

## Discussing Student Work During SLAR Meetings

The **Facilitator** asks one teacher to introduce a sample of work they have assessed as **Yet to Meet Expectations**

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The **Teacher** presenting the piece gives a short introduction to the sample of work and the facilitator leads a general discussion on the extent to which the student's work matches the relevant **Features of Quality**. This discussion will involve input from all colleagues and will be based on the **Features of Quality**. The emphasis in affirming judgements during the SLAR meeting should always be on a 'best-fit' approach which allows teachers to agree the Descriptor that '**on-balance**' is most appropriate for the work being assessed.

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The **Facilitator** should look to establish consensus during the discussion of examples but the emphasis should be on developing teachers' professional knowledge and skills rather than on seeking unanimous agreement over every Feature of Quality in every example. It is strongly recommended that teachers in the Subject Department use the SLAR meeting to develop collaboration and focus on teaching, assessment and learning.

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Where there is agreement and the meeting affirms the provisional judgement, this is noted in the meeting record by the facilitator.

Where there is a lack of agreement, the facilitator should refer to relevant annotated examples of student work provided by the NCCA and, if appropriate, an additional example of student work that other teachers in the group have assessed and awarded that descriptor to.

While reasonable time should be allowed for discussion, the **Facilitator** should use his/her professional judgement to decide when it would be appropriate to proceed to the next sample. The facilitator should endeavour to promote collaborative discussion and support discussions around teaching, assessment and learning

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The process above is repeated, in turn, with samples assessed as **In Line with Expectations**, **Above Expectations** and **Exceptional** being discussed and shared in the group.

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At the end of the meeting, the facilitator briefly summarises the key points from the discussion. It is important that each teacher notes the implications of the decisions made during the meeting for the rest of the student work they have already assessed, particularly in the case of descriptors where their judgement did not align with the view of the majority of teachers at the meeting Teachers should also note any feedback that might support student learning moving forward

Adapted from: [https://www.juniorcycle.ie/NCCA\\_JuniorCycle/media/NCCA/SLAR-outline-with-Collection-CBA-specifics.pSLAR](https://www.juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/SLAR-outline-with-Collection-CBA-specifics.pSLAR)