

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Resource Booklet

English

Day 3



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Glossary of Terms

Junior Cycle Profile of Achievement (A Framework for Junior Cycle 2015 p. 46)

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, Other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks.

The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Classroom-Based Assessments (Guidelines for the Classroom-Based Assessments and Assessment Task p.8)

Classroom-Based Assessments are best described as the occasions when 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. The criteria are found in the Features of Quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students.

Assessment Task (AT) (Guidelines for the Classroom-Based Assessments and Assessment Task p.16)

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based.

Features of Quality (NCCA Glossary of Terms)

Features of quality are the statements in the short course/subject specifications that support teachers 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 (A Framework for Junior Cycle p. 35-36)

The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they

can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Summative Assessment (NCCA Glossary of Terms)

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Learning Outcomes and Learning Intentions (NCCA Glossary of Terms)

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

Learning Intention: A learning intention for a lesson or series of lessons is a statement, 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.

Success Criteria (NCCA Glossary of Terms)

Success criteria 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.

Subject Learning and Assessment Review (SLAR) Meetings (A Framework for Junior Cycle p. 39-40)

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.

Further information and resources can be found on the JCT Website: www.jct.ie

The assessment information regarding Junior Cycle English contained in this booklet is mainly extracted from:

Junior Cycle English: Guidelines for the Classroom-Based Assessments and Assessment Task
www.curriculumonline.ie

Learning Outcomes

Elements	Strand: Oral Language
<p>Communicating as a listener, speaker, reader, writer</p>	<p>1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating ○</p> <p>2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas ○</p> <p>3. Engage in extended and constructive discussion of their own and other students' work</p> <p>4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose ○</p> <p>5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes ○</p> <p>6. Learn from and evaluate models of oral language use to enrich their own oral language production</p> <p>7. Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process ○</p>
<p>Exploring and using language</p>	<p>8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ○ ★</p> <p>9. Apply what they have learned about the effectiveness of spoken texts to their own use of oral language</p> <p>10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions ○</p> <p>11. Engage with the world of oral language use as a pleasurable and purposeful activity ○</p>
<p>Understanding the content and structure of language</p>	<p>12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts ★</p> <p>13. Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose</p>

Learning Outcomes

Elements	Strand: Reading
<p>Communicating as a listener, speaker, reader, writer</p>	<p>1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words ○★</p> <p>2. Read for a variety of purposes: learning, pleasure, research, comparison ★</p> <p>3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate ○★</p> <p>4. Use an appropriate critical vocabulary while responding to literary texts ★</p>
<p>Exploring and using language</p>	<p>5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading ○</p> <p>6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure ○★</p> <p>7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event ★</p> <p>8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text ○★</p> <p>9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them ★</p>
<p>Understanding the content and structure of language</p>	<p>10. Know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development ○</p> <p>11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect ★</p> <p>12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose ★</p> <p>13. Appreciate a variety of registers and understand their use in the written context ○★</p>

Elements	Strand: Writing
<p>Communicating as a listener, speaker, reader, writer</p>	<p>1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate ○★</p> <p>2. Discuss their own and other students' written work constructively and with clear purpose</p> <p>3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read ○★</p> <p>4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences ○★</p>
<p>Exploring and using language</p>	<p>5. Engage with and learn from models of oral and written language use to enrich their own written work ○</p> <p>6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content ○★</p> <p>7. Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images ★</p> <p>8. Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web based event ★</p> <p>9. Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years ○★</p>
<p>Understanding the content and structure of language</p>	<p>10. Use and apply their knowledge of language structures, for example sentence structure, paragraphing, grammar, to make their writing a richer experience for themselves and the reader ★</p> <p>11. Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience ○★</p> <p>12. Demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose ★</p> <p>13. Evaluate their own writing proficiency and seek remedies for those aspects of their writing that they need to improve</p>

Overview of Assessment for Junior Cycle English

A detailed outline of assessment in Junior Cycle can be found in The Framework for Junior Cycle 2015 which can be accessed at <http://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>.

The information contained in this booklet regarding Classroom-Based Assessments and the Assessment Task is mainly extracted from *Junior Cycle English: Guidelines for the Classroom-Based Assessments and Assessment Task (First Edition)*.

In the Junior Cycle English classroom, a range of assessment approaches will be used to complement learning:

- Ongoing assessments, including routine teacher-designed tasks and tests
- Structured Classroom-Based Assessments conducted in second and third year
- A written Assessment Task that will be based on the second Classroom-Based Assessment and will be submitted to the SEC for marking along with the state-certified examination
- An externally assessed, state-certified examination for subjects at the end of third year

Classroom-Based Assessments in Junior Cycle English

There are two Classroom-Based Assessments in English. They relate to specified learning outcomes and are scheduled at particular times in the school calendar. Following the second of these assessments students will complete an Assessment Task (AT) which is sent to the State Examinations Commission, along with the final examination script.

The Classroom-Based Assessments for English are outlined in the table below.

Classroom-Based Assessment	Format	Duration	2016/17 Completion
Oral Communication	Individual or group (Choice of four formats)	During a period of three weeks, with support and guidance by teacher	2017 Friday 28th April 2017 to Friday 19th May 2017
The Collection of the Student's Texts	Two texts chosen by the student from his/her portfolio of texts	Texts produced over time with support and guidance by teacher	2016 Friday December 2nd 2017 Will be confirmed on www.curriculumonline.ie

Classroom-Based Assessments are best described as the occasions when 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. The criteria are found in the Features of Quality linked to each Classroom-Based Assessment.

Although the assessment is similar to the formative assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students. Classroom-Based Assessment is not continuous assessment. Students prepare for the tasks over time, but the results of homework or tests done by the students in the course of their normal classwork do not add up to a final grade.

The Classroom-Based Assessments are Common Level assessments, therefore students are not required to indicate their intention to take the Final Assessment at Higher or Ordinary Level at this point in their junior cycle. The teacher awards a level of achievement for each of the assessments by reference to the Features of Quality shown in these guidelines.

Features of Quality for Classroom-Based Assessments

The features of quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment 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.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear appreciation of purpose and register, and the work is praised for its consistency. Feedback from the teacher 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.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment 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.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. 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.

The Assessment Task

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based. In the case of English this is The Collection of the Student's Texts. The details of the Assessment Task are outlined in the table below.

	Format	Student Preparation	2016/17 Completion
The Assessment Task	Students complete a specified written task which is sent to the SEC for marking	The AT will be based on The Collection of the Student's Texts	Following completion of the second Classroom-Based Assessment 2016 - Monday 5th to Friday 9th December 2017 Will be confirmed on www.curriculumonline.ie

The Final Assessment

The final assessment will be offered at Higher and Ordinary Levels. At both levels there will be one examination paper. It will be linked to students' learning during second and third year. The

assessment will address outcomes marked with an asterisk in the tables of learning outcomes. Sample assessment papers can be found on www.examinations.ie

<ul style="list-style-type: none"> • Reading/engaging with texts • Comprehending • Responding 	<p>Students will sit a two-hour written examination paper. They will be required to engage with, demonstrate comprehension of, and respond to stimulus material. The content and format of the examination papers may vary from year to year. In any year, the learning outcomes to be assessed will constitute a sample of the outcomes from the tables of learning outcomes.</p>	<p>The examination takes place at the end of 3rd Year and will be offered at Higher and Ordinary Levels</p> <p>Grading of the Final Examination</p> <table border="1"> <thead> <tr> <th>GRADE</th> <th>RANGE (%)</th> </tr> </thead> <tbody> <tr> <td>Distinction</td> <td>≥90 to 100</td> </tr> <tr> <td>Higher Merit</td> <td>≥75 and <90</td> </tr> <tr> <td>Merit</td> <td>≥55 and <75</td> </tr> <tr> <td>Achieved</td> <td>≥40 and <55</td> </tr> <tr> <td>Partially Achieved</td> <td>≥20 and <40</td> </tr> <tr> <td><i>(not graded)</i></td> <td>≥0 and <20</td> </tr> </tbody> </table>	GRADE	RANGE (%)	Distinction	≥90 to 100	Higher Merit	≥75 and <90	Merit	≥55 and <75	Achieved	≥40 and <55	Partially Achieved	≥20 and <40	<i>(not graded)</i>	≥0 and <20
GRADE	RANGE (%)															
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Merit	≥55 and <75															
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Partially Achieved	≥20 and <40															
<i>(not graded)</i>	≥0 and <20															

WORKSHOP 1

Activity

INDIVIDUAL: What do you value in your student's learning experience of English?

AS A DEPARTMENT: What were your shared values?

Principles of Junior Cycle

1. Learning to Learn	High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education and working life.
2. Choice and Flexibility	The school's junior cycle programme is broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students
3. Quality	All students experience a high quality education characterised by high expectations of learners and the pursuit of excellence.
4. Creativity and innovation	Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.
5. Engagement and participation	The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside school.
6. Continuity and development	Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning.
7. Inclusive Education	The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.
8. Wellbeing	The student experience contributes directly to their physical, mental, emotional and social wellbeing of school community and society.

Write the number of the four principles that speak to you the most in the boxes below

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Statements of Learning

(Links between Junior Cycle English and the Statements of Learning)

How often are the Statements of Learning experienced in your Junior Cycle English class?

Place a tick in the box

Statement of Learning	Regularly	Sometimes	Rarely
SOL 1. The student communicates effectively using a variety of means in a range of contexts			
SOL 3. The student creates, appreciates and critically interprets a wide range of texts			
SOL 4. The student creates and presents artistic works and appreciates the process and skills involved			
SOL 6. The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives			
SOL 16. The student describes, illustrates, interprets, predicts and explains patterns and relationships			
SOL 23. The student brings an idea from conception to realisation			
SOL 24. The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner			

Key Skills of Junior Cycle

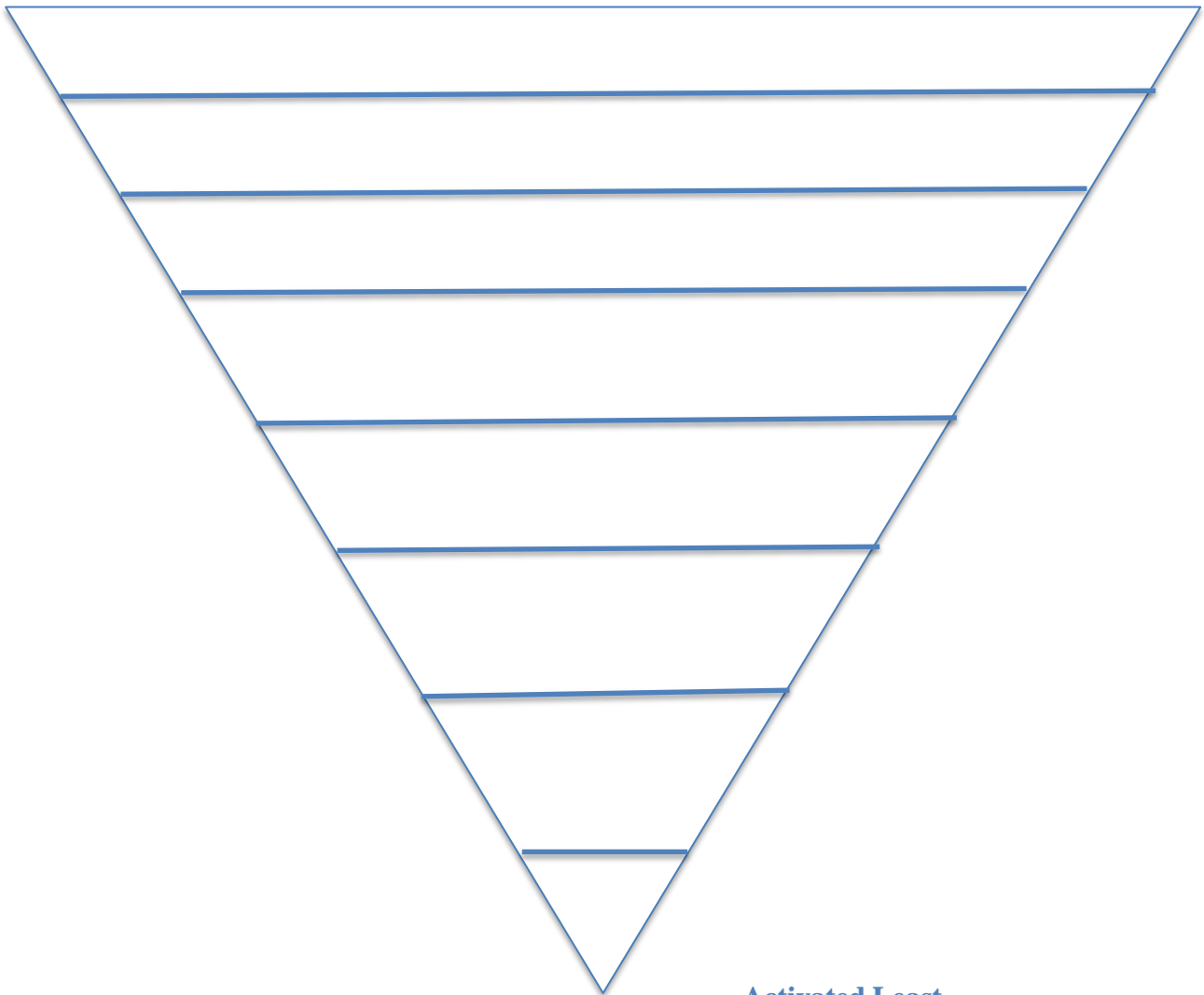


Key Skills

What key skills are predominantly activated in your English classroom?

Place the key skills activated most at the top of the pyramid and those activated least at the base.

Activated Most



Reflecting on how departments work together.

"Rather than relying on implicit learning norms, teacher learning groups need explicit norms designed to support the group's ability to engage in thoughtful collaborative work and learning. These norms serve as guidelines and reminders for group members about how to engage with one another during and between meetings" (Allen and Blythe, 2015)

Prompts for creating norms

Time Keeping

Participation

Turn Taking

Interruptions

Confidentiality

Staying on task

Agreed Explicit Norms for Departmental Meetings

Sharing Practice around CBA 1 and SLAR

What insights have you gained from these teachers' perspective on CBA 1?

What insights do you gain into CBA 1 from a student's perspective?

Classroom-Based Assessment 1: Oral Communication

The Classroom-Based Assessment, Oral Communication, has two priorities – the development of students' basic research skills and the communication.

The main learning outcomes to be assessed through **Oral Communication** are:

Oral Language	Reading	Writing
OL 1, 5, 7, 9, 13	R3	W 3, 5

There are two areas of activity to the assessment of Oral Communication: preparation and communication. Students will be credited for preparation they have done for their oral communication. The evidence of this preparation will be demonstrated during the Oral Communication itself.

In completing the Oral Communication Classroom-Based Assessment students may use **any one** of the formats outlined in the table below:

1. Performance	The student may participate in a scripted or improvised performance, including drama, alone or with others.
2. Presentation	The student may speak with or without notes, and a reading of a prepared script is allowable.
3. Interview	The student may respond to questions asked by the teacher and/or other students; the student may assume the role of interviewer as well as respondent in a dialogue setting.
4. Response to stimulus material	Stimulus material—visuals, written text, aural text, and so on—may be used by the teacher and/or student/s to promote, prompt or guide oral communication.

Oral Communication can be completed by the student as **an individual** or as **a member of a group**. The number of students in a group should be such as to allow each group member to make a meaningful contribution.

Choosing the topic

The student or group of students will identify **one topic**. In general, topics may range from school-based or course-related topics —e.g. an exploration of or response to a text being studied—to surveys regarding matters of interest to students, to investigations of issues outside school.

Other Information

While oral communication will form part of everyday learning and teaching across Years One and Two, the **preparation** for and **communication** by students of their Oral Communication Classroom-Based Assessment must be completed over **a period of three school weeks**.

As a guideline, **Oral Communication** by a student **should last about three minutes**, including time set aside for engagement with the listener/audience. Teacher support for the student's communication, in the form of questions or interventions, may be part of Oral Communication.

Each student must complete a **Student Reflection Note**. Completion of the note is the student's declaration of the part that he or she has played in the assessment. The note is submitted to the teacher.

Although this phase of the task is monitored by the teacher, the preparation is the student's own work, carried out individually or in active, meaningful collaboration as part of a group.

Inclusive assessment

Where a school has accommodations and supports (e.g. the use of Irish Sign Language, support provided by a Special Needs Assistant, or the support of assistive technologies) in place to support student's learning throughout the school year, these supports should also be in place for the Classroom-Based Assessments. In these cases, the school will have decided that the student has a specific physical or learning difficulty and will use reasonable accommodations to remove as far as possible the impact of the difficulty on the student's performance in assessments, so that he or she

can demonstrate his or her level of achievement. The accommodations are not designed to compensate for a possible lack of achievement arising from a disability.

The timeline the school follows for Oral Communication

The period for completion of the Oral Communication and potential dates for related work for 2017 are set out below:

	Completion Dates in 2017
Period for work on and completion of Oral Communication	Friday 28th April to Friday 19th May 2017
Latest date for provisional award of Descriptors by the teacher	Wednesday 24th May 2017
Latest Date for Subject Learning and Assessment Review	Friday 26th May 2017

Oral Communication - Features of Quality

Exceptional

- The student’s communication is remarkable for its fluency and its control of material used.
- The communication is imaginatively shaped to a very clear purpose.
- The student’s engagement with the audience/listener is compelling and sustained.

Above expectations

- The student’s communication is clear and convincing, and material has been well chosen.
- Communication is fully shaped to its intended purpose.
- Engagement with the audience/listener is highly effective.

In line with expectations

- Communication is clear and convincing for the most part, showing knowledge of the subject of the communication.
- Communication is shaped to a purpose.
- Engagement with the audience/listener is reasonably well sustained.

Yet to meet expectations

- Communication is unconvincing although some knowledge of the subject of the communication is shown.
- The purpose of the communication is often unclear.
- Engagement with the audience/listener is haphazard or poorly sustained.

Students will complete Oral Communication towards the end of Year Two and expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage of junior cycle.

Preparing for the Oral Communication CBA, SLAR Meeting

1. What samples will teachers submit for discussion at the SLAR?

Teachers will record samples of Oral Communications by students that they will use for discussion at the Subject Learning and Assessment Review meetings. **An example at each of the four descriptor levels, where feasible, will be needed for this purpose.**

Junior Cycle Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.24

2. How should a teacher identify students to record for the oral CBA?

Teachers' **professional judgement** underpinned by a good understanding of the **Features of Quality** with knowledge of the students' strengths and areas for development, will be important factors in identifying the sample of students to be recorded.

Junior Cycle Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.13`

3. How will these samples be recorded, stored and shared?

Recorded

Any audio or audio-visual recording device, such as a tablet, mobile phone, laptop or video camera, **available in the school** can be used for this purpose. The recording should take place with cognisance of child protection guidelines and in line with the school's acceptable use policy.

Junior Cycle Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.24

Stored and Shared

Schools are advised to use secure local or cloud-based storage solutions

4. Applying the Features of Quality in advance of the CBA

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, the teachers use an 'on-balance' judgement. Feature of Quality are set out for each of four level descriptors - **Exceptional, Above Expectations, In line with Expectations and Yet to meet expectations.**

Junior Cycle Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.8

Please Note

For examples of student work in each Descriptor, for both Classroom-Based Assessments, please visit [http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/English-\(1\)/Examples-of-Student-Work](http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/English-(1)/Examples-of-Student-Work)

Workshop 2

Romeo and Juliet Act 2: Scene 2

Romeo is hiding in the Capulet orchard and sees Juliet approaching the window.

But, soft! what light through yonder window breaks?

It is the east, and Juliet is the sun.

Arise, fair sun, and kill the envious moon,

Who is already sick and pale with grief,

That thou her maid art far more fair than she:

Be not her maid, since she is envious;

Her vestal livery is but sick and green

And none but fools do wear it; cast it off.

It is my lady, O, it is my love!

O, that she knew she were!

She speaks yet she says nothing: what of that?

Her eye discourses; I will answer it.

I am too bold, 'tis not to me she speaks:

Two of the fairest stars in all the heaven,

Having some business, do entreat her eyes

To twinkle in their spheres till they return.

What if her eyes were there, they in her head?

The brightness of her cheek would shame those stars,

As daylight doth a lamp; her eyes in heaven

Would through the airy region stream so bright

That birds would sing and think it were not night.

See, how she leans her cheek upon her hand! that I were a glove upon that hand,

That I might touch that cheek



Act 3 Sc.1- lines 84-91

Romeo's best friend Mercutio has been killed by Tybalt (Juliet's cousin)

ROMEO

Alive in triumph—and Mercutio slain!

Away to heaven, respective lenity,

And fire-eyed fury be my conduct now.

Now, Tybalt, take the "villain" back again

That late thou gavest me, for Mercutio's soul

Is but a little way above our heads,

Staying for thine to keep him company.

Either thou or I, or both, must go with him.

Act 3 Sc3 – lines 65

Romeo has murdered Tybalt in revenge and his punishment is banishment from Verona.

ROMEO

Thou canst not speak of that thou dost not feel.

Wert thou as young as I, Juliet thy love,

An hour but married, Tybalt murderèd,

Doting like me, and like me banishèd,

Then mightst thou speak, then mightst thou tear thy hair

And fall upon the ground, as I do now,

Taking the measure of an unmade grave.

Classroom-Based Assessment 2: The Collection of the Student's Texts

The main learning outcomes to be assessed through The Collection of the Student's Texts are

Oral Language	Reading	Writing
OL1	R 2,6,8	W1,2,3,4,6,9,11

In the majority of cases, the work in the student's collection will arise from normal classwork. So a student might write a report having studied report writing and then select that piece of work for the collection. If, at a later date, the student considers another piece of work to be of better standard, then that piece can be added to or replace the former. The development of the student's skills and appreciation of writing, as well as attendant skills in oral communication and reading, is the main purpose of the process.

Completing The Collection of the Student's Texts

The focus of activity will be on the creation of a **range of student texts** which might include pieces in the following genres: *opinion piece, descriptive piece, a functional writing piece, autobiography, humorous piece, media piece, critique, narrative, an expressive piece* (including a poem), *drama or film script*, and so on. Note that the list of text types or genres suggested here is not intended to be exhaustive, but to suggest that the student's collection should be a varied one.

For the purposes of this assessment students will, **during Years Two and Three**, plan to complete and retain **at least four pieces of work (texts)**. The texts retained should cover **at least four genres**. Underlying and informing this task is a focus on the developmental nature of writing and on developing the student's understanding of the **writing process**. This will be best supported by consistent student practice in the art and craft of writing. To this end students will include any draft work relating to the piece of writing although this work will not be assigned a Descriptor.

In preparation for the Classroom-Based Assessment in Year Three, the student will choose **two texts** to submit. A Student Reflection Note must be included with each of the texts. The note provides space for the student to set out a very brief aim or intention for the piece of work and spaces to include some reflection on what has been learnt from creating the text and what might be done differently on another occasion.

Completion of *The Collection of Student's Texts* (for 2016)

Latest date for student completion of <i>The Collection of Student's Texts</i>	Friday 2nd December 2016
Latest date for award of Descriptors by the teacher	Monday 12th December 2016
Latest date for completion of Subject Learning and Assessment Review (Dates for 2017 will be made available on www.curriculumonline.ie)	Friday 16th December 2016

Completion of the *Assessment Task* (for 2016)

Assessment Task completed (Dates for 2017 will be made available on www.curriculumonline.ie)	Monday 5th to Friday 9 th December 2016
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The timeline the school follows to support The Collection of the Student’s Texts and associated Assessment Task

Students build their collection or portfolio of texts over time. The key date to establish at the outset is the date to be set aside for the Subject Learning and Assessment Review. In setting such a date the school should be guided by the timeline provided and its own local circumstances. Once the school has decided on this date the teachers and students can plan for the completion of the Classroom-Based Assessment.

The Assessment Task for English will be undertaken following the completion of the Classroom-Based Assessment. It will be completed in normal class time over two class periods. The first class should be given over to engagement with stimulus material made available by the NCCA, and to student reflection on their collection of texts in preparation for completion of the answer booklet. The completion of the answer booklet will take place in the second lesson.

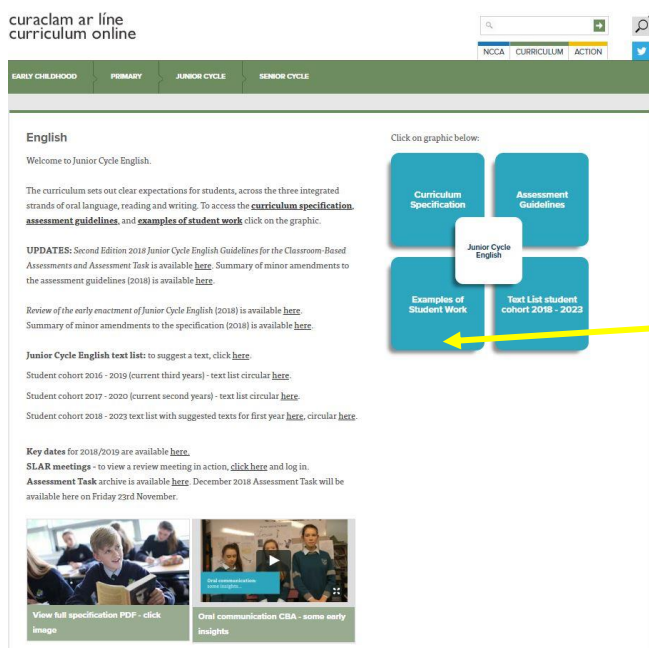
Where a student is absent for the completion of all or part of the Assessment Task, schools should make local arrangements in the school to allow the student to complete the task as close as possible to the timeframe scheduled for completion.

Student X/ Piece 1 and Piece 2

During the workshop, teachers considered two pieces of student writing in relation to the Features of Quality for the Collection of The Student’s Texts CBA.

Teachers considered the example of student writing in terms of the

- Features of Quality
- Level of achievement: Best fit on balance judgement



The screenshot shows the 'curriculumonline' website. The navigation bar includes 'EARLY CHILDHOOD', 'PRIMARY', 'JUNIOR CYCLE', and 'SENIOR CYCLE'. The main content area is for 'English' and 'Junior Cycle English'. A central graphic contains four blue boxes: 'Curriculum Specification', 'Assessment Guidelines', 'Examples of Student Work', and 'Text List student cohort 2016 - 2023'. A yellow arrow points to the 'Examples of Student Work' box. Below the graphic, there are several text links and a 'Key dates' section.

Examples of students' language learning and development in Junior Cycle English, across the integrated strands of oral language, reading and writing can be viewed on the English page of www.curriculumonline.ie.

Click on the blue box, entitled ‘**Examples of Student Work**’.

The purpose of these examples is to support teachers' professional development. They are not to be used for any other purpose.

English

- > English: Home
- > Rationale
- > Statements of Learning
- > English and Key Skills
- > Overview: Course
- Expectations for Students/Learning Outcomes
- > Assessment and reporting
- > Planning, Teaching and Assessment
- > Examples of Student Work
 - Examples of Oral Communication (2nd year)
 - Examples of Student Work
 - Collection of Texts examples
- > Pre-2014 English syllabus




Collection of Texts examples

NCCA Home » Junior cycle » Junior Cycle Subjects » English » Examples of Student Work » Collection of Texts examples

Students compile a collection of their texts in a variety of genres over time and choose two pieces to present for summative assessment. In the majority of cases, the work in the student's collection will arise from normal classwork, as the examples below illustrate.

The annotations capture insights by the student's teacher, using the features of quality, with a view to establishing the level of achievement the text reflects. The purpose of the annotations is to make the teacher's thinking visible. The annotations were confirmed by the Quality Assurance group, consisting of practicing English teachers and representatives of the Inspectorate, the SEC and JCT.

The purpose of these examples is to support teachers' professional development. They are not to be used for any other purpose. More examples will be added over time.

	<p>Critical Analysis essay</p> <p>Students studied The Importance of Being Earnest and wrote essays focusing on the main characters.</p>	+
	<p>Descriptive piece</p> <p>Following in class discussions about memories, nostalgia and descriptive writing, students wrote about The Snow of 2010.</p>	+
	<p>Diary Entries</p>	+

Looking at a number of examples, teachers will see a variety of different text types, in a variety of genres. More examples will be added over time at curriculumonline.ie.

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this text reflects. The purpose of the annotations is to make the teacher's thinking visible.

The annotations and judgement were confirmed by the Quality Assurance group, consisting of practicing English teachers and representatives of the Inspectorate, the SEC and JCT.

Write a Soliloquy

Romeo has arrived at the vault. Friar Laurence has devised a plan to reunite him with Juliet whereby Juliet is to drink a potion which will temporarily mimic death. A letter has been sent to Romeo explaining this.

Imagine you are Romeo. You have just arrived at the vault.

Person A: You have received the letter and you know that Juliet is alive	Person B. You have entered the vault and believe that Juliet is dead
<p style="text-align: center;"><u>Success Criteria</u></p> <ul style="list-style-type: none">- Shows the personal deep thoughts of the character- Reveals the personality of the character- Shows attitudes and feelings- Reflects the context of the play	<p style="text-align: center;"><u>Feedback</u></p> <p>Two Pluses:</p> <p>Even better if ...</p> <p>One question...</p>

What this looks like in terms of planning...

Genre Choice: Dramatic Text

Learning Outcomes:

OL 1 & 5 (Write the words if you wish)

R 1 & 6

W 2, 3, 4

Assessment:

Conversations - classroom talk (class, group, one-to-one)

Observations - engagement, skills development, understanding

Products - Writing Activities to imagine, explore, engage

Texts:

Romeo and Juliet

Alone it Stands

West Side Story

Reflection

(Room to return and reflect as a department how this unit went)

English Department Unit Plan

Theme/Genre:

Learning Outcomes
Oral Language 1, 5 Reading 1, 6 Writing 2, 3, 4

Learning Outcome Aspects
(if selected) -

Assessment:

Texts:

Reflection:

The Collection of the Student's Texts - Features of Quality

Exceptional

- The student's text shows creativity and command of the chosen genre.
- The writing is highly competent, marked by original ideas, and imaginative word choices are perfectly suited to the purpose of the text.
- The work is fully shaped for its intended receiver/audience.

Above expectations

- The student's text shows very good control of the chosen genre.
- The writing is consistently competent, and effective word choices are very well matched to the purpose of the text.
- The work is clearly shaped with the receiver/audience in mind.

In line with expectations

- The student's text shows good awareness of the chosen genre.
- The writing is generally competent, and word choices match the purpose of the text well.
- Content and development of ideas reveal consistent awareness of the receiver/audience.

Yet to meet expectations

- The student's text shows little awareness of the chosen genre.
- The writing lacks competence, and word choices may be inappropriate to the intended purpose of the text.
- Content and development of ideas reveal little awareness of a receiver/audience.

THE STRUCTURE OF THE SLAR MEETING

It is recommended that the meeting should generally follow this sequence:

Opening the meeting

Possible Activities: Transitions Activity/ Norm Setting

The facilitator explains that the purpose of the meeting is to support consistency of judgement about students' work and to develop a common understanding about the quality of student learning. The value of the meeting in providing feedback to students on how they might improve their work should also be highlighted.

Viewing the samples of student work

The facilitator asks one member of staff to introduce a sample of work they have assessed as 'Yet to reach expectations'. Following a short introduction by the teacher, 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.

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, a couple of examples of student work that other teachers in the group have assessed and awarded that Descriptor to.

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.

The emphasis in affirming judgements during the Review meetings should always be on a ‘bestfit’ approach which allows teachers to agree the Descriptor that ‘on-balance’ is most appropriate for the work being assessed.

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.

If possible, there should be discussion of **at least two samples for each Descriptor** and the facilitator should ensure that **each teacher has at least one of their samples discussed** during the meeting.

The process is repeated, in turn, with samples assessed as ‘In line with expectations’, ‘Above expectations’ and ‘Exceptional’ being discussed and shared in the group. At the end of the meeting, the facilitator briefly summarises the key points from the discussion. It’s 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.

[Junior Cycle Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition](#)

Workshop 3

Junior Cycle English: Overview of Assessment Task

The main learning outcomes to be assessed through the Assessment Task are:

Oral Language	Reading	Writing
OL 1	R 2,6,8	W 1,2,3,4,6,9,11

The Assessment Task is based on the principal objective of The Collection of the Student’s Texts, which offers students a chance to celebrate their achievements as creators of texts by compiling a collection of their texts in a variety of genres. The knowledge and skills developed by students during this Classroom-Based Assessment emerge from their growing awareness of the process of writing. Students must complete the second ‘Classroom-Based Assessment: The Collection of the Student’s Texts’ before completing the Assessment Task.

Guidelines on completion the Assessment Task with your Students

Before the Assessment Task for Teachers	<ul style="list-style-type: none"> • Ensure students have the two texts (from the Collection), student reflection notes and any draft material relating to these two texts that will also help them to complete the task. • Pre-select one piece of stimulus material from the NCCA website, one you feel most closely reflects your students’ experience in compiling their collection of texts. • Take note of the specified writing prompts for section B on www.curriculumonline.ie , as there may be some variation in these prompts from year to year. • Gather the Assessment Task booklet students used to complete the Assessment Task which will have been sent to the school before the week of the Assessment Task
During Class period 1	<p>Stimulus and discussion: approx. 15 minutes</p> <ul style="list-style-type: none"> • Students read/watch/listen to and then discuss one piece of stimulus material from the options provided on the NCCA website. • Discussion centres on the process of creating texts and how the stimulus mirrors and/or diverges from students’ personal experiences of compiling their collection of texts. Discussion can happen in pairs, small groups and/or as a whole class. <p>Reflection and preparation: approx. 25 minutes</p> <ul style="list-style-type: none"> • Students read the questions in the booklet (section A), are given the writing prompts for section B and think about how they might respond. Silent reflection time, for the most part, is envisaged here. • Teachers may read the questions aloud and/or clarify the meaning of words or phrases, as students may wish to re-read their two texts, which they submitted for assessment, their reflection notes and any previous draft material relating to their texts. This will help them to decide which extract / aspects of their texts they’ll draw upon to answer section A. They may also make reference to other texts and experiences in responding to the section B prompts. However, it is not envisioned that students will have their entire collection in front of them when completing the Assessment Task. • Students may reflect on potential answers overnight but completing the booklet is done during a supervised sitting. In this context, students may take note of the questions/prompts but should not bring the booklet home, nor should they bring 'notes' or pre-prepared written answers to the next class.
During Class Period 2	<p>Writing: approx. 35 minutes</p> <ul style="list-style-type: none"> • As before, students have two texts they’ve created, their reflection notes and any previous draft material relating to these texts with them, to refer to, examine and quote from. • Students complete the booklet independently, whilst teachers supervise without intervention/assistance, except where support is required to remove barriers to learning, in line with the supports available to the student(s) throughout the school year. <p>Submission: approx. 5 minutes</p> <ul style="list-style-type: none"> • Students label their answer booklets clearly and the teacher follows school procedures for storing/submitting booklets to the SEC. • Student texts from their collection are not sent to the SEC.

For more information on the Assessment Task, please go to the Junior Cycle English section of www.curriculumonline.ie

How we perceive assessment for certification

Exams are often viewed as an endpoint by both students and teachers - finish the module, take the exam, get the grade, and move forward. Perhaps most troubling is the tendency for some students to hit the mental "delete" key following an exam or at the conclusion of the course. This tendency might reflect individual students' approach to learning, studying, and engaging with course content, but can be reinforced by the approach to assessment.

(Laurie Abbott, 2012)

Summative tests should be, and should be seen to be, a positive part of the learning process. Such tests should be used to chart learning occasionally rather than to dominate the assessment picture for both teachers and students. Active involvement of students in the test process can help them to see that they can be beneficiaries rather than victims of testing, because tests can help them improve their learning'

(Black, 2010)

'The point about progressive assessment is not that there are several assessments distributed over a period of time but that later assessments allow further improvement on knowledge and skills that were also assessed in earlier assessments. As the students build up the portfolio of evidence of their performance, earlier assessments may be superseded by later assessments covering the same underlying dimensions of learning'

(Maxwell, 2004)

'Assessment is not an endpoint or terminal activity, something tacked onto the end of the unit, or done after teaching and learning have taken place. Instead assessment comes to the fore when planning... our aim is to recast assessment and the act of arriving at a judgement of quality as a *process*, not just the award of a final grade...'

(Klenowski and Wyatt-Smith, 2013)

Record your thoughts

What speaks to:

You -

Your department -

Reflecting on the 23 starred Learning Outcomes

Of the 23 Learning Outcomes that the Final Assessment is based on...

1. Which **strands** contain the most and least starred Learning Outcomes?

2. Which **Reading Learning Outcomes** are not assessed in the Final Assessment?

3. Identify the **starred Writing Learning Outcomes** that are also assessed in the Collection of the Students Texts. (The Learning Outcomes for the 'Collection of Student's Texts' are **OL1, R 2,6,8, W1,2,3,4,6,9,11**)

Was there anything you found interesting in these or other findings ?

Working together to review the instructions on Page 2 of the Final Assessment Sample Papers



**Review of the instructions on
Page 2 of the sample papers**

Think

Pair

**Review of the instructions on
Page 2 of the sample papers**

Sharing as a department

**Record the thoughts of your
colleagues**

**Ordinary
Level
Sample
Paper 1**

**Higher
Level
Sample
Paper 2**

**Higher
Level
Sample
Paper 3**

This strategy can give your students a structure to record their understanding of what they have learned. It also gives teachers the opportunity to identify aspects of the lesson that need more attention, as well as areas of student interest

3-2-1 Reading Strategy

Take a moment to explore the final assessment papers and note...

3 things that
are **familiar**

2 things that
are **new**

1 **question**
that I still
have

Striking a balance: Considering different modes of assessment

1. Essay

The essay can assess complex learning, especially writing, organisation and communication skills. It requires students to compose and express their own responses. It uses a great deal of test time and has a limited range of content knowledge. Students may 'bluff' when they do not have the necessary understanding to answer appropriately.

2. Interpretative Exercises

Interpretative exercises can assess complex learning, especially the interpretation of written text, charts, tables, etc. They assess integrative and interpretative outcomes. They can be difficult to construct as they require appropriate source material to be interpreted. These tasks are also dependent on students' reading ability.

3. Short Answer Test items

Short answer test-items can assess many facts in a short space of time. They are fairly easy to score. They require the recall of knowledge. However, they are often ambiguous as a response can *technically* be correct without being the response the teacher hopes to elicit as evidence of learning.

4. Multiple Choice Questions

While many MCQ assess recall knowledge and are sometimes subject to guessing, they can assess learning at higher levels of complexity. They also assess fairly large knowledge base in a short time. Analysis of incorrect responses can provide diagnostic information about student errors.

5. Matching

Matching exercises are an objective way to assess a number of important learning intentions. They assess students' ability to identify associations or relationships between sets of things. They are regularly used to test vocabulary, to test students' understanding of key terms. Students must store, organise, retrieve and recall information. Matching exercises have the ability to promote reflection as they encourage the student to ask themselves questions. Therefore, they can also extend the measure of knowledge to complex learning outcomes.

Reflections on Junior Cycle English

Things I might consider for teaching and learning in my classroom

My reflections on assessment at Junior Cycle

Things we might consider as a Department

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How can the specification support your departmental vision for JC English into the future?



Individual Action Points

Departmental Action Points

Key Links and Resources

www.jct.ie

JCT English homepage is available at <http://www.jct.ie/english/english.php>. Here you will find resources that support you in planning for teaching, learning and assessment across Junior Cycle. There are a variety of planning templates, guideline documents, visuals and texts guides. You will also find resources for the Subject Learning and Assessment Review (SLAR), resources from the Arts in Junior Cycle Workshops and many resources on the different strands as well as the different genres that are explored in Junior Cycle English.

Screencasts are available at http://www.jct.ie/english/screencast_supports.php

www.curriculumonline.ie

The English Specification is available at [http://curriculumonline.ie/getmedia/23407c9c-a653-4980-b0e7-17b6ce5c244e/JCEnglish-Spec_Oct-4_2015-\(1\)_2.pdf](http://curriculumonline.ie/getmedia/23407c9c-a653-4980-b0e7-17b6ce5c244e/JCEnglish-Spec_Oct-4_2015-(1)_2.pdf)

Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task First Edition - http://www.curriculumonline.ie/getmedia/60ec6b68-b289-4f32-ba62-3e7ac9e6d950/EnglishJC_AssessmentGuidelines_04-12-15.pdf

Junior Cycle English Assessment Task December 2016 - <http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/English>

www.juniorcycle.ie

Focus on Learning Units on Learning Intentions and Success Criteria, Effective Questioning, Formative Feedback and Students reflecting on their Learning are available at -

<http://www.juniorcycle.ie/Assessment/Focus-on-Learning>

www.examinations.ie

Sample Papers available here for the Junior Cycle English Final Assessment

Teaching Shakespeare:

<https://globeplayer.tv/sonnetprojectnyc>

<https://www.tes.com/teaching-shakespeare/>

<http://shakespeares-england.co.uk/shakespeare-2016>

<https://www.theguardian.com/culture/series/shakespeare-400>

<http://www.shakespearefilm.com/>

<http://www.shakespearesglobe.com/theatre/whats-on/shakespeare-400>

www.greatreadsaward.ie -The 'GRA' award was set up by a group of school librarians working in a variety of Irish second level schools who are passionate about introducing students to great books. The aim of the award is to highlight new authors and diversify the reading of young adults.

Software and Apps considered in the design of today:

<https://www.mysimpleshow.com/>

<https://www.storyboardthat.com/>

<https://www.worksheetworks.com/>

<https://piktochart.com/>



Prescribed Novels



Prescribed Drama



Prescribed Films