

Subject Learning and Assessment Review (SLAR)

In a SLAR meeting, teachers will 'share and discuss samples of their assessments of students' work and build a common understanding about the quality of students' learning. This structured support for Classroom-Based Assessments (CBAs) will help to ensure consistency and fairness within and across schools in the appraisal of student learning'. It is through discussion that consensus about standards are reached (Framework for Junior Cycle (2015), pages 8 and 9).

Teacher

Before

- Review the Features of Quality
- Consider students' work using the Features of Quality and award a provisional descriptor
- Select samples of student work from each descriptor, where feasible, for consideration at the SLAR meeting

During

- A teacher introduces a piece of work
- The group reviews the work using the Features of Quality
- The discussion is led by the facilitator
- The focus is on a best-fit, on-balance approach
- The process is repeated for a sample at each of the other descriptor levels

After

- Adjust the provisional descriptor if necessary
- Report the final descriptor using established school protocols
- Reflect on the SLAR meeting

Facilitator

Before

- Collect samples of work from teachers for each grade descriptor, where feasible
- Develop a running order for the SLAR meeting
- Organise the location, time and resources for the SLAR meeting

During

- Open the meeting and review the protocols for the meeting
- Facilitate, direct and progress the discussion
- Monitor the running order
- Model effective questioning focusing on how well the students' work best fits the Features of Quality

After

- Complete and submit facilitator's report
- Reflect on the SLAR process



Assessment

Further information on the SLAR process and relevant documents are available at: <https://www.jct.ie/maths/assessment>