

Participant Handout
Subject Learning and Assessment Review (SLAR) Meeting & Oral Communication
Classroom-Based Assessment (CBA)

THE JUNIOR CYCLE LEARNING JOURNEY



A. How will you record the oral samples to bring to the SLAR meeting?

Teachers will record samples of Oral Communications by students that they will use for discussion at the SLAR meetings. An example at each of the four descriptor levels (Exceptional, Above Expectations, In line with Expectations and Yet to meet expectations), where feasible, will be needed for this purpose. 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

Consider:

- Availability and access to recording equipment
- Familiarity with using equipment
- Storing and sharing samples
- Screencast on Digital Recording available on JCT website

B. How will you 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'

Consider:

- Familiarity with the Features of Quality and NCCA exemplars available at www.curriculumonline.ie
- Knowledge of students & professional judgement

C. Are you familiar with the Features of Quality and how to use them?

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. Features 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

Consider:

- 'Best-fit' approach - Move through the Descriptor levels until one is reached where the student's work matches 'all or nearly all' of the Features of Quality at that level.

Before the SLAR meeting

1. The teacher will review relevant NCCA annotated examples. (www.curriculumonline.ie)
2. Assess students' work based on the Features of Quality.
3. Record the Descriptor allocated to each student (teachers may wish to record any other point regarding the student's work that may be useful to refer to during or after the SLAR meeting).
4. Identify one sample of students' work for each Descriptor, where feasible, to be used at SLAR meeting.
5. Each sample will be recorded once.
6. Provide samples for each Descriptor to the facilitator before the SLAR meeting.

During the SLAR meeting

1. Facilitator asks one member of staff to introduce a sample of work he/she has assessed to be at 'Yet to meet expectations'.
2. The teacher provides a short introduction.
3. The Facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the judgement is confirmed, this is noted by the facilitator.
4. If there is lack of agreement, the Facilitator should share some relevant annotated NCCA examples.
5. While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when to move to the next sample.
6. At least two samples for each Descriptor should be discussed. Each teacher should have at least one of his/her samples discussed during the meeting.
7. The process is repeated at each level Descriptor.
8. Teachers will keep a note of the decisions made during the meeting for the students' work they have already assessed, particularly in relation to the Descriptors where their judgement did not align with the majority of teachers.
9. Any significant issues that arose in the SLAR should be highlighted in the facilitator's report.

After the SLAR meeting

1. Teachers consider the assessment of their students' work and where necessary make the appropriate adjustments to their provisional assessments.
2. The facilitator generates a short report and submits it to the principal.
3. The facilitator may also ask teachers, should they wish, to contribute some of their samples of student work to a bank of examples:
 - To support the induction of new teachers
 - To support future Subject Learning and Assessment Review meetings
 - To use with students and parents in demonstrating the standard of work achieved.