

## Glossary of Key Terms and Acronyms from the History Specification and Assessment Guidelines

<b>Assessment Task (AT)</b>	The Assessment Task is a written task completed by students during class time. It is not marked by the class teacher but is sent to the State Examinations Commission for marking as part of the state certified examination in History. The Assessment Task is specified by the NCCA and is related to the learning on which the second Classroom-Based Assessment is based.
<b>Classroom-Based Assessments (CBAs)</b>	Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the History specification. The process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. The CBAs are included within the time allocated for History and a three-week period is specified for their completion.
<b>Contributing to the historical record</b>	CBA 1: <i>The Past in My Place</i> offers students an opportunity to contribute to the historical record. Following the Subject Learning and Assessment Review (SLAR) meeting, students may, if they wish, donate or loan their display to a local library or museum or present it to a local historical society or group. Students may also donate their display to the school.
<b>Descriptors</b>	There are four descriptors of achievement in each Junior Cycle History Classroom-Based Assessment: Exceptional, Above expectations, In line with expectations, and Yet to meet expectations. All work submitted is judged to fit one of these four descriptors.
<b>Display</b>	In relation to CBA 1: <i>The Past in My Place</i> , students will present their research in the form of a display, of the type that they may encounter in a museum, heritage centre or library. The format of the display may feature any combination of modes of presentation, for example, text, excerpts from primary and/or secondary sources, display folder or booklet, digital format(s), photographs, images, timelines, charts, graphs, audio or audio-visual recordings, model(s), artefact(s) etc.

<p><b>Features of Quality</b></p>	<p>Teachers use the Features of Quality, set out in the Assessment Guidelines, to decide the level of achievement in each Classroom-Based Assessment. 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, Above expectations, In line with expectations, and Yet to meet expectations.</p>
<p><b>Formative Assessment</b></p>	<p>Planned assessment activities that elicit evidence of learning in the History classroom. This includes clarifying, sharing, and understanding learning intentions and criteria for success, engineering effective questioning, providing feedback that moves learning forward, and allowing time for both teacher and student reflection on how learning is progressing and deciding together the next steps to ensure successful outcomes.</p>
<p><b>Historical significance</b></p>	<p>A central feature of the work of the historian is the capacity to assess the historical significance of events and issues and personalities in the past. The two Classroom-Based Assessments in History provide students with opportunities to think about historical significance, for instance, in justifying why they selected their chosen subjects, what evidence they decided to include in their CBAs, and their interpretation of that evidence. Thinking about and discussing historical significance is also a useful means of enhancing students' critical thinking skills in History.</p>
<p><b>Junior Cycle History: Guidelines for the CBAs and Assessment Task</b></p>	<p>This document, which is often referred to as the Assessment Guidelines, provides information on the History CBAs, the Features of Quality and details of the Assessment Task.</p>
<p><b>Junior Cycle History specification</b></p>	<p>The Junior Cycle History specification details the intended learning outcomes and how they can be achieved and demonstrated. The specification outlines how the learning is linked to particular statements of learning and key skills. The specification has three interconnected strands, each with a set of related elements: Strand 1: The nature of history; Strand 2: The history of Ireland; Strand 3: The history of Europe and the wider world. The specification has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle.</p>

<b>Learning Intentions</b>	Statements created by the teacher and/or with the students, that describe clearly what historical knowledge, understanding and skills the students should be able to demonstrate as a result of learning and teaching activities. Learning intentions are always linked to one or more learning outcomes in the History specification.
<b>Learning Outcomes</b>	Statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Junior Cycle History.
<b>Local history and 'my place'</b>	For the purpose of CBA 1: <i>The Past in My Place</i> , the term 'my place' can be interpreted in a broad fashion so as not to preclude students from researching areas of genuine interest. Thus, local history may relate to the student's home place (parish, local town/ village); county; province or region. Where students who come from other countries (or whose families have origins in other countries) express an interest in pursuing an aspect of the history of the place from which they or their families originate, this is also perfectly valid and may play a part in encouraging greater appreciation and understanding of difference and diversity in the classroom and in society.
<b>Reflection</b>	The reflection process is central to the work on both CBAs so that the students can think about what learning has taken place both in terms of what was learned about the subject and the experience of being a historian. A reflection note is included in the Assessment Guidelines to support teachers and students with the reflection process.
<b>Subject Learning and Assessment Review (SLAR) Meetings</b>	Shared understanding of standards within Junior Cycle History will arise through professional discussion in SLAR meetings. Participating teachers bring their own examples of student work and compare their judgements with other colleagues, along with the annotated examples of student work provided by the NCCA. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance.
<b>Success Criteria</b>	These are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning in the History classroom.

<b>Summative Assessment</b>	<p>This is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise Junior Cycle History students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or Features of Quality.</p>
<b>Unit of Learning</b>	<p>Teachers will use the learning outcomes provided by the History specification as a starting point for planning a unit of learning. This linking of learning outcomes will clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.</p>
<b>Written Record</b>	<p>In relation to CBA 2: <i>A Life in Time</i>, students will present their research in the form of a coherent piece of writing in a chosen written format. Students may choose from a variety of formats to present the written record, such as, an article, essay, blog, script for a broadcast, address to an audience, letter to a journal or newspaper, obituary, speech etc.</p>