



Rialtas na hÉireann
Government of Ireland

Leaving Certificate Applied 2021

Guide for Schools on Providing Estimated Percentage Marks April 2021

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Throughout this Guide, the term “school” includes: a recognised school or centre for education, recognised by the Minister for Education under the provisions of the Education Act, 1998, and a centre recognised by the SEC for examination purposes

This LCA guide is for teachers, principals and deputy principals (and corresponding positions in schools, Further Education and Training Centres, and all other settings which have students entered for the Leaving Certificate Applied in 2021.

NB: The particulars of the arrangements and processes outlined in this Guide are subject to change on technical, policy or other appropriate grounds. It is the responsibility of the reader to ensure that they use the most up-to-date version of the Guide which will be available at www.gov.ie

Further Information

The most current information on all matters relating to Leaving Certificate examinations and the Accredited Grades process will be available on an ongoing basis on gov.ie/LeavingCertificate.

The Department will also support school leaders, teachers and other school personnel, tutors, parents and students by providing a dedicated phone-line service for queries on the Accredited Grades process.

The Department can be contacted in this regard by calling the Helpline on 057-9324461 (and select option 2). The phone line will be open from Monday 26 April 2021 and will operate Monday to Friday, 10.00 to 17.00.

Alternatively, queries can be e-mailed to LCinfo@education.gov.ie

1. Introduction

Owing to COVID-19 students and learners have experienced a significant loss of face-to-face teaching and learning in the early months of 2021 as well as that experienced in the later part of the 2019/2020 school year. Therefore, a system of Accredited Grades in addition to conventional examinations (inclusive, where applicable, of additional assessment components) has been put in place for current Leaving Certificate Applied (LCA) students.

A broadly similar process for arriving at the estimated percentage mark applies for the Leaving Certificate Applied as applies to the Leaving Certificate in 2021. In advance of commencing the estimation process it is essential that all those involved in the estimation process for the LCA familiarise themselves with the information provided in *Accredited Grades for Leaving Certificate 2021 Guide for Schools on Providing Estimated Percentage Marks*. The following documents provide further information in relation to LCA 2021 which should be considered in advance of commencing the estimation process:

- *A Guide to State Examinations and Accredited Grades for Leaving Certificate 2021* available [here](#).
- *State Examinations and Accredited Grades - Arrangements for Leaving Certificate Applied 2021* available [here](#).
- *Leaving Certificate Applied (LCA) Advice for management and teachers of LCA 2020/21 in Second-Level Schools and Centres for Education* available [here](#).

The purpose of this document is to provide a summary of the various assessment components for LCA Year 1 and Year 2 students for which an estimated percentage mark must be submitted. It is very important to note that, irrespective of whether any individual student ultimately decides to sit all or none of their Tasks, subjects and Vocational Specialisms and irrespective of whether they have opted to receive an accredited grade, an estimated percentage mark **must** be generated for all Tasks, subjects and Vocational Specialisms for each individual student.

Year 2 students

In the case of Year 2 students, schools are being asked to provide estimated percentage marks for the assessments completed at the end of year two and for tasks completed at the end of Sessions 3 and 4.

Year 1 students

Schools are also required to provide estimated percentage marks for Year 1 students for tasks completed at the end of Sessions 1 and 2 and for either Gaeilge Chumarsáideach or the Modern European Languages depending on what it is that students have completed in year one.

Registration of the CSSP

Year 2 students have registered on the CSSP to opt in for Accredited Grades, examinations or both at this stage at a programme level. They will be provided with a further opportunity to do this when the CSSP opens again on April 27 until April 30. When the portal opens again they will be required to indicate their choices in respect of each of the subjects and Tasks for which they are entered as to whether to receive an Accredited Grade or take the examination or both.

In the case of Year 1 students, the State Examinations Commission (SEC) will liaise directly with the LCA Coordinator in each school in order to receive confirmation of student choices regarding Accredited Grades, examinations or both. The SEC will provide schools with a list of the subject and Tasks for which each Year 1 student is entered and the LCA Coordinator will be required to confirm with each student whether they wish to opt in for Accredited Grades, examinations or both on a subject and Task basis. This information will then be submitted to the SEC. Further information will issue from the SEC on this.

LCA Co-ordinator

Given the support and guidance provided by the LCA co-ordinator to both planning and organising the school's Accredited Grades process in 2021, an additional allocation of seven Leaving Certificate Aide days is available to schools to facilitate this work. The additional allocation reflects the range of activities that the LCA co-ordinator will undertake which, in 2021, will include planning and organising the LCA oral examinations and assisting with the all stages of the LCA Accredited Grades process. They will also undertake additional data gathering in relation to the students' options in LCA Year 1 and support Year 2 students in relation to further engagement with the Candidate Self-Service Portal (CSSP).

2. Role of the school

In the context of the school-based process the following arrangements should be put in place to arrive at a single estimated percentage for each student in LCA.

(a) The role of the LCA teacher is to:

- provide a **single estimate of the percentage mark** in each subject/Task/Vocational Specialism that each student is likely to have achieved if they sit the Leaving Certificate Applied examinations in 2021 (reflecting the changes to the examinations in 2021 and taking into account the student's likely performance in all examination components – such as coursework, oral examinations, practical examinations, performance tests, etc.).
- ensure that no two students in the same class are placed on the same estimated percentage mark. Percentage marks may include up to two decimal places i.e. 83.22%, 83.35%, etc.
- participate in a subject alignment process
- finalise and complete the Forms A and B following the subject alignment meeting(s)

(b) The role of the **LCA co-ordinator** is to:

- support teachers of LCA in preparing for the estimation and alignment processes for LCA subjects, Vocational Specialisms and Tasks
- co-ordinate and, where necessary, participate in the alignment process for LCA subjects, Vocational Specialisms and tasks
- co-ordinate the transmission of the LCA estimated percentage marks for oversight by the school principal
- if necessary, reconvene the alignment process if the estimated marks are returned by the principal for further consideration, based on one or more of the specified grounds.

(c) The role of the **principal** is to:

- liaise with the LCA Co-ordinator to provide the relevant data sets for the teachers of LCA engaged with the accredited grades process
- provide oversight of the LCA accredited grades process
- with the assistance of the Leaving Certificate Aide/LCA Co-ordinator, to submit the finalised data set, no later than Thursday **3 June 2021**.

3. Satisfactory completion of modules

The credits for the satisfactory completion of modules will **not** form any part of the Accredited Grades process. These credits are to be submitted as normal to the SEC through the LCA portal, following normal arrangements. Each student may be awarded the credit for satisfactory completion of that module, provided that the school is satisfied the student had engaged meaningfully with the module concerned. The level of engagement need only be such as to provide a reasonable prospect that the student would have completed the module, giving the benefit of any reasonable doubt to the student.

It is very important that students continue to engage in the LCA programme even if they have only opted for Accredited Grades and are not sitting the examinations. Students' continued engagement in learning and the completion of key assignments provide evidence of learning and achievement that will assist teachers in the Accredited Grades estimation process for the examination components of LCA.

4. The estimated percentage mark

Teachers are asked to provide the best possible estimate of how each student is likely to perform in their Tasks, subjects and Vocational Specialisms, taking into consideration any adjustments to the assessments that have been put in place for 2021 and based on the level of achievement that the student has been demonstrating.

In the case of the LCA, the adjustments to the examinations include the cancelling of the interview element of the Task and the scaling by a factor of 1.25 of grading in the case of the written LCA examinations. These changes can be viewed as reflecting and recognising disruption of normal teaching and learning patterns and some associated loss of learning time, while acknowledging that teachers have made very significant efforts to provide for continuity in learning through remote teaching. Because of this, estimating how students would perform on these adjusted examinations, given their current levels of proficiency, should be similar to how they would have performed on the unadjusted examinations if their learning had not been disrupted by the COVID-19.

Where subjects have more than one component, for example an oral examination, practical performance test or coursework, the evidence considered in relation to the additional components should not be based solely on completed or part completed examination components but also reflect the development of related skills and knowledge over the two years of the programme.

The Accredited Grades for Leaving Certificate 2021 Guide for Schools on Providing Estimated Percentage Marks provides comprehensive information on the process of arriving at the final estimated percentage mark. In the case of the LCA, while schools are providing an estimated percentage mark, these will be converted to the appropriate credit allocation in due course. When weighting the evidence of the subjects and Vocational Specialisms with more than one component, each component must be given its usual weighting for the Leaving Certificate Applied examination. In the case of these subjects and Vocational Specialisms, a single overall estimated mark for the subject and Vocational Specialism as a whole is required, encompassing all of the examination components – not a separate mark for each component. Details of the weightings of such components are provided in this document.

In addition, to assist with the estimation process, information in relation to the number of credits assigned to each Task, subject and Vocational Specialism is also provided along with a description of what element of the assessment should be considered when arriving at an estimated percentage mark and the range of percentage marks associated with each of the credits.

While the Accredited Grades process requires the submission of an estimated percentage mark, you may be more familiar with using credits when grading LCA student performance. A number of grading tables have been assembled to assist with the Accredited Grades process for 2021 which set out the range of percentage marks associated with each of the credits for the Tasks, subjects and Vocational Specialisms. [It is important to note that these are not the

same tables as are normally used by the SEC for grading, as examinations are generally not marked out of 100 and the SEC uses grading tables that apply to these raw marks rather than to percentages.]

4.1 Dealing with the adjustments to the assessment arrangements for LCA 2021

4.1.1 TASKS

In the case of the Tasks for LCA 2021, due to public health requirements, the interview element of the assessment was cancelled. Students will be awarded 10 marks to replace the interview and oral communication element of the assessments (with the exception of the Personal Reflection Task). In the case of the Contemporary Issues Task, all LCA Year 2 students will be awarded 18 marks to replace the interview, oral communication and presentation element. See section 4 for further information. You should take account of these adjustments by incorporating these marks into your estimates.

It is important to remember that in 2021, Year 2 students are only required to complete two Tasks in session 3. They are required to complete the Practical Achievement Task and either the Vocational Education Task or the Contemporary Issues Task.

4.1.2 WRITTEN EXAMINATIONS

The arrangement set out for Leaving Certificate Applied students in *Assessment Arrangements for Junior Cycle and Leaving Certificate Examinations 2021* was that there would be no adjustment to the final examination papers, but that a scaling, by a factor of 1.15 would instead be applied to the mark awarded. As part of the further adjustments to the assessment arrangements published in March (*Further adjustments to the written examinations, Leaving Certificate, 2021*) **the factor of scaling was increased to 1.25.**

Application of scaling

In the case of the written examinations, when arriving at an estimated percentage mark, this adjustment must be taken into consideration. For example, if a student proceeds to take the examination and scores 120 marks out of a total 200 marks, the mark will be scaled by 1.25 so that the mark awarded will be 150 marks out of a total of 200 marks (120×1.25). **So you should apply the same approach when making your estimates.**

You might prefer to think of it in percentage terms. That is, if awarding a student 60% for their written examination then this will have to be scaled by 1.25 so that the percentage mark ultimately awarded will be 75% (60×1.25).

The scaling will be implemented up to the total mark for the examination and capped at that total.

It is very important not to forget this adjustment for LCA 2021 when arriving at the estimated percentage mark. In the case of subjects with multiple components, such as oral tests and practical coursework, **the scaling must only be applied to the written examination element of the final mark.**

Possible approach to estimating

Step 1. If you think it would be too difficult to consider the written and non-written components entirely separately, then one approach that you might take in order to arrive at an estimated percentage mark in the case of subjects with a written examination and practical component is firstly to consider what estimated percentage mark you expect the student to achieve in the written examination paper.

Step 2. You should then apply the scaling factor to this mark (or percentage) by multiplying by 1.25.

Step 3. Having reflected on the student's performance and attainment in relation to the practical coursework component and taking the weighting of the component relative to the written examination into consideration, you could then consider what the impact would be of combining a mark for the practical coursework component with the mark you have for the written examination. Would the combined mark be higher and if so by how much? Would it be lower and if so by how much? Would it be the same? This will assist you in arriving at a single estimated percentage mark for the components combined.

As outlined earlier, it is considered that the effect of the adjustments made – including the scaling – appropriately reflect the level of impact of disruptions to learning. Accordingly, estimating how students would perform on these adjusted examinations, given their current levels of proficiency, should be similar to how they would have performed on the unadjusted papers if their learning had not been disrupted by the COVID-19 pandemic.

Therefore, an alternative approach is to consider how the students would have performed in the normal examination (without the scaling) in a normal year with no disruptions to learning. You can use this observation either as an alternative means of generating the estimate in the first place, or as a means of 'sense-checking' your estimates.

5. Tasks - Year 1 and Year 2

5.1 LCA Year 1 (sessions 1 and 2)

An estimated percentage mark is required for Year 1 students for tasks in General Education (session 1) and Vocational Preparation, Vocational Education and Personal Reflection Statement 1 (session 2).

In arriving at the estimated percentage mark, you should reflect on the quality of the student's work, the quality of their engagement with the Task and their level of performance over the course of the programme.

Table 1 sets out the number of credits available for each of the Tasks and what should be included in the estimated percentage mark. In the case of these Tasks, with the exception of the Personal Reflection Task (for which there is never an interview as part of the assessment), please note that due to public health requirements, students will not be interviewed as part of the assessment. Instead, all students will be awarded 10 marks to replace the interview as an adjustment for 2021.

Appendix one sets out the range of percentage marks associated with each of the credits for the Tasks.

Table 1: Year one Task information

Task	No. of credits	Estimated mark to include:
General Education	10	Portfolio and artefact where appropriate. Factor in the 10 marks to be awarded to all to replace the interview element of the assessment.
Vocational Preparation	10	Portfolio. Factor in the 10 marks to be awarded to all to replace the interview element of the assessment.
Vocational Education	10	Portfolio and artefact where appropriate. Factor in the 10 marks to be awarded to all to replace the interview element of the assessment.
Personal Reflection	10	Portfolio (no interview in this assessment)

5.2 LCA Year 2 (sessions 3 and 4)

An estimated mark should be provided for all Year 2 students for the Practical Achievement Task (session 3) and the Personal Reflection Task (session 4). In 2021, students had a choice in session 3 of completing either the Contemporary Issues Task or the Vocational Education Task. An estimated mark should be provided for whichever one the student has chosen to do.

In arriving at the estimated percentage mark you should reflect on the quality of the student's work, the quality of their engagement with the Task and their level of performance over the course of the programme.

Table 2 sets out the number of credits available for each of the Tasks and what should be included in the estimated percentage mark. In the case of these Tasks, with the exception of the Personal Reflection Task (for which there is never an interview as part of the assessment), please note that due to public health requirements, students will not be interviewed as part of the assessment. Instead, all students will be awarded 10 marks to replace the interview in the case of Vocational Education and Practical Achievement Tasks and 18 marks to replace the interview and oral presentation in the case of the Contemporary Issues Task, as an adjustment for 2021.

Personal Reflection Task: Please note that the accredited mark that will be awarded to Year 2 students for this task (Statement 2) will be combined with the calculated mark for Personal Reflection Statement 1, already with the SEC.

[Appendix One](#) sets out the range of percentage marks associated with each of the credits for the Tasks.

Table 2: Year 2 Task information

Task	No. of credits	Estimated mark to include:
Practical Achievement	10	Portfolio Factor in the 10 marks to be awarded to all to replace the interview element of the assessment.

Contemporary Issues	10	Portfolio Factor in the 18 marks to be awarded to all to replace the interview and presentation elements of the assessment.
Vocational Education	10	Portfolio and artefact where appropriate. Factor in the 10 marks to be awarded to all to replace the interview element of the assessment.
Personal Reflection	10	Portfolio (no interview in this assessment)

6. Subjects

6.1 Languages Year 1 and Year 2

(Gaeilge Chumarsáideach, Modern European Languages and Sign Language)

Generally, students study Gaeilge Chumarsáideach in one year of the programme and their Modern European Language in the other year. Therefore, there may be Year 1 and Year 2 students for whom an estimated percentage mark must be submitted for these subjects.

Gaeilge Chumarsáideach and the Modern European Languages each require a single combined estimated percentage mark for the oral test and the written examination.

In arriving at the estimated percentage mark you should reflect on the quality of the student's work, the quality of their engagement with the subject and their level of performance over the course of the programme.

In the case of the written examination component, please factor in the scaling (by a factor of 1.25 being applied to the final mark awarded to all students as part of the adjustments to the examinations for 2021 as described earlier.

A single estimated mark is also required for students sitting sign language. Please factor in the scaling (by a factor of 1.25) being applied to the final mark awarded to all students as part of the adjustments to the examinations for 2021 as described earlier.

Table 3 sets out the number of credits awarded to each language, the components to be considered in order to arrive at an estimated percentage mark and the weighting of the final assessment assigned to each component.

[Appendix Two](#) sets out the range of percentage marks associated with each of the credits for these language subjects.

Table 3: Year one and two Languages information

Language	No. of credits	Estimated mark to include:
Gaeilge Chumarsáideach	6	Oral test (40%) Written examination (60%)

French	6	Oral test (35%) Written examination (65%)
German	6	Oral test (35%) Written examination (65%)
Spanish	6	Oral test (35%) Written examination (65%)
Italian	6	Oral test (35%) Written examination (65%)
Sign Language	12	Final examination (100%)

6.2 Other subjects Year 2 only

An estimated percentage mark should be provided for all students for Social Education, Mathematical Applications and English and Communications. Social Education and Mathematical Applications are written examinations only and therefore the estimated percentage mark should be based on the examination only.

In the case of English and Communications, a single combined estimated percentage mark for the oral test and the written examination is required.

Table 4 sets out the number of credits awarded to each subject, the components to be considered in order to arrive at an estimated percentage mark and the weighting of the final assessment assigned to each component.

In arriving at the estimated percentage mark you should reflect on the quality of the student's work, the quality of their engagement with the subject and their level of performance over the course of the programme.

In the case of the written examination component, please factor in the scaling (by a factor of 1.25) being applied to the final mark awarded to all students as part of the adjustments to the examinations for 2021 as described earlier.

[Appendix Three](#) sets out the range of percentage marks associated with each of the credits for these subjects.

Table 4: Year two subject information

Subjects	No. of credits	Estimated mark to include:
Social Education	10	Written examination (100%)
Mathematical Applications	10	Written examination (100%)
English and Communications	12	Oral test (33%) Written examination (67%)

7. Vocational Specialisms Year 2 only

Students are required to study two vocational specialisms. An estimated mark should be provided for each of the student's chosen specialisms. The final assessment of Vocational Specialisms involves a written examination and another component (project or practical performance test or practical coursework). A single estimated percentage mark should be provided for all components combined. In arriving at the estimated mark, the teacher should reflect on the quality of the student's work, the quality of their engagement with the specialism and coursework and their level of performance over the course of the programme.

In the case of the written examination component, please factor in the scaling (by a factor of 1.25) being applied to the final mark awarded to all students as part of the adjustments to the examinations for 2021 as described earlier.

Table 5 sets out the number of credits awarded to each Vocational Specialism, the components to be considered in order to arrive at an estimated percentage mark and the weighting of the final assessment assigned to each component.

[Appendix Four](#) sets out the range of percentage marks associated with each of the credits for these Vocational Specialisms.

Table 5: Year 2 Vocational Specialisms information

Vocational Specialisms	No. of credits	Estimated mark to include:
Information & Communication Technology	12	Final examination (100%) (practical and written combined)*
Childcare/Community Care	12	Coursework, incl. interview (40%) Written examination (60%)
Engineering	12	Coursework, incl. interview (40%) Written examination (60%)
Technology	12	Coursework, incl. interview (40%) Written examination (60%)
Graphics and Construction	12	Coursework, incl. interview (40%) Written examination (60%)

Craft and Design	12	Coursework (60%) Written examination (40%)
Active Leisure	12	Practical test (40%) Written examination (60%)
Hair and Beauty	12	Practical test (40%) Written examination (60%)
Hotel, Catering and Tourism	12	Practical test (50%) Written examination (50%)
Office Administration & Customer Care	12	Practical test (40%) Written examination (60%)
Agriculture/Horticulture	12	Practical test (40%) Written examination (60%)

* In the case of the ICT specialism, due to the integrated nature of the examination, the practical and theory elements will not be separated out for distinct treatment. The scaling factor of 1.25 will be applied to the entire mark for the final examination.

8. In-school alignment and submission of final estimates

Full details of the in-school alignment process are set out in the *Accredited Grades for Leaving Certificate 2021 Guide for Schools on Providing Estimated Percentage Marks*. As noted, given the cross-curricular nature of the LCA programme, the approach to the in-school alignment process may differ slightly to the process for the Leaving Certificate Established with regard to the personnel involved in the alignment process. However, it is important that all those involved in this process are familiar with the information provided in the *Guide for Schools on Providing Estimated Percentage Marks*.

Details in relation to the submission of the final estimated percentage marks will issue in due course.

Appendix One: Tasks

Year 1: General Education, Vocational Education, Vocational Preparation,
Personal Reflection (Statement one)

Year 2: Practical Achievement, Contemporary Issues, Vocational Education,
Personal Reflection (Statement two)

Grade/Credits	Marks from	Marks to
10	92	100
9	84	91
8	76	83
7	68	75
6	60	67
5	52	59
4	44	51
3	36	43
2	28	35
1	20	27
0	0	19

[Grading tables only for use in the Accredited Grades process]

Appendix Two: Languages

Gaeilge Chumarsáideach, French, German, Spanish, Italian

Grade/Credits	Marks from	Marks to
6	85	100
5	70	84
4	55	69
3	40	54
2	25	39
1	10	24
0	0	9

[Grading tables only for use in the Accredited Grades process]

Sign Language

Grade/Credits	Marks from	Marks to
12	85	100
11	78	84
10	71	77
9	64	70
8	57	63
7	50	56
6	43	49
5	36	42
4	29	35
3	22	28
2	15	21
1	8	14
0	0	7

[Grading tables only for use in the Accredited Grades process]

Appendix Three: Subjects

English and Communications

Grade/Credits	Marks from	Marks to
12	90	100
11	82	89
10	75	81
9	67	74
8	60	66
7	52	59
6	45	51
5	37	44
4	30	36
3	22	29
2	15	21
1	7	14
0	0	6

[Grading tables only for use in the Accredited Grades process]

Social Education and Mathematical Applications

Grade/Credits	Marks from	Marks to
10	90	100
9	81	89
8	72	80
7	63	71
6	54	62
5	45	53
4	36	44
3	27	35
2	18	26
1	9	17
0	0	8

[Grading tables only for use in the Accredited Grades process]

Appendix Four: Vocational Specialisms

Information and Communication Technology
 Childcare/Community Care
 Engineering
 Technology
 Graphics and Construction
 Craft and Design
 Active Leisure
 Hair and Beauty
 Hotel, Catering and Tourism
 Office Administration and Community Care
 Agriculture/Horticulture

Grade/Credits	Marks from	Marks to
12	85	100
11	78	84
10	71	77
9	64	70
8	57	63
7	50	56
6	43	49
5	36	42
4	29	35
3	22	28
2	15	21
1	8	14
0	0	7

[Grading tables only for use in the Accredited Grades process]

Appendix Five: Overview of School Estimation Process

Overview of the School Estimated Process for the Accredited Grades for Leaving Certificate 2021

Documentation

Teachers should familiarise themselves with the various guides associated with the relevant Accredited Grades process available at gov.ie/leavingcertificate



14 May 2021

If administering an in-class teacher-designed test, the test should be no more than one lesson in duration (maximum one hour) and a maximum of three class tests may be administered up to **14 May 2021**.

Teacher's Estimation

Teachers use their professional judgement - draw on existing records and available evidence



14 May to 28 May 2021

Phase one of the subject alignment process will take place during this period. During this phase, the teachers may individually prepare for subject alignment meetings, and may commence the subject alignment process without impacting on tuition time

Completion of Forms

Teachers complete Form A for each student and Form B for each class group.



31 May to 3 June 2021

The Principal signs off on the School's estimated percentage marks.



Phase two of the subject alignment process will take place in the week beginning 31 May 2021. From the 31 May to 3 June, schools will finalise the alignment process and prepare the estimated percentage marks for transmission through the web based application by 3 June.

Leaving Certificate 2021 – Estimated percentage mark

Read the two documents *A Guide to the Accredited Grades for Leaving Certificate Students 2021* and *Guide to Schools on Providing Estimated Percentage Marks* before completing this form. Complete one copy for each student in the class.

Do not divulge the estimated marks to the students or discuss your assessment of their likely performance with them in any way.

1. Student, Subject and level details

Student's name:						
Student's examination number:						
Subject						
Programme			Level as confirmed to school by SEC			
LCE	LCVP	LCA	Higher	Ordinary	Foundation	N/A
Teacher's name:						
School roll number:						

2. Relevant Information considered

I have taken account of all relevant information available to me about this student's achievement levels in the subject over senior cycle as follows,

my experience of working with the student in class, and the quality of their assignments and key assignments (LCA)	Yes <input type="checkbox"/> not applicable <input type="checkbox"/>
my own records of the student's work, level of achievement	Yes <input type="checkbox"/> not applicable <input type="checkbox"/>
marks, grades, and other subject-specific information available on the school's centralised data system	Yes <input type="checkbox"/> not applicable <input type="checkbox"/>
the quality of work demonstrated in any partially or fully completed Leaving Certificate examination coursework	Yes <input type="checkbox"/> not applicable <input type="checkbox"/>

In addition, when determining the estimated percentage mark submitted,

I have taken account of any bonus marks that the student would have received for answering through Irish.	Yes <input type="checkbox"/> not applicable <input type="checkbox"/>
I have taken into consideration the various assessment components, where applicable, for the subject area, such as oral, aural, written, practical and coursework	Yes <input type="checkbox"/> not applicable <input type="checkbox"/>
I have based my estimate on the assumption that any approved reasonable accommodations would have been made available.	Yes <input type="checkbox"/> not applicable <input type="checkbox"/>
I have taken into consideration the adjustments to the Leaving Certificate examinations in 2021	Yes <input type="checkbox"/> not applicable <input type="checkbox"/>

3. Estimated percentage mark

Insert the overall percentage mark that you believe that this student will achieve if they proceed to take the 2021 examinations, based on their current observed levels of achievement. The estimate should reflect composite overall performance in the subject, with each component of the examination (written, practical, coursework, oral, aural) being considered in accordance with its proper weighting and taking account of adjustments to the Leaving Certificate examinations 2021.

Estimated percentage mark:	
-----------------------------------	--

%

4. Declaration regarding the school’s estimated mark

I confirm that:

- I have made all reasonable efforts to assemble as much of the relevant information as possible
- I have given due consideration both to the data and to my experience of working with this student
- I have reflected on the degree to which previous groups of students I taught have achieved Leaving Certificate grades that met my expectations
- I have participated in the process to assure alignment of standards among teachers of the same subject in the school
- Following these considerations, the estimate is the school’s considered professional judgement as to the overall percentage mark that this student is most likely to achieve in if they were to sit the adjusted examinations in 2021.

Signature:	Date:
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The above declaration must be signed. If the form is completed digitally, then it must be printed out and signed.

5. Conflict of interest

This section should only be completed where a perceived or real conflict of interest has been identified in relation to giving an estimated mark.

I confirm that:

- Arrangements appropriate to the circumstances have been made, and
- I have provided additional oversight and approval on the estimated mark.

Signature:	Principal <input type="checkbox"/>	Date:
	Deputy Principal <input type="checkbox"/>	

