

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

Resource Booklet

# English

Jan - Mar  
Cluster 2017/18



## 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](http://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* available at [www.curriculumonline.ie](http://www.curriculumonline.ie)

## Descriptors 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 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](http://www.examinations.ie)

<p><b>-Reading/engaging with texts</b></p> <p><b>-Comprehending</b></p> <p><b>-Responding</b></p>	<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 style="text-align: center;"><b><u>Grading of the Final Examination</u></b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #00b050; color: white;"> <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 &lt;90</td> </tr> <tr> <td>Merit</td> <td>≥55 and &lt;75</td> </tr> <tr> <td>Achieved</td> <td>≥40 and &lt;55</td> </tr> <tr> <td>Partially Achieved</td> <td>≥20 and &lt;40</td> </tr> <tr> <td>(not graded)</td> <td>≥0 and &lt;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	(not graded)	≥0 and <20
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Achieved	≥40 and <55															
Partially Achieved	≥20 and <40															
(not graded)	≥0 and <20															

### The timeline the school follows for Oral Communication

	<b>Completion Dates</b>
Period for work on and completion of Oral Communication	Friday 27th April to Friday 18th May, 2018
Latest date for provisional award of Descriptors by the teacher	Wednesday 23rd May 2018
Latest Date for Subject Learning and Assessment Review	Friday 25th May 2018

### Completion of The Collection of the Student's Texts (for 2017/2018)

Latest date for student completion of <i>The Collection of Student's Texts</i>	Friday 20th April 2018
Latest date for award of Descriptors by the teacher	Friday 4th May 2018
Latest date for completion of Subject Learning and Assessment Review (Dates will be available on <a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a> )	Friday 11th May 2018

### Completion of the Assessment Task (for 2017/2018)

Assessment Task completed (Dates for each year will be made available on <a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a> )	Monday 23rd – Friday 27th April 2018
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## WORKSHOP 1

### **Individually**

What do you value in your students' learning experience of English?

### **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 /ways of working together**

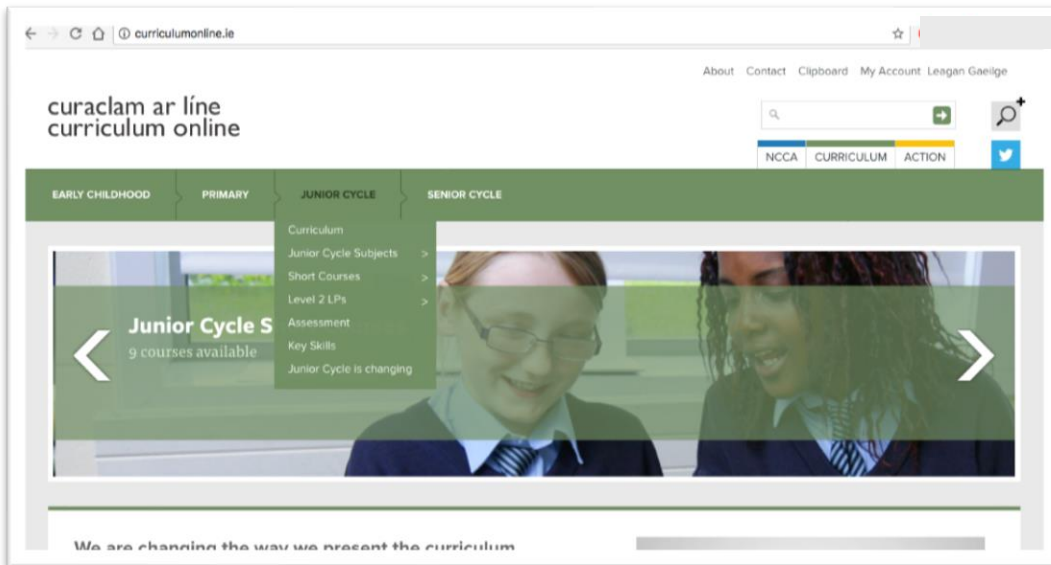
**Time Keeping    Participation    Turn Taking    Interruptions**  
**Confidentiality                      Staying on task**

### **Agreed Explicit Ways of Working Together for Departmental Meetings**

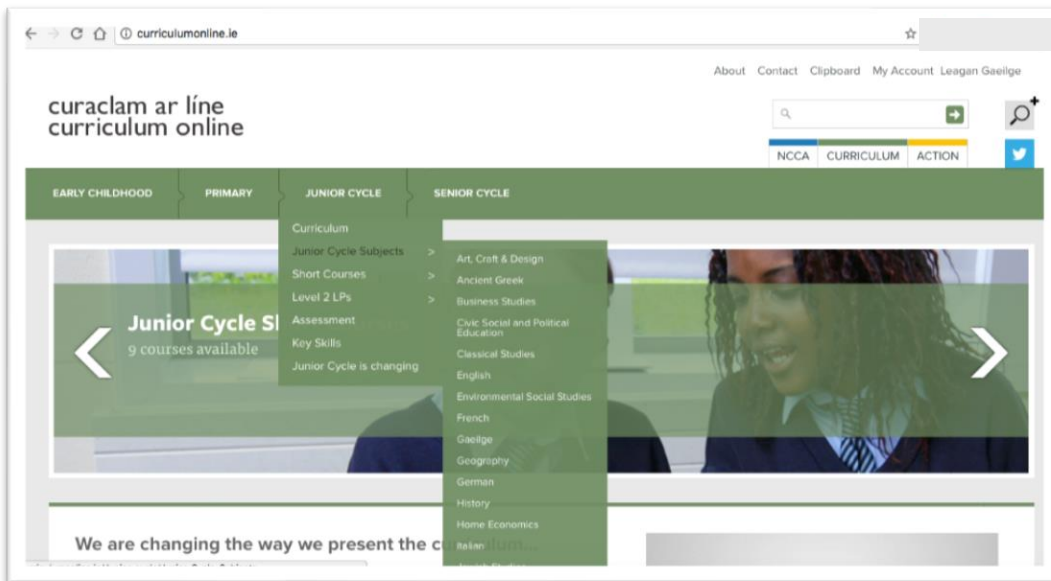
**Planning Screencast:**

- 1. Note the 7 steps suggested by this screencast to help your subject department planning**
- 2. Strengths of the screencast – how do you feel it helped clarify your approach to subject department planning?**
- 3. Are there areas you would change in the model?**

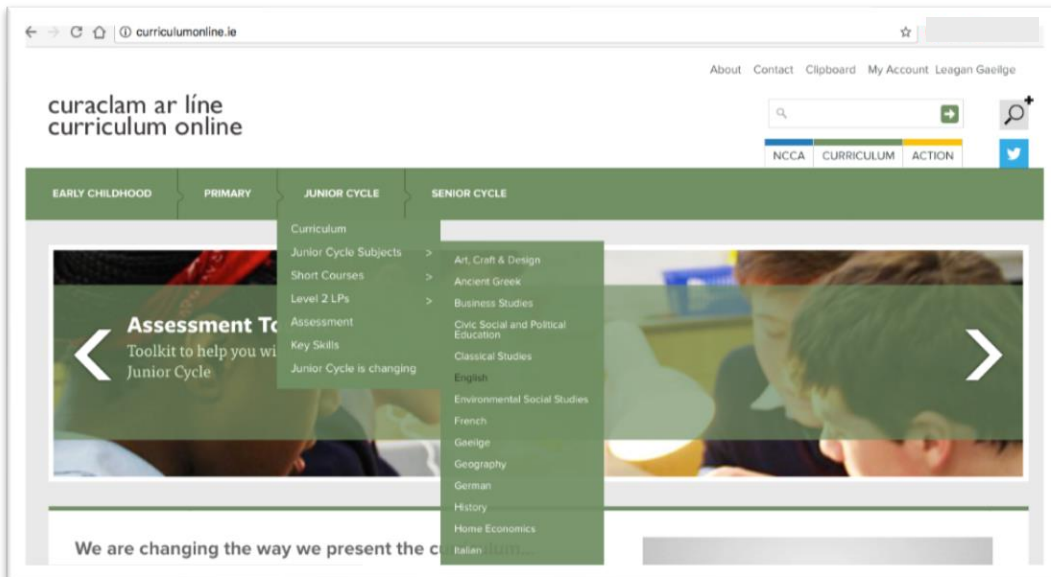
## How to access key documents on curriculumonline.ie



1. Enter the URL [www.curriculumonline.ie](http://www.curriculumonline.ie) in the web browser address bar.

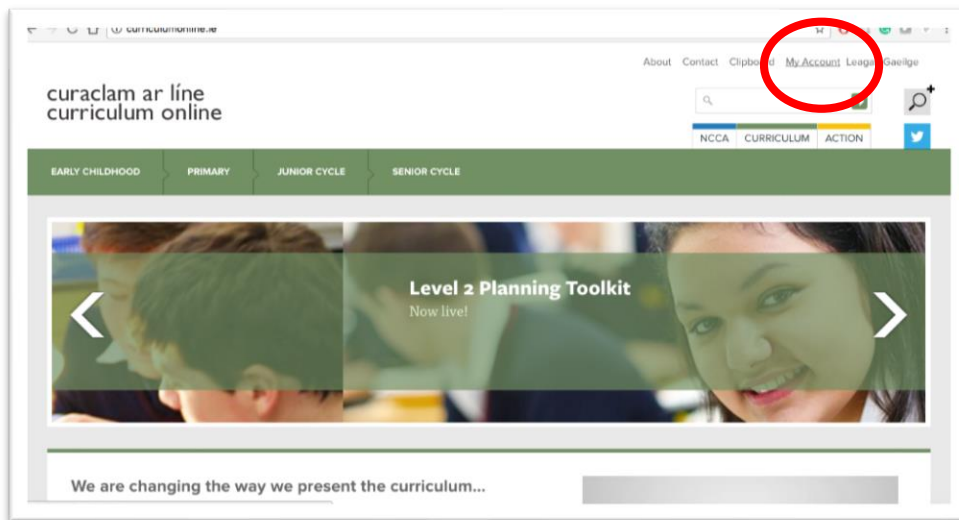


2. As you hover over the Junior Cycle tab a drop-down menu will appear.

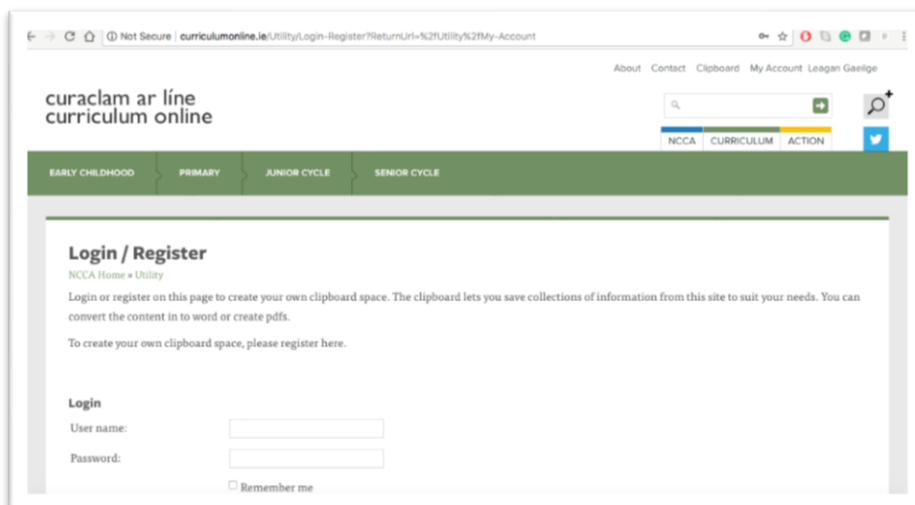


3. Hover over Junior Cycle subjects and a list of subjects will appear to the right.
4. Click on English.

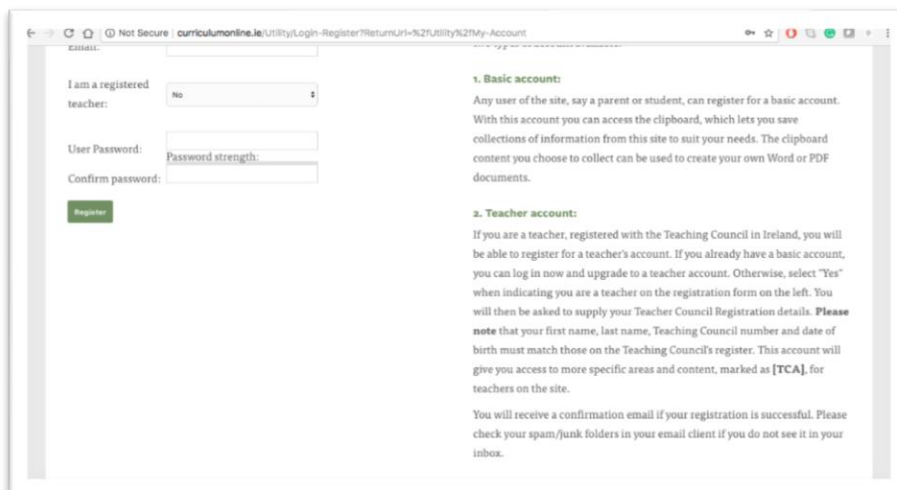
## How to register for a teacher account on curriculumonline.ie in order to view examples of student work



1. Enter the URL [www.curriculumonline.ie](http://www.curriculumonline.ie) in the web browser address bar.
2. On the homepage, click on 'My Account' in the top right of the page (circled)



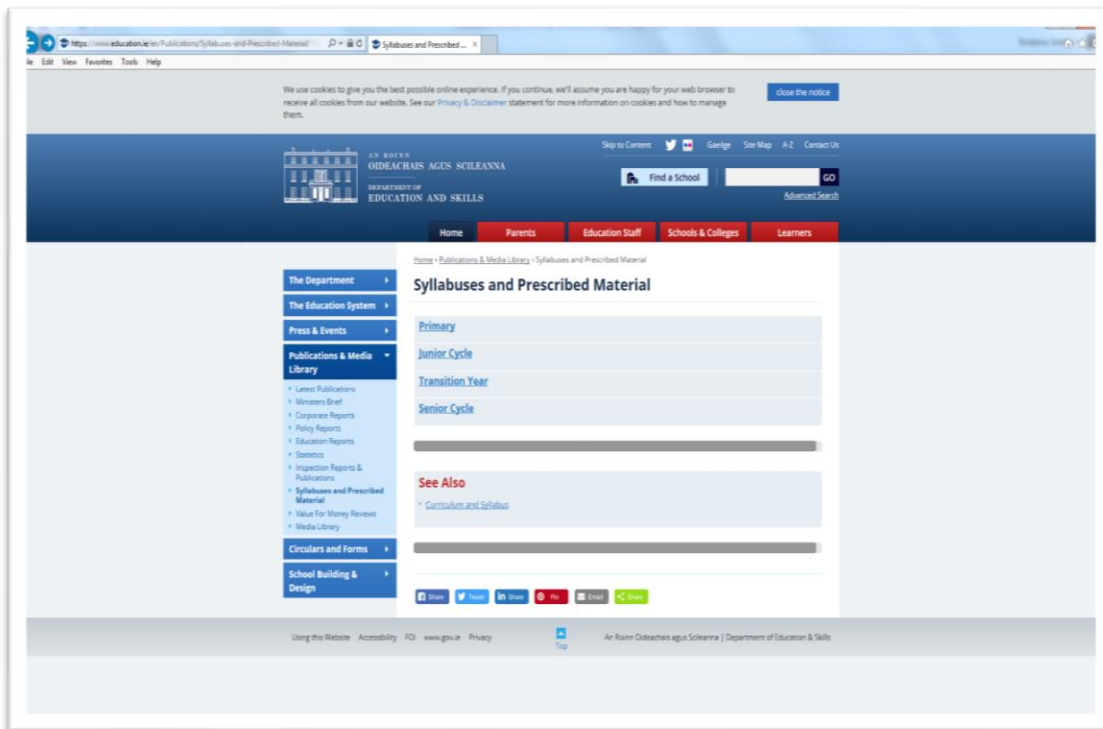
3. On the log in page, enter your details to register.



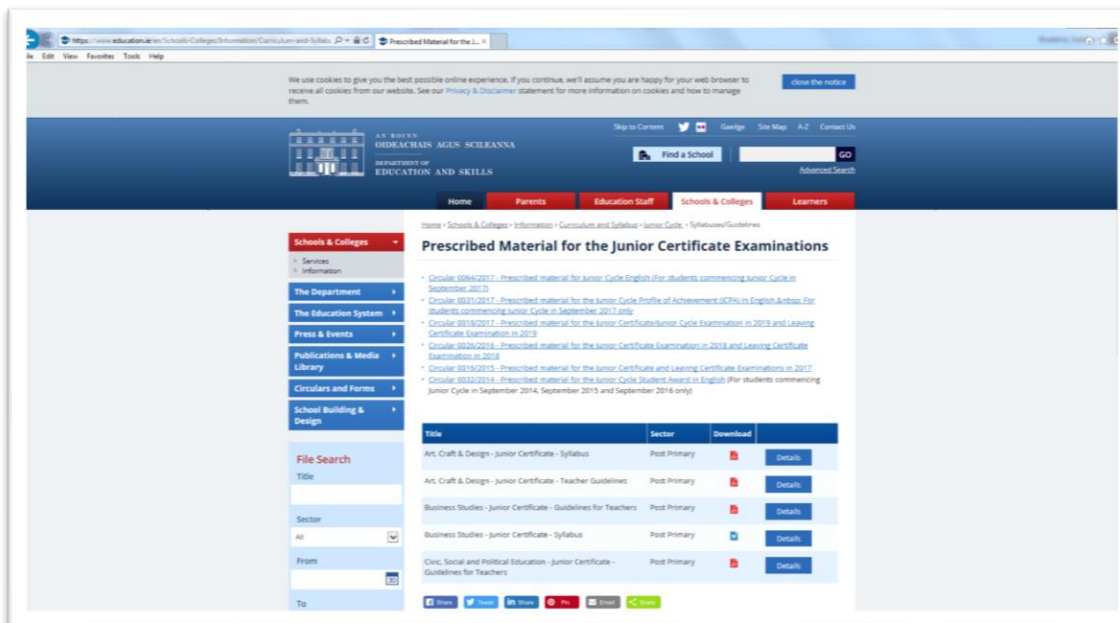
4. When registering for a teacher account, you will be asked to supply your Teacher Council Registration details.
5. Please note that your first name, last name, Teaching Council number and date of birth must match those on the Teaching Council's register.
6. This account will give you access to more specific areas and content, marked as [TCA], for teachers on the site (including Oral CBA examples).



## How to find DES circulars relating to JC English.



1. Enter the URL [www.education.ie](http://www.education.ie) in your web browser address bar.
2. Hover over the 'Publications and Media Library' tab on the left of the screen.
3. Click on 'Syllabuses and Prescribed Material' hyperlink.



4. Click on 'Junior Cycle' hyperlink for a list of relevant circulars.

## Workshop 2

### Group work activity

In your groups, watch this clip. As you are watching make notes on:

- \*the types of talk (Person A)
- \*the classroom culture (Person B)
- \*the role of the teacher (Person C)



### 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.

## 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)

FEATURES OF QUALITY FOR ORAL COMMUNICATION	NOTES
<p><b>Exceptional</b></p> <p>The student's communication is remarkable for its fluency and its control of material used.</p> <p>The communication is imaginatively shaped to a very clear purpose.</p> <p>The student's engagement with the audience/listener is compelling and sustained.</p>	<p><b>Communication and subject knowledge</b></p>
<p><b>Above expectations</b></p> <p>The student's communication is clear and convincing, and material has been very well chosen.</p> <p>Communication is fully shaped to its intended purpose.</p> <p>Engagement with the audience/listener is highly effective.</p>	<p><b>Purpose – shaping of communication</b></p>
<p><b>In line with expectations</b></p> <p>Communication is clear and convincing for the most part, showing knowledge of the subject of the communication.</p> <p>Communication is shaped to a purpose.</p> <p>Engagement with the audience/listener is reasonably well sustained.</p>	<p><b>Engagement with audience/listener</b></p>
<p><b>Yet to meet expectations</b></p> <p>Communication is unconvincing although some knowledge of the subject of the communication is shown.</p> <p>The purpose of the communication is often unclear.</p> <p>Engagement with the audience/listener is haphazard or poorly sustained.</p>	
<p>LEVEL OF ACHIEVEMENT - best fit, on balance judgement:</p>	

Note-taking Template Oral Communication CBA from NCCA available at <http://juniorcycle.ie/Assessment/Subjects-and-short-courses/English> under Classroom Based Assessment 1 tab

**Activity: Reflecting on our understanding of assessment**

How do 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 Student's Texts. (The Learning Outcomes for the 'Collection of the Student's Texts' are **OL1, R 2,6,8, W1,2,3,4,6,9,11**)

**My observations on examining the sample examination papers.**

**3-2-1 Reading Strategy**

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

<b>3 things that are familiar</b>	<b>2 things that are new</b>	<b>1 question that I still have</b>

## 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 the 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.

### **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.



## 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.

During the cluster CPD workshop, teachers read and discussed one of the examples of student writing from the English page of curriculum online. These may be accessed by clicking on the blue box, entitled 'Examples of Student Work'.

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

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

curaclam ar líne  
curriculum online



EARLY CHILDHOOD    PRIMARY    JUNIOR CYCLE    SENIOR CYCLE

## English

Welcome to Junior Cycle English.

The curriculum sets out clear expectations for students, across the three integrated strands of oral language, reading and writing. To access the [curriculum specification](#), [assessment guidelines](#), and [examples of student work](#) click on the graphic.

**UPDATES:** *Second Edition 2018 Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task* is available [here](#). Summary of minor amendments to the assessment guidelines (2018) is available [here](#).

*Review of the early enactment of Junior Cycle English (2018)* is available [here](#). Summary of minor amendments to the specification (2018) is available [here](#).

**Junior Cycle English text list:** to suggest a text, click [here](#).

Student cohort 2016 - 2019 (current third years) - text list circular [here](#).

Student cohort 2017 - 2020 (current second years) - text list circular [here](#).

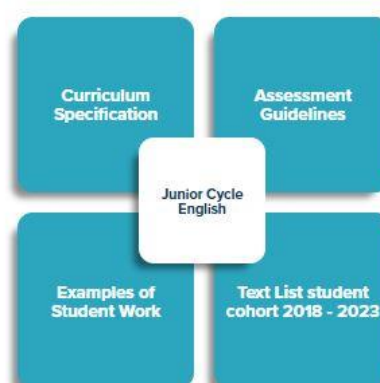
Student cohort 2018 - 2023 text list with suggested texts for first year [here](#), circular [here](#).

**Key dates** for 2018/2019 are available [here](#).

**SLAR meetings** - to view a review meeting in action, [click here](#) and log in.

**Assessment Task** archive is available [here](#). December 2018 Assessment Task will be available here on Friday 23rd November.

Click on graphic below:





View full specification PDF - click image







Oral communication CBA - some early insights



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 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.

 **Critical Analysis essay** Students studied *The Importance of Being Earnest* and wrote essays focusing on the main characters. 

 **Descriptive piece** Following in class discussions about memories, nostalgia and descriptive writing, students wrote about *The Snow of 2010*. 

 **Diary Entries** Having studied war poetry, students responded imaginatively in writing to the texts they had explored. 

 **Letter to an author** Having read *To Kill A Mockingbird*, students wrote to Harper Lee offering their personal response to the novel. 

 **Love letters** Having studied war poetry, students responded imaginatively in writing to the texts they had explored. 

**Personal Essay - Emly GAA**

Students read articles and a novel (Trash) and then wrote a personal essay on a place that means something to them.

**Personal Essay - Smoking**

Students read and discussed articles and a novel (Trash) and then wrote a personal essay on an issue they feel strongly about.

**Radio Talk**

This student selected the novel The Maze Runner for Book Club and then wrote a radio talk reviewing the novel.

**Short story - Lost and Found**

'Lost and Found' was written in response to discussions about how the authors build tension in the novel Lord of the Flies and the poem Playground Blues.

**Short story - Playground Blues**

Inspired by The Lord of the Flies and Playground Blues, this student wrote a short story exploring the issue of bullying

Teachers considered the example of student writing in terms of the

- Learning outcomes in focus
- Teaching and learning context
- Task
- Features of Quality
- Teacher annotations
- Level of achievement: Best fit on balance judgement
- Features of Quality

This example of student writing represents one text from the student's Collection of Texts. The student selected this and one other text to submit for assessment. 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.



### **Junior Cycle English: Overview of Assessment Task**

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

<b>Oral Language</b>	<b>Reading</b>	<b>Writing</b>
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**

<b>Before the Assessment Task for Teachers</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Take note of the specified writing prompts for section B on <a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a> , as there may be some variation in these prompts from year to year.</li> <li>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</li> </ul>
<b>During Class period 1</b>	<p><b>Stimulus and discussion: approx. 15 minutes</b></p> <ul style="list-style-type: none"> <li>Students read/watch/listen to and then discuss one piece of stimulus material from the options provided on the NCCA website.</li> <li>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.</li> </ul> <p><b>Reflection and preparation: approx. 25 minutes</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
<b>During Class Period 2</b>	<p><b>Writing: approx. 35 minutes</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><b>Submission: approx. 5 minutes</b></p> <ul style="list-style-type: none"> <li>Students label their answer booklets clearly and the teacher follows school procedures for storing/submitting booklets to the SEC.</li> <li><b>Student texts from their collection are not sent to the SEC.</b></li> </ul>

For more information on the Assessment Task, please go to the Junior Cycle English section of [www.curriculumonline.ie](http://www.curriculumonline.ie)

**Reflecting on our Practice:**

**My current practice**

**My future practice**

**My department's current practice**

**My department's future practice**

## **Key Links and Resources**

### **Key Documents and websites**

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

'Focus on Learning' Toolkit has individual 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](http://www.examinations.ie)

Sample Papers available here for the Junior Cycle English Final Assessment

### **Further Support from JCT English**

[www.jct.ie](http://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](http://www.jct.ie/english/screencast_supports.php)
- Webinars available at [https://www.jct.ie/english/elective\\_workshops](https://www.jct.ie/english/elective_workshops)
- Planning resources available at [https://www.jct.ie/english/planning\\_second\\_third\\_year](https://www.jct.ie/english/planning_second_third_year)
- Oral language strategies [https://www.jct.ie/english/resources\\_oral\\_language](https://www.jct.ie/english/resources_oral_language)

### **Resources for 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>

### **Other resources**

[www.greatreadsaward.ie](http://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/>