

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers



*Teaching, Learning,
Assessment and
Reporting*

SS



Consider the changes to assessment in Junior Cycle.....



What impact have these been having on **students' experience** of learning?

Student Experience of Learning

What are the similarities and differences in the student experience across the CBAs?

What role has the student in engaging with the preparation and participation of the CBA moment?

Key Skills

<p>Being Creative</p> <p>Imagining</p> <p>Exploring options and alternatives</p> <p>Implementing ideas and taking action</p> <p>Learning creatively</p> <p>Stimulating creativity using digital technology</p>	<p>Managing Information and Thinking</p> <p>Being curious</p> <p>Gathering, recording, organising and evaluating information and data</p> <p>Thinking creatively and critically</p> <p>Reflecting on and evaluating my learning</p> <p>Using digital technology to access, manage and share content</p>	<p>Managing Myself</p> <p>Knowing myself</p> <p>Making considered decisions</p> <p>Setting and achieving personal goals</p> <p>Being able to reflect on my own learning</p> <p>Using digital technology to manage myself and my learning</p>	<p>Communicating</p> <p>Listening and expressing myself</p> <p>Performing and presenting</p> <p>Discussing and debating</p> <p>Using language</p> <p>Using number</p> <p>Using digital technology to communicate</p>
<p>Working with others</p> <p>Developing good relationships and dealing with conflict</p> <p>Co-operating</p> <p>Respecting difference</p> <p>Contributing to making the world a better place</p> <p>Learning with others</p> <p>Working with others through digital technology</p>	<p>Staying Well</p> <p>Being healthy, physical and active</p> <p>Being social</p> <p>Being safe</p> <p>Being spiritual</p> <p>Being confident</p> <p>Being positive about learning</p> <p>Being responsible, safe and ethical in using digital technology</p>	<p>Being Literate</p> <p>Developing my understanding and enjoyment of words and language</p> <p>Reading for enjoyment and with critical understanding</p> <p>Writing for different purposes</p> <p>Expressing ideas clearly and accurately</p> <p>Developing my spoken language</p> <p>Exploring and creating a variety of texts, including multi-modal texts.</p>	<p>Being Numerate</p> <p>Expressing ideas mathematically</p> <p>Estimating, predicting and calculating</p> <p>Developing a positive disposition towards investigating, reasoning and problem solving</p> <p>Seeing patterns, trends and relationships</p> <p>Gathering, interpreting and representing data</p> <p>Using digital technology to develop numeracy skills and understanding</p>

Looking at our school 2016-2020 (pg. 15-16)

DOMAIN 2: LEARNER EXPERIENCES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Students engage purposefully in meaningful learning activities</p>	<p>Students demonstrate high levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a purposeful manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in.</p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a competent level.</p>	<p>Students demonstrate very high levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a very purposeful and productive manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.</p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.</p>
<p>Students grow as learners through respectful interactions and experiences that are challenging and supportive</p>	<p>Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.</p> <p>Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.</p> <p>Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented.</p> <p>Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates.</p> <p>They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process.</p> <p>They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.</p>	<p>Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.</p> <p>Relationships and interactions in classroom and learning areas create and sustain a co-operative, affirming and productive learning environment.</p> <p>Students' experiences as learners reflect consistently well on how the code of behaviour is understood and implemented.</p> <p>Students contribute their opinions and experiences to class discussion with confidence. They are respectful of and interested in the opinions and experiences of their classmates.</p> <p>They ask questions and suggest possible solutions very confidently. They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities.</p> <p>They demonstrate a high level of motivation, and enjoy engaging and persisting with increasingly challenging work.</p>

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p>	<p>Students assess their progress and are aware of their strengths and areas for development as learners.</p> <p>They take pride in their work and follow the guidance they receive to improve it.</p> <p>They reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves.</p> <p>Where the school curriculum provides opportunities to do so, students are able to negotiate their learning thereby increasing their autonomy as learners.</p> <p>Students take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge.</p>	<p>Students assess their progress realistically and can describe their strengths and areas for development as learners.</p> <p>They have a sense of ownership of their work, take pride in it, and take responsibility for improving it.</p> <p>They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection.</p> <p>Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners.</p> <p>Students take responsibility for their own learning, and use both the learning resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge.</p>
<p>Students experience opportunities to develop the skills and attitudes necessary for lifelong learning</p>	<p>Students make meaningful connections between learning in different subjects and areas of the curriculum.</p> <p>Students make meaningful connections between school-based learning and learning that takes place in other contexts.</p> <p>Students can, with some guidance, transfer and apply skills learned in one context to another context.</p> <p>Students are aware of the key skills underpinning the curriculum and of their relevance to present and future learning.</p> <p>They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills.</p> <p>Students have an age-appropriate understanding of the concept of lifelong learning, and are well disposed to continuing education and training.</p>	<p>Students make meaningful and authentic connections between learning in different subjects and areas of the curriculum.</p> <p>Students make meaningful and authentic connections between school-based learning and learning that takes place in other contexts.</p> <p>Students can, of their own initiative, transfer and apply skills learned in one context to another context.</p> <p>Students can explain the key skills underpinning the curriculum and understand their relevance to present and future learning.</p> <p>They take the opportunities provided by curricular and other learning experiences to apply and develop these key skills consciously and deliberately.</p> <p>Students have an age-appropriate understanding of the concept of lifelong learning, and see themselves engaging in continuing education and training.</p>

Look at the statements of effective practice on Learner Experiences within your **given standard** on the previous two pages.

1. How effective is the practice in my school?

2. How do we know? What evidence do we have?

3. What area of practice is there scope for improvement?

Assessment Approaches

1: Self and Peer Assessment

Self-assessment and peer assessment are interrelated and therefore should not be discussed in isolation (Berry, 2005). Neither type of assessment has to be an isolated activity but can be integrated with teacher assessment. TenBrink (2003) points out that self and peer assessment are vital, whatever assessment approach is used. Self and peer assessment, which highlights assessment as learning (AaL), require students to reflect on their own learning and anticipate what should be done to improve it. Through these types of assessment, students can develop their own metacognitive abilities, including monitoring their own learning, developing the ability to judge and evaluating their own peers' work as well as making appropriate decisions about what to do next (Berry, 2005). Self-assessment improves students' self-esteem (the significance of self-esteem in student learning is discussed in detail in chapter 6). Teachers need to equip their students with the desire and the capacity to take charge of their learning through developing the skills of self-assessment (Assessment Reform Group, 2002) When assessing self and peer assessment, teachers can refer to the following guidelines:

Guidelines for conducting self and peer assessment:

- Explain to students the significance to learning of self and peer assessment. Point out the benefits of becoming involved in assessment. Help the students see the value of being actively involved in thinking about how and why they came to the answer they did, as well as in making plans to improve their work.
- Introduce self and peer assessment slowly, simply and in a non-threatening way. To make these assessments work, self and peer assessment should be easily doable. You can integrate self and peer assessment into instruction, making it a natural part of classroom practice. Brief students and other tutors thoroughly before introducing the processes, making it quite clear in advance what is expected of them. Consider providing opportunities for rehearsal of the process in stress free contexts, especially in situations where marks are being issued. Things such as choice of partner for peer assessment or the sorts of comment allowed can be a source of threat. Teachers may need to take these into consideration while organising peer assessment for their students.
- Make sure that students are working with explicit criteria for success. The criteria can be either provided by tutors or the outcome of negotiation between the teacher and the students. Ensure that, whenever students are evaluating work, they provide appropriate evidence for the comments (or marks or awards) given, based upon the agreed criteria.
- To begin with, consider collaborating with colleagues who have already used self and peer assessment. Then, keep monitoring the assessment process while it is being implemented, to learn from the experience.

(Adapted from 'Assessment for Learning' by Rita Berry, 2008)

Assessment Approaches

2: Alternative Assessment

It is impossible to make a complete list of alternative assessment strategies. As long as the strategy informs student learning and is not traditional test-based assessments, this book will regard it as alternative assessment. Examples of alternative assessment strategies include portfolios, journals, observations, exhibitions, oral presentations, experiments, interviews, and projects. It is possible though, to group alternative assessment strategies into broad categories according to their most distinctive characteristics. By their nature, alternative assessments can be classified into “product” and “performance”, since in any instance the learning outcome being assessed will take the form of either a product, such as a research paper or a science report, or a performance, such as an oral presentation or a demonstration of a procedure in the lab.

Most forms of alternative assessment, such as portfolios, projects, and learning journals, lend themselves effectively to the “assessment for learning” philosophy with its emphasis on supporting learning. In this form, assessment is an ongoing process during which teachers diagnose learning problems, monitor student learning and help them through giving quality feedback, as well as adjust teaching with reference to learning outcomes. This kind of assessment intends to make assessment an integral part of the learning experience. It can motivate students by embedding some authentic assessment activities in the learning processes. When a student works on tasks and assignments that are “authentic”, it makes the acquisition of knowledge and learning of skills more natural and more meaningful. In contrast, when learning is shaped by the nature of the tasks, and the students have some more latitude in how their response to a task may come out, care must be taken to ensure that important learning in support of the task is in fact taking place. These activities stimulate students’ abilities to create and apply a wide range of knowledge rather than simply engaging in acts of memorisation and basic skill development (Berry 2003). Alternative assessment also motivates students to take more responsibility for their learning. Students can be given opportunities to reflect on their own learning and make plans for their learning needs. Alternative assessment provides a broad view of student learning across time, engages students in the learning process, and offers students continuous feedback.

(Adapted from ‘Assessment for Learning’ by Rita Berry, 2008)

Assessment Approaches

3: Paper and Pen Assessment

Paper and pencil tests are commonly labelled as a traditional form of assessment, as these tests have long been used as a method for judging student performance. As the term implies, paper and pencil tests require students to respond in writing in a standardised test environment where the content of the test papers, administration procedures, and marking criteria are the same for every candidate. To some people and paper tests have many merits. Since everything is so standardised, it is easy to make objective judgements of students' performance based on the scores they obtain. This makes comparison and selection easy and makes decisions easily defensible. Another argument offered in support of objectively scorable paper and pencils tests in the classroom is that they allow the teacher to collect a large sample of student responses in an efficient fashion. Others may hold different views, thinking that paper and pencil tests are not desirable as a means of assessment. Paper and pencil tests are able to access a somewhat narrow range of learning outcomes and, if care is not taken can focus largely on the retrieval of factual information. Some important skills and learner outcomes do not lend themselves to being measured using traditional test items but require more direct assessment of the skill than a paper and pencil exercise will permit.

Teachers do not often plan their assessment to include paper and pencil tests. Some teachers may depend on existing test papers made available to them by other teacher, while other teachers may make use of test materials provided with the textbooks used in their classes. Most schools have a pool of past test papers filed for teachers' reference. No doubt the experience from the other sources gives some good indications of how test papers could be set for the new cohort of students. However, each individual year group has its own learning characteristics. Each year, adjustments have to be made to the teaching content, teaching and assessment strategies to suit new needs. To make the tests appropriate for use, there is a need to have good planning. Careful planning of the test or assessment helps teachers build validity into their assessment, because good planning ensures that the test measures what it is intended to measure. A usual way of developing a test plan starts with deciding on the objectives of the assessment, and then considering the coverage of the content, aligning the content with the objectives, followed by setting test items, assessment criteria, and administrative procedures. To make a test plan closer to the heart of AFL, it can be developed in an alternative way with the following three major elements.

- Identifying the learning outcomes/ intention/ targets/ objectives.
- Preparing test specifications that represent a broad range of learning.
- Constructing test items that challenge deep learning.

(Adapted from 'Assessment for Learning' by Rita Berry, 2008)

Look at the statements of effective practice on **Teachers' Collective/Collaborative Practice** within standard 3 below:

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices</p>	<p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and includes the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs.</p>	<p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.</p>

1. Where are we?

2. How far have we come?

3. How far do we have to go?

Effective Feedback



What feedback practices do you use?



What are the pros/cons of these?



What role does a student play?

Look at the statements of effective practice on **Teachers' Individual Practice standard 2** below and review the questions on the following page

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>The teacher selects and uses planning, preparation and assessment practices that progress students' learning</p>	<p>Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs.</p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons.</p> <p>Teachers identify and prepare in advance resources suitable for the specific learning intentions of each lesson, or series of lessons, and the learning needs of the class.</p> <p>Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both assessment of learning and assessment for learning.</p> <p>Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.</p>	<p>Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.</p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. Lesson design is flexible to allow for emerging learning opportunities.</p> <p>Teachers identify and thoroughly prepare in advance resources tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs.</p> <p>Teachers' preparation includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing all relevant aspects of students' learning using both assessment of learning and assessment for learning.</p> <p>Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs.</p>
	<p>Teachers regularly provide students with constructive, developmental oral and written feedback on their work.</p> <p>Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.</p> <p>Teachers maintain assessment records that are clear, useful and easy to interpret and share.</p>	<p>Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.</p> <p>Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement.</p> <p>Teachers maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students' individual learning needs.</p>

1. How effective is my practice?

[Empty response box for question 1]

2. How do I know? What evidence do I have?

[Empty response box for question 2]

3. What area of practice is there scope for improvement?

[Empty response box for question 3]

Reporting is essentially a form of communication...

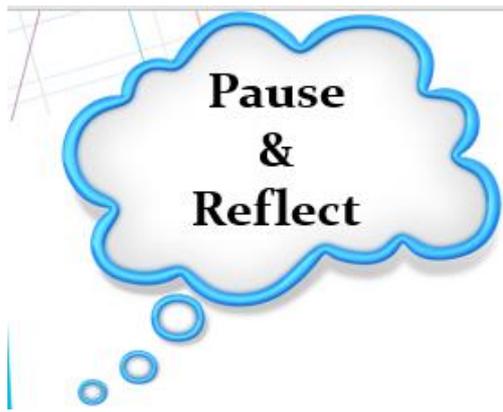
Rita Berry, 2008

1. What information are we giving?

2. How is it being given?

3. To whom is it being given?

4. How does it support learning?



What was your key learning today?

How will this impact on you professionally?

What steps would you, as an entire staff, like to take?

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JuniorCYCLE

for teachers

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