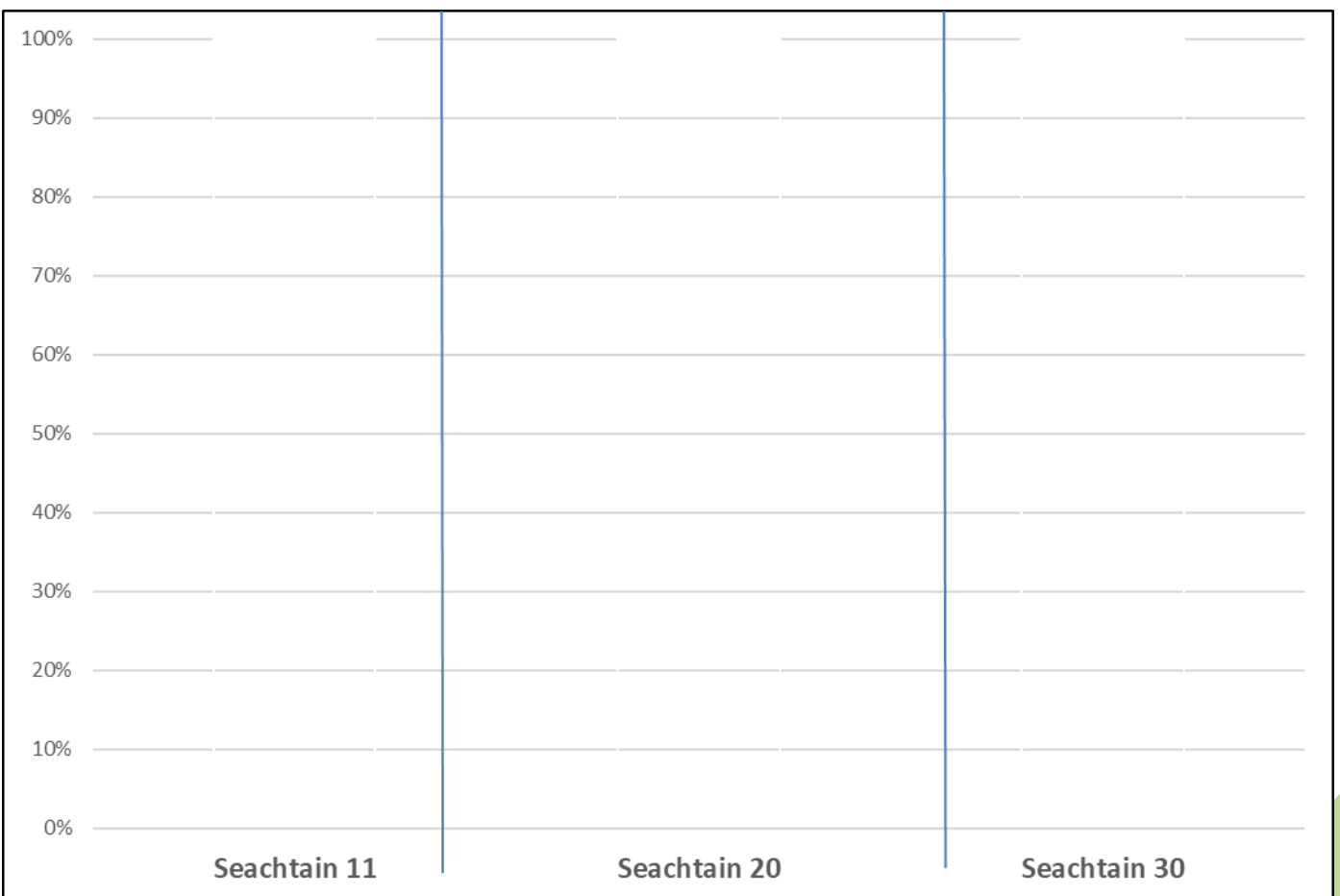
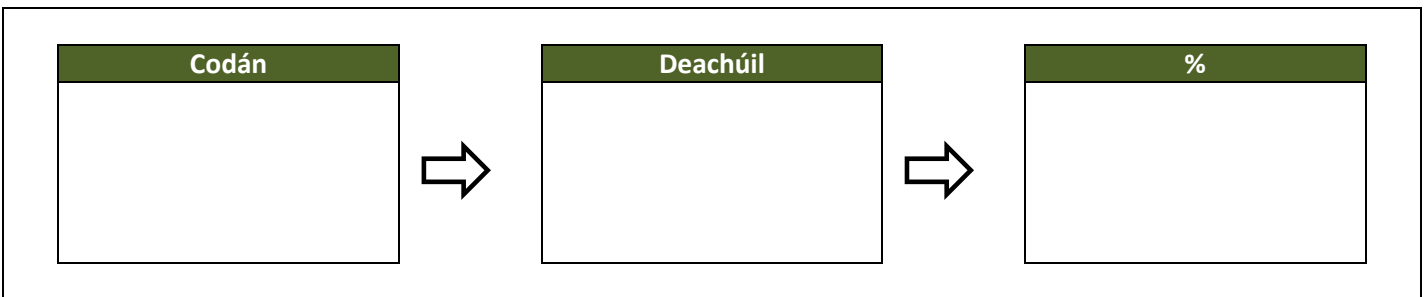
**Le comhlánú ag an mac léinn tar éis an scrúdú a bheith ceartaithe agus tugtha ar ais**

### Machnamh ar mo scrúdú

Is iad na réimsí ar gá dom díriú orthu chun feabhas a bhaint amach:	
Dhá (2) rud a rinne mé go maith:  	➤  ➤
Cad is gá dom a dhéanamh ar bhealach éigin eile chun feabhas a chinntiú?	
An bhfuil dul chun cinn déanta agat ó scrúduithe sheachtain 11 agus 20? Mínigh	

Síniú Tuismitheora/Caomhnóra: \_\_\_\_\_ Dáta: \_\_\_\_\_

### FMS – Uimhearthacht



## REPORT CARD - HOMEWORK

The Student's Name:.....

Year:.....

Date:.....

<u>Code</u>
1= Not Satisfactory
2= Satisfactory
3= Good

Time	Code	Teacher's Signature
09:00 – 09:40		
09:40 – 10:20		
10:20 – 11:00		
11:00 – 11:15		
11:15 – 11:55		
11:55 – 12:35		
12:35 – 01:15		
01:15 – 02:00		
02:00 – 02:40		
02:40 – 03:20		
03:20 – 04:00		

Parent's/Guardian's Signature:.....Date:.....



## Gníomhaíocht 3

# Tacsanomaíocht Bloom a úsáid chun tacú le ceistiú

Meabhraigh conas a d'fhéadfá na fréamhacha ceiste seo a úsáid agus a chur in oiriúint le cabhrú leat na cineálacha ceiste a chuireann tú sa seomra ranga a dhéanamh níos éagsúla.

### Scileanna Smaointeoireacht Chriticiúil

<p><b>1</b></p> <p><b>Eolas</b></p> <p>Faisnéis a aithint agus a thabhairt chun cuimhne</p>	<p>sainmhíniú líon an bhearna liostaigh sainaithe</p>	<p>lipéadaigh láimhsigh meitseáil cuir de ghlanmheabhair</p>	<p>ainmnigh tabhair chun cuimhne litrígh</p>	<p>luaigh inis aibhsigh</p>
	<p>Cé _____?</p> <p>Cad é _____?</p> <p>Cén áit _____?</p> <p>Cén uair _____?</p>		<p>Conas _____?</p> <p>Cuir síos ar _____?</p> <p>Cad é é _____?</p>	
<p><b>2</b></p> <p><b>Tuiscint</b></p> <p>Firicí agus smaointe a eagrú agus a roghnú</p>	<p>iompaigh cuir síos ar míniú</p>	<p>léirmhíniú cuir athleagan ar cuir in ord</p>	<p>athluaigh athinis i d'fhocail féin athscríobh</p>	<p>achóimrigh rianaigh aistrigh</p>
	<p>Athinis _____ i d'fhocail féin. Cad é príomhsmaoineamh _____?</p>		<p>Cé na difríochtaí atá idir _____? An féidir leat breac-chuntas gairid a thabhairt?</p>	
<p><b>3</b></p> <p><b>Feidhmiú</b></p> <p>Firicí, rialacha agus prionsabail a úsáid</p>	<p>cuir i bhfeidhm ríomh déan amach cuir le chéile</p>	<p>léirchruthaigh socraigh tarraing faigh amach</p>	<p>tabhair sampla léirigh cruthaigh oibrigh</p>	<p>taispeáin réitigh luaigh riail nó prionsabal bain úsáid as</p>
	<p>Cén chaoi a bhfuil _____ ina shampla de _____?</p> <p>Cén chaoi a bhfuil _____ bainteach _____?</p> <p>Cén fáth a bhfuil _____ tábhachtach?</p>		<p>An bhfuil a fhios agat cás eile ina _____?</p> <p>An bhféadfadh sé sin tarlú in _____?</p>	
<p><b>4</b></p> <p><b>Anailísiú</b></p> <p>An t-íomlán a scaradh ina chomhchodanna</p>	<p>anailísiú catagóirigh rangaigh déan comparáid</p>	<p>déan codarsnacht pléigh bain de thátal as oibrigh amach na tosca</p>	<p>déan léaráid idirhealaigh déan scagadh déan amach</p>	<p>scrúdaigh infeirigh sonraigh</p>
	<p>Cad iad na codanna nó na gnéithe de _____?</p> <p>Rangaigh _____ de réir _____.</p> <p>Déan imlíne/léaráid/eangach/mapa de _____.</p>		<p>Conas atá _____ci gcomparáid/i gcontrárthacht le _____?</p> <p>Cén fhianaise is féidir leat a thabhairt le haghaidh _____?</p>	
<p><b>5</b></p> <p><b>Sintéisiú</b></p> <p>Smaointe a nascadh chun rud íomlán nua a chruthú</p>	<p>athraigh comhcheangail cum tóg cruthaigh dear</p>	<p>aimsigh caoi neamhghnách foirmigh gin/ceap fionn tionscain pleanáil</p>	<p>tuar cuir i gcéill táirg athchóirigh atóg atheagraigh</p>	<p>athbheithnigh mol cuir i gcás léirshamhlaigh scríobh</p>
	<p>Cad é a thuarfá/a thomhaisfeá ó _____?</p> <p>Cé na smaointe a thig leat a chur le _____?</p> <p>Cad é mar a chruthófá/dhearfá _____ nua?</p>		<p>Cé na réití a mholfá le haghaidh _____?</p> <p>Cad é a d'fhéadfadh tarlú dá nascfá _____ le _____?</p>	
<p><b>6</b></p> <p><b>Meastóireacht</b></p> <p>Tuairimí, breithiúnais, nó cinní a fhorbairt</p>	<p>tabhair breithmheas ar roghnaigh cuir i gcomparáid socraigh</p>	<p>cinn ar cosain déan meastóireacht ar tabhair do bharúil</p>	<p>tabhair breith ar tabhair údar le cuir in ord tosaíochta rangaigh</p>	<p>rátáil roghnaigh tacaigh le meas do</p>
	<p>An aontaíonn tú go _____? Míniú.</p> <p>Cad é a shíleann tú faoi _____?</p> <p>Cad é is tábhachtaí?</p>		<p>Cuir _____ in ord tosaíochta de réir _____?</p> <p>Conas a dhéanfa cinneadh faoi _____?</p> <p>Cé na critéir a bheadh agat chun _____ a mheas?</p>	

Creidiúint - <http://www.teachthought.com/wp-content/uploads/2013/09/blooms-question-stems.jpg>

Le haghaidh tuilleadh smaointe ar an gcaoi chun tacsanomaíocht Bloom a nascadh le ceistiú sa seomra ranga agus le cuir chuige mheasúnaithe téigh chuig <http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>



## Spriocanna Meantóireachta:



**Ainm:** \_\_\_\_\_ **Múinteoir Bliana:** \_\_\_\_\_

**Dáta:** \_\_\_\_\_

**Cad atá ag dul go maith duit go dtí seo an téarma seo?**

**Cén fáth, dar leat, atá ag éirí go maith leis seo?**

**An bhfuil aon áit faoi léith gur féidir leat dul chun cinn a dhéanamh an téarma seo?**

**Céard is féidir leat a dhéanamh tú féin chun é seo a chur i gcrích?**

**Cad iad na hábhair a thaitníonn leat agus cén fáth?**

**Cad ba mhaith liom a bheith nuair a fhágann tú an scoil / coláiste?**

**Cad é do mheán-ghrád d'ábhair uilig?**

**Cad iad na spriocanna a theastaíonn uaim chun mo ghráid a fheabhsú?**

**Aon ráiteas eile:**

**Réimsí Sprioc Samplacha:**

Eagrú, Éisteacht, Smaointeoireacht Chruthaitheach, Obair Bhaile, ag réitiú fadhbanna, Cabhair a lorg, Codladh, Fan dírithe, ag glacadh páirt sa rang, Meas ar dhaoine eile, Cumarsáid.