

# JuniorCYCLE

for teachers

# History

Student-centred  
Approach to  
Junior Cycle History  
Screencast 4  
Learning Log  
2019 -2020



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills



## Glossary of key terms

**Assessment Task (AT):** a written task completed by students during class time. It is not marked by the class teacher but is sent to the State Examinations Commission for marking as part of the state-certified examination in History. The Assessment Task is specified by the NCCA and is related to the learning on which the second Classroom-Based Assessment is based.

**Classroom-Based Assessments (CBAs):** Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the History specification. The process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. The CBAs are included within the time allocated for History and a three-week period is specified for their completion

**Descriptors:** There are four descriptors of achievement in each Junior Cycle History Classroom-Based Assessment: *Exceptional, above expectations, In line with expectations, and Yet to meet expectations*. All work submitted is judged to fit one of these four descriptors

**Features of Quality:** the statements in the subject specifications that are used in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the Features of Quality which are used for certification purposes.

**Formative Assessment:** Planned assessment activities that elicit evidence of learning in the History classroom. This includes clarifying, sharing, and understanding learning intentions and criteria for success, engineering effective questioning, providing feedback that moves learning forward, and allowing time for both teacher and student reflection on how learning is progressing and deciding together the next steps to ensure successful outcomes.

### Language to be used around the area of Special Educational Needs

- Students with additional needs...
- A student who has difficulty with...
- Exceptionally able....
- L1I2LP students engaging with Level 1/Level 2 Learning Programmes
- RAM (Resource Allocation Model) new model for special educational needs (SEN) inspection
- Scaffolds support for student
- U.D.L Universal Design for Learning

**Learning Intentions:** Statements created by the teacher and/or with the students, that describe clearly what historical knowledge, understanding and skills the students should be able to demonstrate as a result of learning and teaching activities. Learning intentions are always linked to one or more learning outcomes in the History specification.

**Learning Outcomes:** statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

**Multi-modal teaching, learning and assessment** is a combination of cutting-edge technological solutions, hands-on learning experiences and strategic instructional methodologies. It is NOT only about teaching theory; it is about practice - learning by doing. Multi-modal teaching piques the learner's interests and empowers them to explore, question and draw conclusions. More importantly, it promotes collaboration. Learners work together to build critical skills, to problem-solve, to persevere and to build self-confidence. Multi-modal teaching inspires lifelong learning.

**Ongoing Assessment:** part of classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically, this assessment will be more structured and formalised where teachers will need to obtain a snapshot of the student's progress in order to make decisions on future planning and to report on progress. This may involve the students doing projects, investigations, case studies and /or tests and may occur at defined points in the school calendar.

**Subject Learning and Assessment Review (SLAR) Meetings:** Shared understanding of standards within Junior Cycle History will arise through professional discussion in SLAR meetings. Participating teachers bring their own examples of student work and compare their judgements with other colleagues, along with the annotated examples of student work provided by the NCCA. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance

**Success Criteria:** linked to learning intentions and learning outcomes. They are developed by the teacher and /or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

**Summative Assessment:** This is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise Junior Cycle History students' achievements and to determine whether and to what degree the students have demonstrated an understanding of that learning by comparing it against agreed success criteria or Features of Quality.

**Learning experiences:** are student-centred experiences designed to support teaching, learning and assessment in the Junior Cycle History classroom. The first step in creating engaging classroom learning experiences is identifying the key learning from departmental units of learning. The prior learning of the students should inform the starting point for the student. The design should clearly describe the learning that students are engaging in through the use of the learning intentions and success criteria, which are written in language that is accessible and shared with students. Consideration should also be given to inclusive assessment practices when designing learning experiences to allow room for opportunities for all students to demonstrate their learning and challenge to extend the learning.

**Unit of Learning:** Teachers will use the learning outcomes provided by the History specification as a starting point for planning a unit of learning. This linking of learning outcomes will clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit

Notes:



## Partners in Junior Cycle Education Reform

 <p>An Roinn Oideachais agus Scileanna Department of Education and Skills</p>	 <p>NCCA</p>	 <p>Coimisiún na Scrúduithe Stáit State Examinations Commission</p>	<p>An tSraith Shóisearach do Mhúinteoirí</p>  <p>JuniorCYCLE for teachers</p>
<b>Overview</b>			
<p>The Inspectorate is the division of the Department of Education and Skills responsible for the evaluation of primary, post-primary schools and centres for education. Its work includes the publication of reports on subject inspections and Whole School Inspections.</p>	<p>The National Council for Curriculum and Assessment (NCCA) is a statutory body of the Department of Education and Skills.</p>	<p>The State Examinations Commission is responsible for the development, assessment, accreditation and certification of the second-level examinations of the Irish State including the Junior Certificate and the Leaving Certificate. The State Examinations Commission is a non-departmental public body under the aegis of the Department of Education and Skills.</p>	<p>Junior Cycle for Teachers (JCT) is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Its aim is to support schools in their implementation of the new Framework for Junior Cycle (2015) through the provision of appropriate high-quality CPD for school leaders and teachers, and the provision of effective teaching and learning resources.</p>
<b>Key Publications</b>			
<p>Looking at our School. Step-up Programme.</p>	<p>Framework for Junior Cycle (2015). Junior Cycle History Specification (2017) Junior Cycle History Assessment Guidelines (2018).</p>	<p>Assessment Tasks. Sample Exam Papers. Guidelines for completion of Assessment Task Booklets.</p>	<p>CPD supports. Webinars. Planning supports.</p>
<b>Web address</b>			
<p><a href="https://www.education.ie/en/The-Department/Management-Organisation/Inspectorate.html">https://www.education.ie/en/The-Department/Management-Organisation/Inspectorate.html</a></p>	<p><a href="https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History">https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History</a></p>	<p><a href="https://www.examinations.ie/?l=en&amp;mc=ex&amp;sc=jc">https://www.examinations.ie/?l=en&amp;mc=ex&amp;sc=jc</a></p>	<p><a href="http://www.jct.ie/history">www.jct.ie/history</a></p>
<b>QR code link</b>			
			



## Collaborative assessment and review practice from Looking at our School

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STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices</p>	<p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and includes the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs.</p>	<p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.</p>
<p>Teachers contribute to building whole-staff capacity by sharing their expertise</p>	<p>Teachers recognise the value of building whole-staff capacity and are willing to share their expertise with other teachers in the school.</p> <p>Teachers are willing to share their expertise with teachers from other schools, for example through education centres, online forums, and school visits.</p> <p>Teachers engage regularly in professional collaborative review of teaching and learning practices.</p> <p>Teachers are open to building collective expertise in the skills and approaches necessary to facilitate student learning for the future.</p>	<p>Teachers value their role within a professional learning organisation, and as a matter of course share their expertise with other teachers in the school.</p> <p>Teachers share their expertise with teachers from other schools, for example through education centres, online forums, and school visits.</p> <p>Teachers engage regularly in professional collaborative review of teaching and learning practices, and use it to identify and build on effective approaches.</p> <p>Teachers are proactive in building collective expertise in the skills and approaches necessary to facilitate student learning for the future.</p>

<sup>1</sup> The Inspectorate, Department of Education and Skills. "LOOKING AT OUR SCHOOL 2016 A Quality Framework for Post-Primary Schools for Post-Primary Schools" page 21.





<p><b>Exceptional</b></p> <p>A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<p>The display reveals a highly developed sense of historical consciousness and is shaped to a very clear purpose</p> <p>The display shows exceptional understanding of the role of evidence in making historical judgements</p> <p>The display is compelling in connecting the local with a 'big picture' of the past, showing some originality.</p>
<p><b>Above expectations</b></p> <p>A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<p>The display reveals a strong sense of historical consciousness and is shaped to a clear purpose</p> <p>The display shows very good understanding of the role of evidence in making historical judgements</p> <p>The display clearly connects the local with a 'big picture' of the past in a very interesting way.</p>
<p><b>In line with expectations</b></p> <p>A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<p>The display shows some sense of historical consciousness and is shaped to a purpose, though this purpose is not always clear</p> <p>The display shows some understanding of the role of evidence in making historical judgements</p> <p>The display makes some connections between the local and a 'big picture' of the past.</p>
<p><b>Yet to meet expectations</b></p> <p>A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<p>The display shows little to no sense of historical consciousness and is not shaped in a purposeful way</p> <p>The display shows little or no understanding of the role of evidence in making historical judgements</p> <p>The display makes little or no connection between the local and a 'big picture' of the past.</p>

Features of Quality: History- *A Life in Time*

<p><b>Exceptional</b></p> <p>A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<p>The written record reveals a highly developed sense of historical consciousness, with remarkable coherence of content, approach and structure</p> <p>The written record displays exceptional research and understanding of the role of evidence in forming judgements and drawing conclusions</p> <p>The written record makes compelling connections between the subject and a ‘big picture’ of the past, showing some originality.</p>
<p><b>Above expectations</b></p> <p>A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<p>The written record reveals a strong sense of historical consciousness, with commendable coherence of content, approach and structure</p> <p>The written record displays very good research and understanding of the role of historical sources in forming judgements and drawing conclusions</p> <p>The written record makes clear connections between the subject and a ‘big picture’ of the past in a very interesting way.</p>
<p><b>In line with expectations</b></p> <p>A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<p>The written record reveals some sense of historical consciousness, with content and approach presented in a reasonably well-structured manner</p> <p>The written record displays good research and some understanding of the role of historical sources in forming judgements and drawing conclusions</p> <p>The written record makes some connections between the subject and a ‘big picture’ of the past.</p>
<p><b>Yet to meet expectations</b></p> <p>A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<p>The written record reveals little or no sense of historical consciousness, with significant lapses in content, approach and structure</p> <p>The written record displays limited research and little or no understanding of the role of historical sources in forming judgements and drawing conclusions</p> <p>The written record shows little or no sense of ‘big picture’ and connections between it and the subject are haphazard and/or poorly sustained.</p>



## Features of Quality 5 W 1 H:



### 1. What are the Features of Quality?

They are criteria set by the NCCA to support the assessment of student work in history CBAs. The Features of Quality are designed with reference to the learning outcomes from the History Specification on which CBAs are based which focus in particular on Strand 1 The Nature of History.

### 2. Where are the Features of Quality applied?

Features of Quality are applied to the Students work during their two Junior Cycle History Classroom-based assessments.

### 3. Who uses Features of Quality?

**Students:** should be familiarised with the Features of Quality that will be used to judge the quality of their work, at an appropriate moment in their learning.

**Teachers:** should use the Features of Quality to inform the design of learning experiences for the three-week window of the CBAs. Features of Quality will also be used by teachers to evaluate students' progress during the CBA window and provide formative feedback and help progress learning.

**Subject Departments:** should use Features of Quality to support collaborative planning and develop consistency in their professional judgements of students work.

### 4. When are Features of Quality used?

#### **In preparation for Classroom-Based Assessments:**

**Teachers:** the Features of Quality inform the design of learning experiences for the three-week window of the CBA.

**Students:** at an appropriate stage in their learning and as part of their preparation for their CBAs learners should be given an awareness of the Features of Quality that will be used to judge the quality of their work.

**Subject Departments:** the Features of Quality will inform collaborative planning of units of learning. This will ensure students are provided with an opportunity to engage with and demonstrate the learning outcomes from Strand One before their CBAs.

#### **During the Classroom-Based Assessments:**

**Teachers:** Features of Quality facilitate the provision of formative feedback during student's engagement with the CBAs.

**Students:** Features of Quality may be used to provide formative feedback to the student while undertaking their CBAs. It is envisioned that the annotated examples of student work to will serve to clarify their meaning and interpretation for teachers and students.

**Subject Departments:** Features of quality may support teacher's collaboration and reflection on the progress of their students and the effectiveness of the planning of units of learning.

#### **After the Classroom-Based Assessments:**

**Teachers:** use the Features of Quality to award their provisional descriptors to students work. The provisional judgements may be modified considering insights gained from the professional discourse during the SLAR. When reporting to student and parents the final CBA Descriptor awarded to the work, teachers may find the Features of Quality useful to support formative feedback to prompt student reflection and future learning.

**Students:** may refer to the Features of Quality when reflecting on the final descriptor awarded to their work on the History CBA and as prompt for future learning.

**Subject departments:** Features of Quality may be referenced to support reflection on the teaching and learning experience of the CBAs and to adapt and modify collaborative plans to support CBAs.



## 5. Why are Features of Quality used?

Features of Quality are used to support the awarding of descriptors to students work (Display and/or Written Record) in CBAs. The provision of Features of Quality set by the NCCA for each of the history CBAs enables teachers to reach consistency in their judgements of their students work. Features of Quality support the formative assessment value of CBAs, by supporting the provision of feedback to students. Features of Quality provide terms of reference for teachers discourse which supports the making professional judgements in relation to the awarding of *Descriptors* when reviewing student work during *Subject Learning Assessment Review (SLAR)* meetings.

### 1. How are the features of quality applied?

The application of Features of Quality to students work in CBAs and the subsequent attribution of the Descriptors does not follow any particular distribution pattern. The student work is being assessed in relation to how it shows evidence of the Features Quality and not in relation to the work of other students.

#### **Provisional application (Before the Subject Learning Assessment Review)**

The teacher uses the features of quality to award the student work a provisional descriptor. This is achieved using an 'on balance' judgement approach. This approach is achieved by the teacher starting their assessment by applying the Features of Quality for work that would be described as *Yet to meet expectations*. They move through the levels until they reach the descriptor, they feel best describes the work. The teacher using these provisional assessment selects pieces of work to bring to the SLAR meeting. Teachers are encouraged to select a piece that represents each of the descriptors – where feasible and any pieces that they are struggling to apply a descriptor.

#### **During the SLAR meeting:**

The facilitator of the SLAR meeting supports the application of the Features of Quality to the samples of student work during the review of the provisional assessments. The focus of the professional discourse between teachers will be on gaining consensus of on how well students' work matches the Features of Quality. Teachers share their professional 'on balance' judgements of student work with their colleagues to establish a consensus in relation to standards. If during the review meeting, there is a lack of consensus the 'best fit' approach is adopted. Through discussion, the teachers review the piece of work and look for evidence that matches all or nearly all of the Features of Quality associated with a particular descriptor. The explanation of each of the descriptors informs the professional judgements of the teachers in a SLAR meeting. The descriptor recommended for the work should be the one that 'best fit and on balance' matches the work being assessed.

#### **Awarding of final Descriptors:**

Following the SLAR meeting, teachers may revise the provisional descriptors allocated to the student work in light of the insights gained through professional discourse. They may wish to revisit their application of the Features of Quality before reporting and recording of the final descriptor to the students work.

## Subject Learning Assessment Meetings Guide:

### Before the meeting

Each teacher

- review some of the relevant NCCA annotated examples prior to coming to decisions about their own students' work
- carry out a provisional assessment of the students' CBA work based on the Features of Quality (provisional assessments may be modified considering the discussions that take place at the SLAR meeting)
- make a note of the descriptor allocated to each student and any other point they may wish or find useful to refer to during and after the SLAR meeting, for the teacher's own use
- each teacher will identify one sample of student's work for each descriptor, where feasible, and will have these available for discussion at the meeting

### During the meeting

The facilitator keeps the record of the decisions made in a template, which is used to generate the report of the meeting and it should generally follow this sequence:

- The facilitator explains the purpose of the meeting is
  - to support consistency of judgement about students' work
  - to develop a common understanding about the quality of student learning providing feedback to students on how they might improve their work
- The facilitator asks one member of staff to introduce a sample of work they have assessed as *Yet to Reach Expectations*
- the facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the meeting affirms the judgement, this is noted in the meeting record by the facilitator
- emphasis should always be on a 'best fit' approach which allows teachers to agree on the descriptor that 'on-balance' is most appropriate for the work being assessed
- reasonable time should be allowed for discussion and the facilitator should use professional judgement to decide when it would be appropriate to proceed to the next sample
- there should be discussion of at least two samples for each descriptor, if possible, and the facilitator should ensure that each teacher has at least one of their samples discussed
- the process is repeated with samples assessed as *In Line with Expectations*, *Above Expectations* and *Exceptional* being discussed and shared
- at the meeting's end, the facilitator briefly summarises the key points from the discussion

### After the meeting

each teacher considers the assessment of their students' work based on the outcomes of the meeting and, where it is considered necessary, makes the appropriate adjustments to their provisional assessments, particularly in the case of descriptors where their judgement did not align with the view of the majority at the meeting

the facilitator submits their report from the meeting focusing on the outcomes of the discussion of student work at the meeting and submits it to the school principal

The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples: To support the induction of new teachers

To support future SLAR meetings

To use with students and parents in demonstrating the standard of work achieved.

## Sharing Samples of Student Work for the Past in My Place CBA SLAR Meeting

Each Second-Year teacher should submit four samples of student work for the Subject Learning and Assessment Review (SLAR) Meeting. **Where feasible, these samples should contain an example at each of the four descriptor levels.**

The information will be used to create a running order for our upcoming SLAR meeting.

As we may not have time to discuss all the samples, please number the pieces 1 to 4. 1 should indicate the sample that you would most like to discuss.

Please submit your samples to me by: \_\_\_\_\_

**Name of Teacher:** \_\_\_\_\_

<b>Sample: Yet to Meet Expectations (if applicable)</b>	Format:  Topic/Title:  Provisional Descriptor:  Preference for use at SLAR:
<b>Sample: In Line with Expectations (if applicable)</b>	Format:  Topic/Title:  Provisional Descriptor:  Preference for use at SLAR:
<b>Sample: Above Expectations (if applicable)</b>	Format:  Topic/Title:  Provisional Descriptor:  Preference for use at SLAR:
<b>Sample: Exceptional (if applicable)</b>	Format:  Topic/Title:  Provisional Descriptor:  Preference for use at SLAR:



## Sharing Samples of Student Work for A Life in Time CBA SLAR Meeting

Each Third-Year teacher should submit four samples of student work for the Subject Learning and Assessment Review (SLAR) Meeting. **Where feasible, these samples should contain an example at each of the four descriptor levels.**

The information will be used to create a running order for our upcoming SLAR meeting.

As we may not have time to discuss all the samples, please number the pieces 1 to 4. 1 should indicate the sample that you would most like to discuss.

Please submit your samples to me by: \_\_\_\_\_

**Name of Teacher:** \_\_\_\_\_

<b>Sample: Yet to Meet Expectations (if applicable)</b>	Format:  Topic/Title:  Provisional Descriptor:  Preference for use at SLAR
<b>Sample: In Line with Expectations (if applicable)</b>	Format:  Topic/Title:  Provisional Descriptor:  Preference for use at SLAR:
<b>Sample: Above Expectations (if applicable)</b>	Format:  Topic/Title:  Provisional Descriptor:  Preference for use at SLAR:
<b>Sample: Exceptional (if applicable)</b>	Format:  Topic/Title:  Provisional Descriptor:  Preference for use at SLAR:

# The Past in My Place CBA

## Running Order of Samples Subject Learning and Assessment Review Meeting

Facilitator: \_\_\_\_\_  
 Date of SLAR Meeting: \_\_\_\_\_  
 Samples Collected: \_\_\_\_\_

Teacher Name	Provisional Award 'Exceptional'	Provisional Award 'Above Expectations'	Provisional Award 'In Line with Expectations'	Provisional Award 'Yet to Meet Expectations'

### Running Order

Yet to Meet Expectations	In Line with Expectations	Above Expectations	Exceptional
Format:	Format:	Format:	Format:
Topic/Title:	Topic/Title:	Topic/Title:	Topic/Title:
Format:	Format:	Format:	Format:
Topic/Title:	Topic/Title:	Topic/Title:	Topic/Title:

## A Life in Time CBA

### Running Order of Samples Subject Learning and Assessment Review Meeting

Facilitator: \_\_\_\_\_  
 Date of SLAR Meeting: \_\_\_\_\_  
 Samples Collected: \_\_\_\_\_

Teacher Name	Provisional Award 'Exceptional'	Provisional Award 'Above Expectations'	Provisional Award 'In Line with Expectations'	Provisional Award 'Yet to Meet Expectations'

### Running Order

Yet to Meet Expectations	In Line with Expectations	Above Expectations	Exceptional
Format: Topic/Title:	Format: Topic/Title:	Format: Topic/Title:	Format: Topic/Title:
Format: Topic/Title:	Format: Topic/Title:	Format: Topic/Title:	Format: Topic/Title:



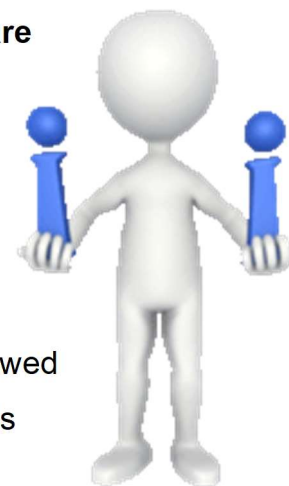
**Facilitator's Report**  
Subject Learning and Assessment Review Meeting

Subject:	Date/time
<b>Attendance</b>	
<b>Key decisions taken</b>	
<b>Points of note for future review meetings</b>	
<b>Any further outcomes?</b>	
Facilitator:  Date:	

## CBA/SLAR – Frequently Asked Questions

### Q. What is a SLAR meeting?

A Subject Learning and Assessment Review meeting is where teachers will **'share and discuss'** samples of their assessment of **students' work** and **build common understanding** about the quality of **student learning'**. *Junior Cycle Framework for Junior Cycle 2015, Page 39*



### Q: Should I give feedback to my students when they are completing their Classroom-Based Assessment?

Yes, the process of completing the Classroom-Based Assessment should be viewed as part of the teaching and learning, and not solely for assessment purposes. It is envisaged that the teacher will guide, support and supervise throughout the process.

### Q: What type of support should I give?

Support may include clarifying the requirements of the task, using annotated examples of student work to clarify the meaning and interpretation of the features of quality to students, and providing instructions at strategic intervals to facilitate the timely completion of the assessments.

### Q: Can students get help with their work outside the classroom?

Support for students can be given but the teacher must monitor the student throughout the process. Only work that is the student's own can be accepted for assessment in the JCPA.

### Q: I have a student with special educational needs (SEN). What supports can they be given?

If a student has a specific physical or learning difficulty, reasonable supports may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom Based Assessments. These supports e.g. the support provided by a special need's assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the school year.

### Q: How do we assess the work using the features of quality?

Page 35 of the Assessment Guidelines describes how to use the Features of Quality as follows: *'During review meetings, where it is not clearly evident which descriptor should apply, the group should look for the evidence in the student's work that matches all or nearly all of the Features of Quality associated with a particular descriptor. This 'best fit' approach allows teachers at the review meeting to select the descriptor that 'on-balance' best matches the work being assessed.'*

### **Q: Does the CBA count towards the SEC grade at the end of Third Year?**

CBA's do not form part of the SEC component. The Junior Cycle Profile of Achievement will document achievement in CBA's and for the SEC component separately. The SEC component includes student achievement in the assessment task and the final assessment towards the end of third year. It should be noted that the Assessment Task is directly related to the nature and focus of the second Classroom-Based Assessment, A life in Time.

### **Q: Should every History teacher in a subject department attend a SLAR meeting?**

Section 2.13.4 of DES circular 0077/2019 (page 18) states that *'When students have completed CBA's, the CBA's will be assessed by the students' teachers, and the outcomes will be reported to the students and parents/guardians. To support teachers in assessing students' Classroom Based Assessments, teachers will engage in Subject Learning and Assessment Review meetings (SLARs)'*. If you, as a History Department, feel there is merit in other teachers attending, then you have the freedom at a local level to decide if they do attend and the nature of their involvement at the SLAR meeting.

### **Q: What if a teacher is absent on the planned date for the SLAR meeting?**

The key date to establish at the outset is the timing of the Subject Learning and Assessment Review meeting from the range of dates provided by the NCCA. In setting this date the school will be guided by its own local circumstances bearing in mind that the Past in My Place CBA must be completed by the end of Year Two'. Ensuring that you have an agreed date at the outset for the SLAR meeting will help to ensure everybody is available to attend. If there is an unavoidable absence, local circumstances will dictate whether the meeting can be rescheduled or not.

### **Q: Can a descriptor be appealed?**

*'Queries in relation to the Descriptors awarded for the Classroom-Based Assessments, where they arise, will be dealt with by the school'* (Assessment Guidelines page 21).

### **Q: When does the SLAR meeting happen?**

CBA and SLAR window dates are updated annually by the NCCA on [www.ncca.ie](http://www.ncca.ie).

### **Q: What happens if consensus cannot be reached in a SLAR meeting?**

In a SLAR meeting, teachers will *'share and discuss samples of their assessments of students' work and build a common understanding about the quality of students' learning. This structured support for Classroom-Based Assessments (CBA's) will help to ensure consistency and fairness within and across schools in the appraisal of student learning'* (Framework for Junior Cycle, 2015, pages 8-9). It is through discussion that consensus about standards are reached. If consensus cannot be reached, this should be noted in the facilitator's report of the meeting.

### **Q: Do you have to reassess all students' work after the SLAR meeting?**

'Following the Subject Learning and Assessment Review each individual teacher re-considers the judgement they made of their student's work based on the outcomes of the meeting and where



necessary makes the appropriate adjustments to the level of achievement awarded to the work. A record of final descriptors awarded is kept by the class teacher and is shared with the SLAR facilitator, to be used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA)' (Assessment Guidelines page 32).

**Q: Can a PME student attend a SLAR meeting?**

Yes, they can attend a SLAR meeting in an observation capacity. If they are working with a class that is being assessed, the cooperating teacher awards and revises the descriptors.

**Q: Is the work returned to students or stored in the school?**

The work is returned to the students once you, the teacher, have reconsidered the judgement of the student's work based on the outcomes of the SLAR meeting and the work has been awarded a final descriptor. The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples:

- To support the induction of new teachers.
- To support further Subject Learning and Assessment Review Meetings.
- To use with students and parents in demonstrating the standard of work achieved.

Circular 0055/2019 section 2.13. states that (page 18) states *'In all instances, when recording and storing students' work, teachers and schools are required to act in accordance with the General Data Protection Regulation (GDPR), in force since 25th May 2018, and child protection requirements.'*

**Q: How are Classroom-Based Assessments recorded?**

Following the Subject Learning and Assessment Review each individual teacher re-considers the judgement they made of their student's work based on the outcomes of the meeting and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. A record of the final descriptors awarded is kept by the class teacher and is shared with the SLAR facilitator.

**Q: How are Classroom Based Assessments reported?**

The Classroom Based Assessments are to be used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

**Q: Should the CBA replace summer tests?**

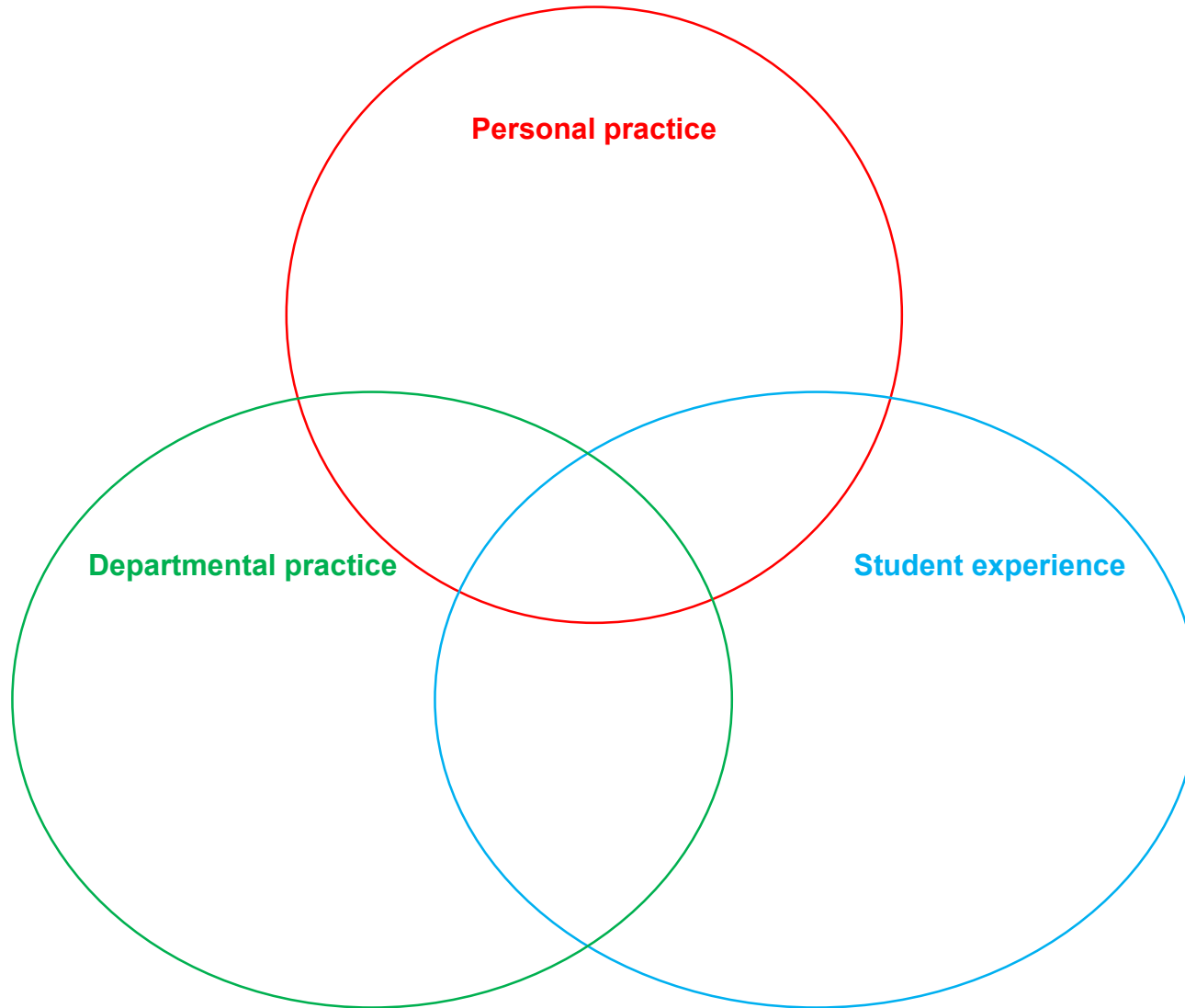
Circular 0055/2019 section 2.13 states that (page 15) *'Students entering 1st year in September 2019 will be the first cohort of students undertaking a full programme under the new Framework for Junior Cycle. As all new subject specifications include ongoing feedback, formative assessment, CBAs, assessment tasks as well as final examinations, there is a need to avoid*

*'over-assessment' and to minimise the cumulative burden on students and teachers of multiple assessments across the full range of subjects. In this context, the Classroom-Based Assessments will substitute for other assessments currently undertaken in the school such as in-house examinations. Schools should examine their own assessment policies and must plan for the replacement of in-house examinations with Classroom-Based Assessments for students, where relevant.'*

## Reflecting on session 3: collaborative planning for student assessment through different lenses:

Adopted from Brookfield's (1995) Lenses

What insights did you gain from session 3 that may impact your practice through the following lenses? There may be an overlap.





An tSraith Shóisearach do Mhúinteoirí

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**History**

## Contact details

Administrative Office:

Monaghan Ed. Centre,  
Armagh Road,  
Monaghan.

[www.metc.ie](http://www.metc.ie)

For all queries please contact

[info@jct.ie](mailto:info@jct.ie)

Follow us on Twitter



@JCforTeachers

@JCTHistory

Director's Office:

LMETB,  
Chapel Street,  
Dundalk

[www.jct.ie](http://www.jct.ie)

[www.juniorcycle.ie](http://www.juniorcycle.ie)

[www.ncca.ie](http://www.ncca.ie)

[www.curriculumonline.ie](http://www.curriculumonline.ie)



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Education and Skills



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