




Planning for Classroom-Based Assessments



The graphics below outline some planning considerations that subject departments and individual teachers may follow in advance of, during and after the Classroom-Based Assessment (CBA) process. Teachers are advised to refer to their **subject specification** and **Guidelines for the Classroom-Based Assessments** documents available on www.curriculumonline.ie for full details.

SUBJECT DEPARTMENT



Before Classroom-Based Assessments

-  Agree the three-week window
-  Agree the Subject Learning and Assessment Review (SLAR) meeting date, in line with current NCCA guidelines.
-  Agree the SLAR meeting facilitator

During Classroom-Based Assessments




-  Offer subject colleagues collegial support throughout the process
-  Encourage collective discussion, advice and support to one another

After Classroom-Based Assessments




-  SLAR meeting should take place within one-month or by the latest date specified by the NCCA
- Provide feedback to students
-  Reflect on experience as a subject department

SUBJECT TEACHER





Before Classroom-Based Assessments

-  Engage with the subject specification, developing students' subject knowledge, understanding, skills and values
-  Explore formative assessment strategies
-  Consider student experiences with a non-linear approach to learning outcomes

During Classroom-Based Assessments

-  Guide students as they progress through the task
-  Offer ongoing feedback to students
-  Identify possible samples for SLAR meeting

After Classroom-Based Assessments

-  Assign provisional descriptors
-  Participate in SLAR meeting
-  Reconsider judgement
-  Report final descriptor