Junior Cycle Level 2 short course

Enterprise in Animation

Guidelines for the Classroom-Based Assessment

Contents

Introduction

This document, *Junior Cycle Level 2 short course, Enterprise in Animation. Guidelines for the Classroom- Based Assessment*, provides:

▪ General information on Classroom-Based Assessments

▪ Detail of the nature and scope of the Classroom-Based Assessment described in the specification for the Junior Cycle Enterprise in Animation short course.

▪ The Features of Quality used to describe the level of achievement in the Classroom-Based Assessment

▪ Guidelines for schools, teachers and students on completing the Classroom-Based Assessment

These guidelines should be used in conjunction with the specification for the Junior Cycle Enterprise in Animation short course short course and the *Assessment Toolkit* for Junior Cycle. A detailed outline of assessment in Junior Cycle can be found in the Framework for Junior Cycle 2015, which can be accessed at

https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf.

In Junior Cycle short courses there will be a range of assessment approaches to complement learning. These will include ongoing assessments, including routine teacher-designed tasks and tests; ongoing assessment for students undertaking priority learning units at Level 2; and one classroom-based assessment.

Classroom-Based Assessments: General Information

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the NCCA short course specification or in the school developed short course specification. The tasks are described and the Features of Quality, which support teacher judgement, are set out in these guidelines.

Although the assessment is similar to the ongoing assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is used in the school's reporting to parents and students. Students prepare for the Classroom-Based Assessment over a suggested period of time in second or third year. The results of other projects, homework or tests undertaken by the

students in the course of their normal classwork do not add up to the award of a descriptor for the Classroom-Based Assessment.

Deciding on the level of achievement

Classroom-Based Assessments are Common Level assessments. The teacher bases the level achieved by the student in the Classroom-Based Assessment on the Features of Quality set out in these guidelines. At Level 2 there one descriptor – *Achieved*. The evidence of work for the award of *Achieved* should closely match all or nearly all the criteria for that level within the Features of Quality and the teacher's 'on-balance' judgement should be that the student's work is deserving of the Descriptor.

Time for Classroom-Based Assessment

Classroom-Based Assessment is included within the time allocated for short courses, which is approximately 100 hours. This Classroom-Based Assessment is the culmination of the work undertaken in the four strands of the enterprise in animation short course. The Classroom-Based Assessment should begin after work in the four strands has been completed. It is envisaged that preparation for and completion of this Classroom-Based Assessment take place over approximately 6-
8 hours of class time. However, this is a guideline only. Teachers draw upon their own professional judgement to decide how much time is needed to complete the assessment, depending on the individual needs of the student(s). Whilst the timing of Classroom-Based Assessment in short courses may vary from school to school, Classroom-Based assessments for reporting purposes in the JCPA cannot be conducted in first year.

School autonomy in preparing for the Classroom-Based Assessment

These guidelines set out a range of options for the Classroom-Based Assessment so that it can suit the particular needs and circumstances of students and the school. A variety of possibilities are presented as to how the Classroom-Based Assessment can be conducted and the role the teacher plays in facilitating students' needs. Within the parameters set by the guidelines, the range of themes and topics for the assessment can be determined independently by the school, teachers and students.

Schools have the flexibility to adapt any NCCA short course to suit their particular needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short course(s) are available.

How the school supports the completion of the assessment

The school supports the completion of the assessment by:

- Ensuring that the NCCA *Specification* and *Guidelines for the Classroom-Based Assessment* are provided to teachers

- Supporting teachers in recording the level Descriptor awarded to each student

- Ensuring accessibility of assessment for all students

- Reporting the outcomes of the Classroom-Based Assessment to students and their parents/guardians as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

In gathering evidence for assessment purposes within the Junior Cycle Short Courses, it is important that teachers use approaches which are sustainable and proportionate. As assessment is about empowering teachers to improve outcomes for students, it is important to ensure that too much paperwork and overly complex processes do not get in the way of learning and teaching. Any paperwork needs to support learning rather than becoming an end in itself.

While assessment judgements should be based on evidence drawn mainly from day-to-day learning and teaching there is no need to collect large folios of evidence to support this. In sharing learning intentions and success criteria or the features of quality for the Classroom-Based Assessment, where feasible, teachers should highlight the role students can play in identifying quality evidence from their own work to be used for assessment purposes.

An efficient planning process which identifies when and how key aspects of learning will be captured as evidence for assessment is one way to ensure that assessment in short courses remains manageable and sustainable. This approach avoids excessive and inappropriate evidence being collected about student performance. It also avoids the pressure at the end of the course to search for and identify evidence to support judgements about overall performance.

To facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessment should be viewed as part of teaching and learning, and not solely for assessment purposes. It is envisaged that teachers will guide, support and supervise throughout the process.

Support may include:

- Clarifying the requirements of the task

- Using annotated examples of student work to clarify the meaning and interpretation of the Features of Quality to students

- Providing instructions at strategic intervals to facilitate the timely completion of the final project

Classroom-Based Assessment in Enterprise in Animation

Assessment in Enterprise in Animation will be classroom-based. There is one Classroom-Based Assessment, which is the culmination of work undertaken in the four strands of the Enterprise in Animation short course. The Classroom-Based Assessment should begin after the work in the four strands has been completed. It is important to note that work completed in year one of Junior Cycle cannot be included for reporting in the JCPA.

Classroom-Based Assessment: My Enterprise in Animation Story

This Classroom-Based Assessment is the culmination of the work undertaken in the four strands of the Enterprise in Animation short course. The Classroom-Based Assessment should begin after work in the four strands has been completed.

The story completed for the Classroom-Based Assessment is an account of the student's experience including a reflective element to demonstrate lessons learned and what might be done differently in future. It provides an opportunity for the student to 'show what they know' about preparing for an interview, about the process of animation and an appropriate understanding of roles and procedures in companies using a format of their choice. It may require collaboration with others to research, find information, plan and organise what information to share and how to do that. It builds confidence and encourages social interaction with others. It may also provide an opportunity to demonstrate skills in working with digital technology. The title is open to wide interpretation. The Classroom-Based Assessment can include any format – conversation, interview role-play, storyboard, animated video[1]. It may be spoken, signed or make use of an electronic device(s) which allow(s) the learning story to be told by the student. The choice of format is determined by the potential it has to draw attention to the student's finest achievements in relation to knowledge or concepts learned and skills developed.

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[1] For students showing particular skill in animation the option of making a second animated clip recounting the student's experience of the learning might be offered.

The learning outcomes assessed through My Enterprise in Animation Story will, to an extent, depend on the chosen format.

Some that may be particularly relevant are

Classroom-Based Assessment: My Enterprise in Animation Story
1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 2.10, 3.1, 3.5, 4.8, 4.12

The Classroom-Based Assessment promotes student engagement through

- choice about assessment formats

- the possibilities for student collaboration in preparation for the assessment

Completing the Classroom-Based Assessment: My Enterprise in Animation Story

The student will engage in reflection on and review of the processes engaged in throughout the course - if necessary with guidance from the teacher. This will include what they have learned about their own strengths and talents that would inform an application for the world of work and about fundamental aspects of the business world and roles within companies. It will also include reflection on the process of making stop motion animation.

Students may work in pairs or groups (to practise interview scenarios or to sequence photos of the stages of making their stop motion animation for instance) but it will be the student's individual learning about how to apply for a job, prepare for an interview, the story of their role in the company and their reflection on their personal development throughout the course that is the focus of reporting in the JCPA.

The length of time spent on my enterprise in animation story should reflect the student's capacity. As a guideline, it should not exceed three minutes, unless this time limit would prevent the student from demonstrating their learning in a meaningful way. Likewise, the three-minute guideline should be interpreted judiciously for pair or group work. It should not follow that the time for pairs should be six

minutes or nine minutes for a group of three. The teacher adjusts the time to allow each student to make a significant contribution to the overall Classroom-Based activity.

Depending on the format chosen, students may make use of illustrations, photographs, digital devices, special effects or props where appropriate.

Students may be assessed on their enterprise in animation story in the presence of peers or on their own, depending on the confidence level of the student, and on whether presenting alone or as part of a group. Teachers may find it helpful to record the student's enterprise in animation story if possible as this practice supports the processes of review and reflection.

Preparation

Students studying this short course have many opportunities to acquire knowledge and skills as well as to converse and work with others. They learn where and who to go to when they need to find out information. They role-play interviews and practise making presentations to their peers or others at various times throughout the course (to prepare for a role in the group company, to welcome a visitor to the classroom or to welcome an audience to the screening of their animated movie for instance). They become accustomed to recalling what they have learned from various stages of the short course, and developing techniques for finding solutions to problems. This ongoing engagement, hands-on activity and reinforcement of learning provides the best preparation for the Classroom-Based Assessment. The day of the Classroom-Based Assessment will not be the student's first experience of recounting aspects of their learning to others.

Preparation might involve some collation of the student's work undertaken at different phases of the short course. The student may need support in organising the material into a format suitable for presenting a small number of central messages using key vocabulary. Preparation for their enterprise in animation story might include sequencing photos or other illustrations to aid memory of the process they have undergone.

Preparation for the communication of the information is also important. Developing awareness among students of the need to communicate clearly using the chosen medium e.g. oral, digital, dramatic arts or Irish Sign Language (ISL) is important. Students need to recognise the significance of making a connection with one's audience/communicative partner e.g. through eye contact, gestures, the use of humour or choice of props.

If the chosen format of their enterprise in animation story is a conversation or mock interview, posing 'what if' questions might be useful to encourage students to draw on learning from the short course

when faced with similar situations or to encourage critical thinking. Most of these questions will depend on the situation but some examples might be:

▪ What if you saw a job advertised in your local supermarket? How would you go about applying for it?

▪ What if you were asked to form another company with the same people you've worked with during the course? Would you do anything differently?

▪ What if someone asked your advice about how to avoid problems in making a stop motion animation? What have you learned that would be helpful to them?

Advice for students

▪ You will be given an opportunity to recount the most important learning related to this short course

▪ You can remind yourself of the important learning with your classmates but you will be assessed separately from your classmates for talking about what was most important for you

▪ The more of this work you can do on your own the better

▪ You can ask your teacher how much time you have to prepare

▪ Choose the way that's best for you to tell your own enterprise in animation story about what you have learnt

▪ You can tell your story by speaking, recording your voice, making a presentation or a second animated clip and/or using video and/or photographs. Another option is to role-play an interview in which you will be asked questions by your teacher about your talents and your experience of being in the group company

▪ Ask questions if there is anything you don't understand or aren't sure about

Deciding on the level of achievement: Features of Quality

Features of quality

Classroom-Based Assessments are Common Level assessments. There is one Descriptor at Level 2:
Achieved.

The teacher's judgement on whether the student's work in the Classroom-Based Assessment is awarded the Achieved Descriptor is based on the Features of Quality for My Enterprise in Animation Story set out in these Guidelines.

The features of quality are the criteria used to assess the student work.

Features of Quality: My Enterprise in Animation Story
Achieved The student's enterprise in animation story demonstrates: • Knowledge of a job application process • Accurate use of business terms related to mini-companies (manager, market research, logo…..) • Use of key terminology in discussing processes related to stop motion animation • Capacity to reflect on own or others' approaches to problem solving

The decision about whether the student's work is allocated the 'Achieved' Descriptor is based on the teacher coming to a judgement that the student's work *on balance* matches the Features of Quality as set out above.

Using feedback

Providing effective feedback is a crucial step to support learning. Students will be informed about whether or not they have been awarded the Achieved Descriptor once the teacher's judgement has been reached. However, effective feedback goes beyond the naming of the Descriptor awarded. Feedback on the strengths of the student's work, and on areas for improvement can be used to

support their future learning. Further information on the use of feedback can be found at http://juniorcycle.ie/Assessment.

Querying a result

Queries in relation to the awarding of the Descriptor for the Classroom-Based Assessment, where they arise, will be dealt with by the school.