

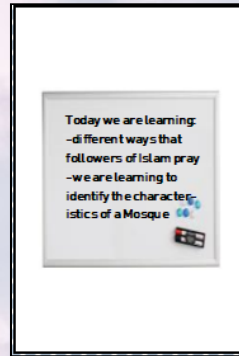



Language of Learning Activity

Term	Learning Outcomes	Unit of Learning	Learning Intentions	Success Criteria	Formative Assessment
Definition	These are statements in the curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.	This links learning outcomes which 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	These are for a lesson or a series of lessons and are a statement or statements, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.	These are linked to learning intentions. 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.	Involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure meaningful outcomes. A vital part of this assessment is the feedback that teachers provide to their students.
Example				<p>(1) I can explain the meaning of the 5 pillars of Islam</p> <p>(2) I can list two forms of charity in Islam</p> <p>(3) I can present an understanding of different ways that Muslims show charity</p>	
Term	Classroom Based Assessment	Features of Quality	SLAR	Summative Assessment	Junior Cycle Profile of Achievement
Definition	The teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. Judgement is recorded for Subject Learning and Assessment Review.	These support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work.	Teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. These will focus on the Classroom-Based Assessments undertaken by the particular year group.	This assessment is used to evaluate student learning at the end of the instructional process or a period of learning. It summarises the students' achievements and determines whether and to what degree the students have demonstrated understanding of that learning.	This will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. It will draw upon and report on achievement across all elements of assessment
Example	<p>CBA 1: A Person of Commitment</p> <p>Students will, over a specified time, research and present on a person who, because of their religious beliefs or worldviews, has had a positive impact on the world, past or present</p> <p>CBA 2: The Human Search for Meaning</p> <p>Students will, over a specified time, explore artistic or architectural or archaeological evidence that shows ways that people have engaged in religious belief/the human search for meaning and purpose of life</p>	