

# Junior Cycle Visual Art

## Guidelines for the Classroom-Based Assessments



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# Introduction

This document, Junior Cycle Visual Art: Guidelines for the Classroom-Based Assessments, provides:

- General information on Classroom-Based Assessments
- Detail of the nature and scope of the two Classroom-Based Assessments described in the curriculum specification for Junior Cycle Visual Art
- The Features of Quality used to decide the level of achievement in each Classroom-Based Assessment
- Guidelines for schools and teachers on completing the Classroom-Based Assessments.

The guidelines should be used in conjunction with the curriculum specification for Junior Cycle Visual Art and the Assessment Toolkit for junior cycle, which includes further details of the Subject Learning and Assessment Review process and other aspects of junior cycle assessment set out in these guidelines.

All documentation can be accessed at <http://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Visual-Art>

An 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>

All instructions for the state certified final assessment will be included in a brief, issued by the State Examinations Commission (SEC), and available for students in their third year of Junior Cycle on [www.examinations.ie](http://www.examinations.ie)

# Understanding Visual Art processes

A fundamental part of the aim of the Visual Art specification is that “students will experience the authentic visual art processes of imagining, investigating, experimenting, making, displaying and evaluating.”

Four important and interlinked aspects of achieving this are working with primary sources, the development of ideas, the development of skills and the use of the Visual Art sketchpad.

This creative process begins with students responding to a stimulus.

## **Primary Sources:**

Primary sources are sources, physical or conceptual, that are viewed in their original state and are not filtered through another person’s interpretation of them.

The use of primary sources is integral to the production of artwork by students and is an essential approach to creative art making. Primary sources provide opportunities for students to engage with the world around them and therefore help them to take ownership of their work and make it more personal. Students should choose primary sources appropriate to the theme they have selected, from which to develop their work.

## **Development of Ideas:**

A fundamental part of being creative in any discipline, as stated in Statement of Learning 23 in the Framework for Junior Cycle, is that “the student brings an idea from conception to realisation.”

If students are to build the capacity to successfully develop ideas, teachers need to focus on strategies to help them do this. For example, students may develop an idea thematically, through historical and/or contemporary aspects, philosophical aspects and addressing issues relating to it in different media.

## **Development of Skills:**

Students should be able to express their ideas in visual form, which means that they need to acquire the skills necessary to refine and express their ideas.

In acquiring these skills, students will also develop an understanding of the potential and limitations of the media and techniques they use.

**Visual Art Sketchpad:**

The Visual Art sketchpad is a collection of ideas, processes and work, in physical or digital form or a combination of both. It is essentially the student's own personal record of the creative journey; the format of which will be decided by the student in collaboration with their teacher. Throughout these guidelines, the Visual Art sketchpad will be referred to as a single document which may be taken to include one or a number of sketchpads. The number of entries in a Visual Art sketchpad may vary but nonetheless present all the necessary preparatory and developmental work.

# Classroom-Based Assessments: General Information

Classroom-Based Assessments are best described as the occasions when the teacher assesses the student's work using the specific tasks set out in the subject specification. They are included within the time allocated for Visual Art, which is a minimum of 200 hours. The tasks and the Features of Quality are set out in these guidelines.

Although the assessment is similar to the formative assessment that occurs every day in class, with Classroom-Based Assessments the teacher's judgement is recorded for Subject Learning and Assessment Review and is used in the school's reporting to parents and students. Students prepare for the Classroom-Based Assessments over specified periods of time in second and third year. The feedback from or descriptors awarded for other projects, homework or tests undertaken by the students in the course of their normal classwork should not be considered in awarding a descriptor for the Classroom-Based Assessment.

## Deciding on the level of achievement in Classroom-Based Assessments

There are four level descriptors of achievement in each 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.

Teachers use the Features of Quality, set out in these 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** describes a piece of work that reflects the Features of Quality for the Classroom Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

**Above expectations** describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.



**In line with expectations** describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

**Yet to meet expectations** describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement. The teacher should read the Features of Quality (starting with *Yet to meet expectations*) until they reach a descriptor that best describes the work being assessed. While it should be noted that none of the descriptors imply faultless achievement, evidence of work for the award of Exceptional should closely match the criteria for that level within the Features of Quality. Where it is not clearly evident which quality descriptor should apply, teachers must come to judgment, based on the evidence from the student's work, to select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution pattern, as the students work is being judged only against the Features of Quality rather than other students' performances.

Teacher judgements about the quality of student work, with the aim of arriving at a shared understanding of standards and expectations, are supported by annotated examples of student work published on curriculum online; by the features of quality in these guidelines; and by collaboration and discussion with colleagues during Subject Learning and Assessment Review meetings.

## The autonomy of the school in preparing students for the Classroom-Based Assessments

These guidelines set out a range of options for the Classroom-Based Assessments which allows for choices to be made that best suit the particular context and circumstances of students and the school. There are two Classroom-Based Assessments: the first, held in year two, is called *From Process to Realisation* and the second, held in year three is called *Communicate and Reflect*. Both Classroom-Based Assessments are experienced through scenarios.

A scenario arises when a student selects a theme and the associated Visual Art strand/s which will form the basis for their work. Students have a choice of themes in each Classroom-Based Assessment. Students should tap into their own interests and motivations when choosing the theme/strand combination and consequently, when creating the work. Within the parameters set by these guidelines, the range of approaches in both Classroom-Based Assessments can be determined independently by the school, teachers and students.

## How the school supports the completion of the Classroom-Based Assessments

The school supports the completion of the assessments by:

- Ensuring that the *Visual Art Specification* and *NCCA Guidelines for the Classroom-Based Assessments* are provided to teachers
- Supporting teachers in recording the level descriptors awarded to each student
- Retaining records and work, as appropriate, for the purposes of Subject Learning and Assessment Review
- Applying the guidelines for Subject Learning and Assessment Review
- Guiding students in the completion of the Communicate and Reflect Form at the end of the second Classroom-Based Assessment so they may begin work for the state certified final assessment
- Ensuring the work is the student's own original, personal response

- Applying inclusive assessment practices and ensuring accessibility of assessment for all students
- Reporting the outcomes of Classroom-Based Assessments to students and their parents/guardians as part of the school's on-going reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

To facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessments 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 students 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 assessments
- Providing supports for students with special educational needs (SEN)

## Inclusive assessment practices

Schools facilitate inclusive assessment practices whether as part of ongoing assessment or the Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable supports may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom-Based Assessments. These supports e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

## Classroom-Based Assessments in Visual Art

There are two Classroom-Based Assessments in Visual Art. They are assessed at a Common Level. They relate to specified learning outcomes and are scheduled to be undertaken by students in a defined time period within class contact time to a national timetable as stipulated by the NCCA. The timetable for Classroom-Based Assessments for all subjects will be provided on an annual basis at [www.ncca.ie/junior-cycle](http://www.ncca.ie/junior-cycle) and at [www.curriculumonline.ie/junior-cycle](http://www.curriculumonline.ie/junior-cycle). Classroom-Based Assessment 1, *From Process to Realisation*, is based on the student's exploration of a theme through one of the strands of the Visual Art specification. Classroom-Based Assessment 2, *Communicate and Reflect*, is based on the student's exploration of a theme through the other two strands of the specification. One strand in either Classroom-Based Assessment must be realised through three-dimensional work. Students must also incorporate the elements of Visual Art throughout their work. The Classroom-Based Assessments and indicative timings for Visual Art are outlined in Table 1 below.

<b>Classroom-Based Assessments</b>	<b>Format</b>	<b>Student Preparation</b>
<b>From Process to Realisation</b>	Group or individual project where students choose to work from one of a range of given themes to develop their ideas and create a realised work.	During a maximum of four months with support/guidance from teacher
<b>Communicate and Reflect</b>	Individual project where students choose one from a range of given themes and generate preparatory work which they present to their class for discussion and feedback.	During a maximum of three months with support/guidance from teacher
<b>State certified final assessment</b>	Based on their analyses of and reflection on the feedback received, students will significantly develop their ideas further and complete two realised works.	2 artefacts for assessment by the SEC

Table 1: Classroom-Based Assessments for Visual Art

# Classroom-Based Assessment 1: From Process to Realisation

*From Process to Realisation* gives students an opportunity to experience an approach that reflects that of a practising artist/craftsperson/designer. Their Visual Art sketchpad, outlined in the specification, will hold a record of their initial thoughts, ideas, primary sources, research and exploration of techniques and observations as they develop their work. The quality of the students' research and developmental work has a direct impact on the final quality of their realised work. It is possible for students to complete this first Classroom-Based Assessment either individually or as part of a group. If students choose to work in a group then it is important that the group be kept to a manageable size, three students at most, so that each student can make a meaningful contribution and to better facilitate the distribution of the work and the sharing of responsibilities. For groupwork, all tasks that are distributed between students need to be both equitable and meaningful to facilitate the work the students will engage in. They must also enable contributions from each student so that, when the work is being assessed, the students have been able to meet the criteria as set out in the Features of Quality.

The themes for Classroom-Based Assessment 1 will change each year and will be reissued by the NCCA on the relevant page on [www.curriculumonline.ie](http://www.curriculumonline.ie)

Figure 1 below sets out the process for conducting Classroom-Based Assessment 1. The aim of this process is to provide guidance for teachers as they support their students completing Classroom-Based Assessment 1.

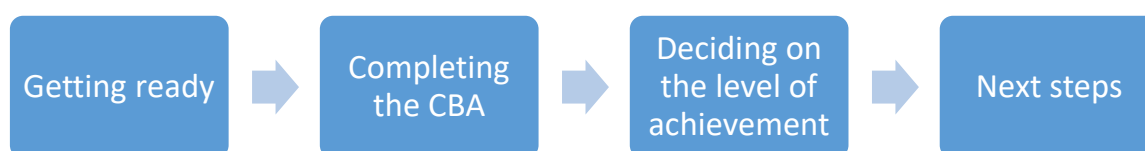


Figure 1. Process for conducting Classroom-Based Assessment 1

Students are given three themes from which they choose one. Students must research, explore and develop ideas to create a realised work based on this theme. The theme must be realised by the

student working through one of the three Visual Art strands. **Note that the themes listed below are samples.** The themes for Classroom-Based Assessment 1 will be available on <http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Visual-Art> based on the start date indicated in Table 3 below.

It is essential that students use primary sources appropriate to their chosen theme as stimulus.

<b>Themes (students choose one theme from the list below)</b>
1. Hidden treasures
2. Light and shade
3. My viewpoint

<b>Visual Art Strands (students choose one strand from the list below)</b>
i. Art
ii. Craft
iii. Design

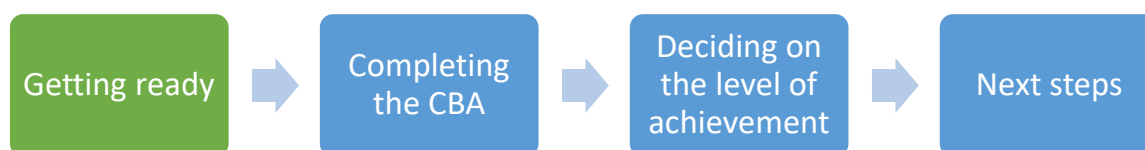
By working with a theme and strand of their choice students should generate an authentic, personal response. The Visual Art sketchpad that students submit should include a record of their ideas, research, experimental, exploratory and developmental work and processes. Students will also submit their realised work.

<b>As part of Classroom-Based Assessment 1, students will:</b>
<ul style="list-style-type: none"> <li>▪ Choose their initial theme and appropriate primary sources</li> <li>▪ Research and explore their ideas</li> <li>▪ Consider the Visual Art strand through which they will primarily generate their realised work</li> <li>▪ Further develop their ideas for their realised work</li> <li>▪ Record all work and annotations in their Visual Art sketchpad</li> <li>▪ Incorporate the elements of Visual Art throughout their work</li> <li>▪ Complete their realised work</li> <li>▪ Reflect on their decisions, process and realised work</li> </ul>

The realised work and Visual Art sketchpad will be submitted by the end of April of second year. In each strand, the main learning outcomes to be assessed through *From Process to Realisation* are:

	<b>ART</b>		<b>CRAFT</b>		<b>DESIGN</b>	
<b>Critical and Visual Language</b>	1.1	analyse their work, or that of another, using appropriate vocabulary and knowledge	2.3	reflect on their own, or another's, craftwork through the use of critical and visual language	3.2	use critical and visual language to explain their own designs and those of others
<b>Drawing</b>	1.4	demonstrate how they use drawing to observe, record and analyse the human figure and the world around them	2.4	show they can use their drawings to observe, record and analyse	3.4	interpret a design brief and represent this through their drawings
	1.6	use drawings to communicate their personal outlook or understanding	2.6	investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making	3.6	design a final work based on their drawings
<b>Visual Culture and Appreciation</b>	1.7	examine the method of a number of artists and the artwork they created	2.7	Identify the historical or contemporary skills and materials used in craft works from a number of different crafts	3.7	Describe examples of historical and contemporary design
<b>Art Elements and Design Principles (AEDP)</b>	1.12	apply their understanding of the art elements and design principles to make an artwork	2.10	describe art elements and design principles as they are used across a number of different crafts	3.11	examine their own and others' design work through the use of art elements and design principles
<b>Media</b>	1.14	use media to create their own artwork	2.14	use media to create craftwork	3.14	utilise media in their own design work based on a design brief

## Getting Ready



### Student preparation

Students should have developed some knowledge, understanding and skills across the three strands of study: Art, Craft and Design, to generate a realised work through their chosen theme in *From Process to Realisation*. As part of ongoing teaching, learning and assessment of the learning outcomes for Visual Art, students should have opportunities to develop skills to best approach their work in as creative and personal a way as possible. Students should ensure they incorporate the elements of Visual Art throughout all stages of their work. Students will also need to show that they have evaluated their progress from time to time throughout their work, for example, through personal annotations, and that this evaluation has informed their progress towards a realised work. While the Classroom-Based Assessment is summative, it has a formative value and should be used as a tool to provide feedback to students, parents and teachers on student progress and learning. From the outset, students should be familiar with the Features of Quality used to judge the quality of their work.

### Teacher preparation

To prepare for Classroom-Based Assessment 1, teachers should familiarise themselves with the following documentation:

- Junior Cycle Visual Art specification
- Junior Cycle Visual Art Guidelines for the Classroom-Based Assessments
- Assessment Toolkit
- Annotated examples of student work.

Most schools have one art teacher but there are also some schools with more than one art teacher. The information outlined below has been written to address the Subject Learning and Assessment Review meetings with these contexts in mind.



### Schools with more than one art teacher

Classroom-Based Assessment 1 is undertaken within the **four-month** timeframe stipulated by the NCCA. In a school with more than one art teacher, it is recommended that the teachers involved discuss the assessment with colleagues and plan teaching and learning. It will be important to set the times and dates for carrying out the assessment as early as possible. It is recommended that a date for the Subject Learning and Assessment Review is established at the outset to assist in the planning, implementation and reviewing of the Classroom-Based Assessment. Once the school has decided this date, teachers and students can prepare for the completion of the *From Process to Realisation* Classroom-Based Assessment. The timing of the process may vary from school to school as the timelines<sup>1</sup> in Table 2 indicate. However, the *From Process to Realisation* Classroom-Based Assessment must be completed by the end of second year.

### Schools with one art teacher

Classroom-Based Assessment 1 is undertaken within the **four-month** timeframe stipulated by the NCCA. In a school with one art teacher, it is recommended that the teacher discuss the assessment arrangements with their school facilitator/management with a view to contacting and coordinating with teachers from nearby school/s. The teacher can plan any teaching and learning that may be required and can agree a date for the Subject Learning and Assessment Review meeting with colleagues from nearby school/s. It will be important to agree the times and dates for carrying out the assessment as early as possible and notify all school management teams of them. It is recommended that a date for the Subject Learning and Assessment Review is established at the outset to assist in the planning, implementation and reviewing of the Classroom-Based Assessment. Where possible, one school should host the Subject Learning and Assessment Review meeting, with this school also supplying the facilitator. If a school is used, the location of the meeting should rotate between all schools involved for each successive year. However, other venues, with the agreement of all involved may also be used. Once the date has been decided, teachers and students can prepare for the completion of the *From Process to Realisation* Classroom-Based Assessment. The timing of the process may vary from school to school as the timelines<sup>1</sup> in Table 2 indicate, but as schools with only one art teacher are sharing in the Subject Learning and Assessment Review, a common timeframe should be agreed at the outset. The *From Process to Realisation* Classroom-Based Assessment must be completed by the end of second year.

Period during which students complete <i>From Process to Realisation</i>	Monday, 7th January to Friday, 12th April 2019
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<sup>1</sup> A national timetable for all CBAs for all subjects will be provided on an annual basis.

Latest date for award of Descriptors by the teacher	Friday, 3 <sup>rd</sup> May 2019
Latest date for Subject Learning and Assessment Review	Friday, 10 <sup>th</sup> May 2019

Table 2: Dates for the completion of Classroom Based Assessment 1: From Process to Realisation

## Completing the Classroom-Based Assessment 1: From Process to Realisation



*From Process to Realisation* will be completed within a four-month period. In Classroom-Based Assessment 1 students will engage with their chosen theme across four stages of activity, which contribute to the generation of their evidence of learning and achievement. These four stages are:

- Research
- Initial ideas
- Process of development
- Realised work

### 1. Research

In the beginning, students should discuss the combination of theme and strand that most interests them with their teacher, peers and others, and, if working in a group, with the other group members as well. When students in a group have decided on their combination of theme and strand they should

agree their respective roles and task/s so that each group member is aware of their individual contribution from the outset. Any changes to these roles or task/s that occur throughout the time spent on Classroom-Based Assessment 1 must be noted by the student as the work progresses. If a student is working on their own, they must also note their chosen combination of theme and strand and all students must make note of their start date and the finishing date in the next available page of their Visual Art sketchpad. This will aid them in planning for the work ahead. This page will become the first page of their work for Classroom-Based Assessment 1.

Students must use primary sources as stimulus material. Students must record their ideas and decisions in their own Visual Art sketchpad. If working as part of a group, each student's individual role and contribution to the work will be the focus of the assessment. It is important that each student involved in the group notes accurately their own part in the process and their contribution to the group work. Each student should record their own, personal contribution to the work as well as the decisions that were made and agreed along the way. This can be done through appropriate annotated visuals and notes. For example, while students should reflect on possible solutions or similar approaches by other artists, craftspeople, designers or architects the work should be the group's or individual's own response.

## **2. Initial ideas**

Either individually, or as part of a group, students should take their research work and begin to formulate some early ideas, which could indicate the direction the work will take as it is developed further into the realised work. The approach adopted by the individual student or group must be based on the use of primary source stimuli as well as allow for the incorporation of the elements of Visual Art.

## **3. Process of development**

Students further significantly develop their initial ideas in the Visual Art sketchpad, for example, through their use of various materials, media, mixed media, photographs, sketches, tools and technology, annotations and reflections on work. This will allow the students to incorporate the elements of Visual Art.

## **4. Realised work**

Students may choose to complete their realised work within the Visual Art sketchpad itself, or, depending on their initial choices of theme and strand, it may be developed as an artefact, for

example, a painting. It is important that the exploratory and developmental work the student has maintained in their Visual Art sketchpad is submitted as Visual Art is a process-based subject. However, it is equally important that the realised work is submitted. The student's progression from conception to realisation should be apparent.

### **Evidence of learning**

When the Visual Art sketchpad is viewed in combination with the realised work of the student, or students in the case of group work, the following should be visible:

- Research and subsequent exploratory, experimental and developmental work with annotations recorded in the Visual Art sketchpad
- Incorporation of the elements of Visual Art throughout their work
- A completed, realised work
- Student reflection on their decisions, process and realised work

As part of their submission, students should reflect on their learning. Whether the student completed the work individually or as part of a group, each student must reflect on their own individual involvement and include it within their Visual Art sketchpad. This may be illustrative, written, recorded as audio/video or in another suitable format as decided by the student in collaboration with their teacher. If it is digitally recorded, reflection/s should be no longer than 3 minutes in duration in total. The evidence of learning submitted for assessment will be judged against the relevant Features of Quality below.

## Deciding on the level of achievement: From Process to Realisation



### Features of Quality

Key Features of Quality in support of student and teacher judgement in *From Process to Realisation* are described here. The Features of Quality are the criteria used to assess the student work as best fitting the Descriptors.

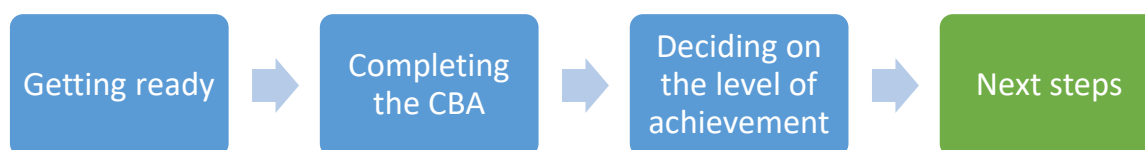
Features of Quality: From Process to Realisation	
Descriptor	Features of Quality
<p><b>Exceptional</b></p> <p>A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<ul style="list-style-type: none"> <li>▪ The work submitted demonstrates a very good understanding and use of the elements of Visual Art</li> <li>▪ The quality of development in terms of ideas and skills is very good</li> <li>▪ Evidence of engagement with the artistic process is demonstrated at a very good level throughout the work</li> </ul>
<p><b>Above expectations</b></p> <p>A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<ul style="list-style-type: none"> <li>▪ The work submitted demonstrates a good understanding and use of the elements of Visual Art</li> <li>▪ The quality of development in terms of ideas and skills is good</li> <li>▪ Evidence of engagement with the artistic process is demonstrated at a good level throughout the work</li> </ul>

<p><b>In line with expectations</b></p> <p>A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<ul style="list-style-type: none"> <li>▪ The work submitted demonstrates a fair understanding and use of the elements of Visual Art</li> <li>▪ The quality of development in terms of ideas and skills is fair</li> <li>▪ Evidence of engagement with the artistic process is demonstrated at a fair level throughout the work</li> </ul>
<p><b>Yet to meet expectations</b></p> <p>A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<ul style="list-style-type: none"> <li>▪ The work submitted demonstrates a limited understanding and use of the elements of Visual Art</li> <li>▪ The quality of development in terms of ideas and skills is limited</li> <li>▪ Evidence of engagement with the artistic process is demonstrated at a limited level throughout the work</li> </ul>

These Features of Quality will be applied to authentic examples of student work. Arising from this process

- adjustments may be made to the Features of Quality
- amended Features of Quality, where necessary, will be published in the assessment guidelines and
- annotated examples of student work will be published on [www.curriculumonline.ie](http://www.curriculumonline.ie)

## Next Steps



### **Subject Learning and Assessment Review meeting**

Shared understanding of standards within Junior Cycle will arise through professional discussion in Subject Learning and Assessment Review meetings. Participating teachers bring their own examples of student work and compare their judgements with other colleagues, annotated examples of student work and specifications provided by the NCCA. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

Samples of Classroom-Based Assessment 1 by students will be gathered for discussion at the Subject Learning and Assessment Review meetings. In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one sample of students' work for each descriptor, where feasible, and will have these available for discussion at the meeting.

While this process can be organised more easily within a school where there is more than one art teacher, in a school with one art teacher, it is recommended that the Art teacher discuss the assessment arrangements with their school facilitator/management with a view to contacting and coordinating with teachers from nearby schools. The teacher along with their colleagues can plan and agree a date for the Subject Learning and Assessment Review, implementation and reviewing of the Classroom-Based Assessment. Teachers will again retain samples of the *From Process to Realisation* work for discussion at the Subject Learning and Assessment Review meetings. An example at each of the four Descriptor levels, where feasible, will be needed for this purpose.

Further details on managing and participating in the Subject Learning and Assessment Review meeting are included in the Appendix and are available online at <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/slar-meetings>

Following the Subject Learning and Assessment Review meeting, each individual teacher re-considers the judgement they had made for the student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The Descriptors awarded are used in reporting progress and achievement to parents and

students as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

The key date to establish at the outset is the date to be set aside for the Subject Learning and Assessment Review. In setting the date the school should be guided by the Key Dates for Classroom-Based Assessments provided by the NCCA at <https://www.curriculumonline.ie/Junior-cycle> and <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/slar-meetings>. Once the school has decided on this date the teachers and students can plan for the completion of the Classroom-Based Assessment.

## Recording and reporting results from Classroom-Based Assessments

Following the Subject Learning and Assessment Review each individual teacher re-considers the judgement they had made of their student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Where it arises that a student does not submit any work for their Classroom-Based Assessment, a descriptor cannot be awarded, as there is no work to discuss against the Features of Quality. In such cases, 'Not reported' should be selected when inputting results for the JCPA. Further information in relation to reporting Classroom-Based Assessment descriptors for the JCPA is available from the DES at the following link: <https://www.education.ie/en/Schools-Colleges/Services>Returns/Post-Primary-Online-Database-P-POD-Project/>

### Using Feedback

Providing effective feedback is a crucial step in using *Communicate and Reflect* to support learning in Visual Art. Students will be informed of the Descriptor they have been awarded once the Subject Learning and Assessment meeting has taken place and its outcomes have been processed. However, effective feedback goes beyond the naming of the Descriptor awarded. Feedback on the strengths of students' work, and on areas for improvement can be used to support their future learning as well as the work they will undertake as part of the state certified final assessment. Further information on the use of feedback can be found at <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>



### **Querying a result**

Queries in relation to the Descriptors awarded for *Communicate and Reflect*, where they arise will be dealt with by the school.

# Classroom-Based Assessment 2:

## Communicate and Reflect

The specification for Junior Cycle Visual Art states that it “provides the learner with a space within which it is safe to experiment, to fail and to learn... It facilitates and encourages the questions a learner may raise in travelling a path that may not lead to an anticipated outcome or that may produce a different outcome to what was planned. It gives them the capacity to understand and to express ideas, feelings and opinions, both their own and those of others.”

The importance of the second Classroom-Based Assessment, *Communicate and Reflect*, is that it allows for students to spend the time to further develop the skills and knowledge they will use when completing their work as part of the state certified final assessment. It allows the time to research; to experiment; to develop the ideas, skills and techniques in a space and time that is not pressurised and lets students learn from any mistakes they might make.

From their chosen theme, students will create initial ideas and research, explore and develop these, while further developing their skills and attitudes, through the two strands of Visual Art they did not already undertake in the first Classroom-Based Assessment. If Classroom-Based Assessment 1 was not completed through three-dimensional work, then one of the chosen strands in Classroom-Based Assessment 2 must be realised through three-dimensional work.

This exploratory work must be based on the given themes and explored using primary sources. This exploratory work may or may not influence the direction the student’s work may take for the state certified final assessment but should include a range of approaches that the student could take.

Any plans for the completed or realised works should be contained in the Communicate and Reflect Form and allow for further development of work for the state certified final assessment to follow.

Students must complete this second Classroom-Based Assessment individually as later developmental work and realised works will be submitted for the state certified final assessment. There is no group work option for the completion of Classroom-Based Assessment 2.

Students will curate the material from their Visual Art sketchpad to share, present, or discuss their initial thoughts, ideas and experiments demonstrating how these might shape their work for the state certified final assessment. Students should record the feedback they receive from their teacher and/or

peers as part of this process. This will form the basis of the work they will realise for the state certified final assessment.

The brief issued by the SEC will specify the themes for Classroom-Based Assessment 2 and the state certified final assessment. The brief, which will of necessity serve as the brief for Classroom-Based Assessment 2, will be made available annually by the SEC to students at the beginning of their third year of junior cycle.

Figure 2 below sets out the process for conducting a Classroom-Based Assessment 2. The aim of this process is to provide guidance for teachers as they support their students completing Classroom-Based Assessment 2.

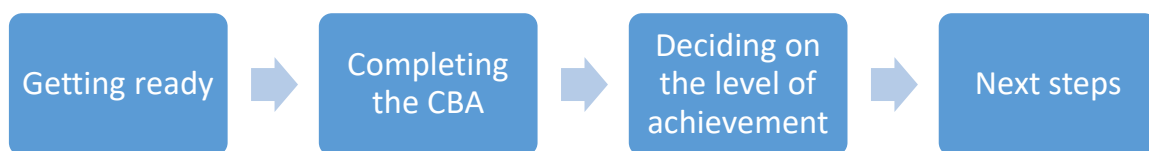


Figure 2. Process for conducting a Classroom-Based Assessment 2

Students are given three themes from which they choose one. From their chosen theme students will create initial ideas, research, explore and develop them through the two strands of Visual Art they did not already undertake as part of the first Classroom-Based Assessment. **Note that the themes listed below are samples.**

It is essential that students use primary sources appropriate to their chosen theme as stimulus.

Themes (students choose one theme from the list below)
1. Look in, look out
2. Marvellous machines
3. Little things...

Strand (students choose the two remaining strands not attempted in CBA 1)
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i. Art
ii. Craft
iii. Design

**As part of Classroom-Based Assessment 2, students will:**

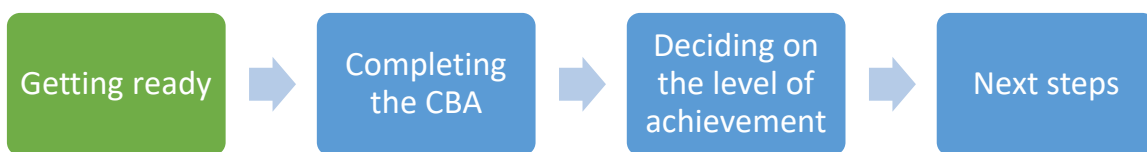
- Interpret the theme/s
- Indicate the two Visual Art strands through which they will primarily generate their realised works
- Research and explore their initial ideas
- Engage with the elements of Visual Art
- Record all their work and annotations in their Visual Art sketchpad
- Curate and present their initial ideas to their teacher and peers
- Record and reflect on the feedback received from their teacher and peers

The student's preparatory and experimental work contained within the Visual Art sketchpad will be presented in December of third year. In each strand, the main learning outcomes to be assessed through *Communicate and Reflect* are:

	<b>ART</b>		<b>CRAFT</b>		<b>DESIGN</b>	
<b>Critical and Visual Language</b>	1.3	critique an artwork using critical and visual language	2.3	reflect on their own, or another's, craftwork through the use of critical and visual language	3.3	respond to and critique works of design using appropriate visual language
<b>Drawing</b>	1.4	demonstrate how they use drawing to observe, record and analyse the human figure and the world around them	2.4	show they can use their drawings to observe, record and analyse	3.4	interpret a design brief and represent this through their drawings
	1.6	use drawings to communicate their personal outlook or understanding	2.5	Develop their ideas for craftwork through drawing	3.5	Experiment with design ideas through research and analytical drawing
<b>Visual Culture and Appreciation</b>	1.8	discuss examples of historical and contemporary visual art	2.8	interpret the narrative, symbols and functions used in craftwork from their own and other world cultures	3.8	discuss historical and contemporary design practices

Art Elements and Design Principles (AEDP)	1.11	consider the use of the art elements and design principles in their own artwork	2.11	research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures	3.11	examine their own and others' design work through the use of art elements and design principles
Media	1.15	critique the choice of media in their own or others' artwork	2.15	justify the choice of media in their own or others' craftwork	3.15	justify design concepts and the use of media in their own or others' work

## Getting ready



### Student preparation

Students should have developed sufficient knowledge, skills and understanding to undertake the second Classroom-Based Assessment, *Communicate and Reflect*. Over their time in junior cycle, they will have opportunities to discuss, critique and justify their own work as well as that of their peers and other artists/craftspeople/designers. They will have decided on the theme that personally interests them and will have created a body of work based around this through which they have explored ideas and experimented with a range of media. Classroom-Based Assessment 2 is the students' opportunity to make explicit their thoughts around the possible direction in which they will take their work when they further develop it to complete their submission for the state certified final assessment.

While the Classroom-Based Assessment is summative, it also has a formative value and should be used as a tool to provide feedback for teachers, students and parents on student progress and learning. From the outset, students should be familiar with the Features of Quality used to judge their work.

### Teacher preparation

To prepare for Classroom-Based Assessment 2, teachers should familiarise themselves with the following documentation:

- Junior Cycle Visual Art specification
- Junior Cycle Visual Art Guidelines for the Classroom-Based Assessments
- Assessment Toolkit
- Annotated examples of student work.

Most schools have one art teacher but there are also some schools with more than one art teacher. The information outlined below has been written to address the Subject Learning and Assessment Review meetings with these contexts in mind.

### **Schools with more than one art teacher**

Classroom-Based Assessment 2 must be undertaken over **three months** within a timeframe stipulated by the NCCA. In a school with more than one art teacher, it is recommended that teachers discuss the assessment with colleagues and plan teaching and learning. It will be important to set the times and dates for carrying out the assessment as early as possible. It is recommended that a date for the Subject Learning and Assessment Review is established at the outset to assist in the planning, implementation and reviewing of the Classroom-Based Assessment. Once the school has decided this date, teachers and students can prepare for the completion of the *Communicate and Reflect* Classroom-Based Assessment. The timing of the process may vary from school to school as the timelines<sup>2</sup> in Table 4 indicate.

### **Schools with one art teacher**

Classroom-Based Assessment 2 should be undertaken over **three months** within a timeframe stipulated by the NCCA. In a school with one art teacher, it is recommended that the Art teacher discuss the assessment arrangements with their school facilitator/management with a view to contacting and coordinating with teachers from nearby school/s. The teacher can plan any teaching and learning that may be required and can agree a date for the Subject Learning and Assessment Review meeting with colleagues from nearby school/s. It will be important to agree the times and dates for carrying out the assessment as early as possible and notify all school management teams of them. It is recommended that a date for the Subject Learning and Assessment Review is established at the outset to assist in the planning, implementation and reviewing of the Classroom-Based Assessment. Where possible, one school should host the Subject Learning and Assessment Review meeting, with this school also supplying the facilitator. The location of the meeting should rotate

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<sup>2</sup> A national timetable for all CBAs for all subjects will be provided on an annual basis.

between all schools involved for each successive year. However, other venues, with the agreement of all involved may also be used. Once the date has been decided, teachers and students can prepare for the completion of the *Communicate and Reflect* Classroom-Based Assessment. The timing of the process may vary from school to school as the timelines<sup>2</sup> in Table 4 indicate, but as schools with only one art teacher are participating in a single Subject Learning and Assessment Review meeting, a common timeframe should be agreed at the outset.

Period during which students spend three months researching, experimenting and generating work for <i>Communicate and Reflect</i> and final date by which all presentations and reflections must be completed	Monday, 9th September 2019 to Friday, 6th December 2019 All presentations and reflections should be completed by Friday 6 <sup>th</sup> December, 2019
Latest date for award of Descriptors by the teacher	By Wednesday 18 <sup>th</sup> December, 2019
Latest date for Subject Learning and Assessment Review	By Friday 20 <sup>th</sup> December, 2019

Table 4: Dates for the completion of Classroom Based Assessment 2: Communicate and Reflect

## Completing the Classroom-Based Assessment 2: Communicate and Reflect



The work involved in preparing for the second Classroom-Based Assessment *Communicate and Reflect* will be completed within a three-month period. In Classroom-Based Assessment 2, students will curate and present the research and experimental work they have created based on their chosen theme and the two remaining strands of the specification. Students will also record and reflect on the feedback they receive to help them consider the possible direction/s their work may take for the state certified final assessment.

### 1. Research

Classroom-Based Assessment 2 is completed by students on an individual basis. Students should discuss the theme that most interests them with their teacher, peers and/or others. They should make note of their chosen theme and strands, the start date and the finishing date in the next available page of their Visual Art sketchpad as this will aid them in planning for the work ahead. This page will become the first page of their work for this Classroom-Based Assessment.

Students must use primary sources as stimulus. Students must record their ideas and decisions in their Visual Art sketchpad. Students should research material to assist them with their work in the Classroom-Based Assessment. While students should reflect on possible solutions or similar approaches by other artists, craftspeople, designers or architects the work should be the student's own response.

### 2. Exploratory work

Students should research and formulate some early ideas, which will indicate the direction their exploratory and experimental work will take. The approach must include the use of primary source stimuli as well as allow the students to incorporate the elements of Visual Art across their



experimental work. Students must include their own, personal responses in their Visual Art sketchpad including significant observations or decisions they make during this time.

### **3. Presentation**

Students will have created a body of work containing their research and exploration for Classroom-Based Assessment 2. The students will curate this work and communicate their approaches, thoughts and techniques to their peers and teacher. The students may present using items such as observational drawings, photographs, working drawings, blueprints, plans for artefacts, storyboards, and artefacts. The nature and scope of the work the students present should be sufficient to communicate the general direction the work may take for the state certified final assessment. The student will do this by displaying their initial research and exploratory work, discussing it and the possible directions it might take. The purpose of this is to allow the students to gather feedback. The student's reflections and feedback should be recorded throughout their Visual Art sketchpad and on their Communicate and Reflect Form.

### **Evidence of learning**

When the student's research, exploratory and experimental work contained within their Visual Art sketchpad is viewed in combination with their presentation and reflection on their feedback the following should be visible:

- The curated body of work, incorporating the elements of Visual Art
- Completed Communicate and Reflect Form.

The evidence of learning submitted for assessment will be judged against the relevant Features of Quality set out below.

## Deciding on the level of achievement: From Process to Realisation



### Features of Quality

Key Features of Quality supporting student and teacher judgement in *Communicate and Reflect* are described here. The Features of Quality are the criteria used to assess the student work as best fitting the Descriptors.

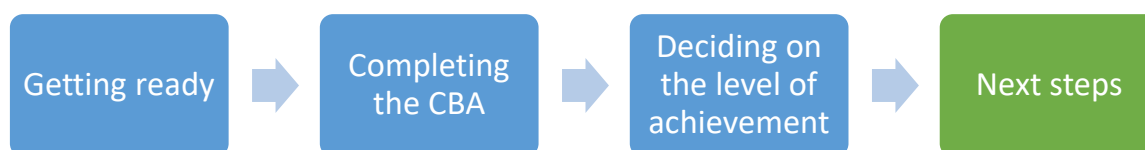
Features of Quality: Visual Art – Communicate and Reflect	
<p><b>Exceptional</b></p> <p>A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<ul style="list-style-type: none"> <li>▪ The work demonstrates a very good interpretation of the chosen theme/s through drawing and experimentation</li> <li>▪ The research presented is purposeful, personal and sustained</li> <li>▪ The work submitted demonstrates a very good understanding and use of the elements of Visual Art</li> <li>▪ Reflection is very good and demonstrates a very good understanding of how the work will be further developed</li> </ul>
<p><b>Above expectations</b></p> <p>A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<ul style="list-style-type: none"> <li>▪ The work demonstrates a good interpretation of the chosen theme/s through drawing and experimentation</li> <li>▪ The research presented is purposeful and personal</li> <li>▪ The work submitted demonstrates a good understanding and use of the elements of Visual Art</li> <li>▪ Reflection is good and demonstrates a good understanding of how the work will be further developed</li> </ul>

<p><b>In line with expectations</b></p> <p>A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<ul style="list-style-type: none"> <li>▪ The work demonstrates a fair interpretation of the chosen theme/s through drawing and experimentation</li> <li>▪ The research presented is purposeful</li> <li>▪ The work submitted demonstrates a fair understanding and use of the elements of Visual Art</li> <li>▪ Reflection is fair and demonstrates a fair understanding of how the work will be further developed</li> </ul>
<p><b>Yet to meet expectations</b></p> <p>A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<ul style="list-style-type: none"> <li>▪ The work demonstrates a limited interpretation of the chosen theme/s through drawing and experimentation</li> <li>▪ The research presented is limited</li> <li>▪ The work submitted demonstrates a limited understanding and use of the elements of Visual Art</li> <li>▪ Reflection is limited and demonstrates a limited understanding of how the work will be further developed</li> </ul>

These Features of Quality will be applied to authentic examples of student work. Arising from this process

- adjustments may be made to the Features of Quality
- amended Features of Quality, where necessary, will be published in the assessment guidelines and
- annotated examples of student work will be published on [www.curriculumonline.ie](http://www.curriculumonline.ie)

## Next Steps



### **Subject Learning and Assessment Review meeting**

Shared understanding of standards within Junior Cycle will arise through professional discussion in Subject Learning and Assessment Review meetings. Participating teachers bring their own examples of student work and compare their judgements with other colleagues, annotated examples of student work and specifications provided by the NCCA. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

Samples of Classroom-Based Assessment 2 by students will be gathered/recorded for discussion at the Subject Learning and Assessment Review meetings. In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one sample of students' work for each descriptor, where feasible, and will have these available for discussion at the meeting. Any audio or audio-visual recording device, such as a tablet, mobile phone, laptop or video camera, available in the school can be used for this purpose. School rather than personal devices should be used. The recording should take place with cognisance of child protection guidelines and in line with the school's acceptable use and data protection policies.

While this process can be organised more easily within a school where there is more than one art teacher, in a school with one art teacher, it is recommended that the Art teacher discuss the assessment arrangements with their school facilitator/management with a view to contacting and coordinating with teachers from nearby schools. The teacher along with their colleagues can plan and agree a date for the Subject Learning and Assessment Review, implementation and reviewing of the Classroom-Based Assessment. Teachers will again retain samples of the *Communicate and Reflect* work for discussion at the Subject Learning and Assessment Review meetings. An example at each of the four Descriptor levels, where feasible, will be needed for this purpose.

Further details on managing and participating in the Subject Learning and Assessment Review meeting are included in the Appendix and are available online at <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/slar-meetings>

Following the Subject Learning and Assessment Review meeting, each individual teacher re-considers the judgement they had made for the student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The Descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

The key date to establish at the outset is the date to be set aside for the Subject Learning and Assessment Review. In setting the date the school should be guided by the Key Dates for Classroom-Based Assessments provided by the NCCA at <https://www.curriculumonline.ie/Junior-cycle> and <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/slar-meetings>. Once the school has decided on this date the teachers and students can plan for the completion of the Classroom-Based Assessment.

## Recording and reporting results from Classroom-Based Assessments

Following the Subject Learning and Assessment Review each individual teacher re-considers the judgement they had made of their student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Where it arises that a student does not submit any work for their Classroom-Based Assessment, a descriptor cannot be awarded, as there is no work to discuss against the Features of Quality. In such cases, 'Not reported' should be selected when inputting results for the JCPA. Further information in relation to reporting Classroom-Based Assessment descriptors for the JCPA is available from the DES at the following link: <https://www.education.ie/en/Schools-Colleges/Services>Returns/Post-Primary-Online-Database-P-POD-Project/>

### **Using Feedback**

Providing effective feedback is a crucial step in using *Communicate and Reflect* to support learning in Visual Art. Students will be informed of the Descriptor they have been awarded once the Subject Learning and Assessment meeting has taken place and its outcomes have been processed. However, effective feedback goes beyond the naming of the Descriptor awarded. Feedback on the strengths of students' work, and on areas for improvement can be used to support their future learning as well as

the work they will undertake as part of the state certified final assessment. Further information on the use of feedback can be found at <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

### **Querying a result**

Queries in relation to the Descriptors awarded for *Communicate and Reflect*, where they arise will be dealt with by the school.

### **The state certified final assessment**

All instructions for the state certified final assessment will be included in a brief, issued by the SEC and available for students at the beginning of their third year of Junior Cycle.

The Communicate and Reflect Form is the starting point for the state certified final assessment. The SEC examiner will not mark the work completed for CBA2, which will already have been assessed by the teacher.

# Appendix 1: Classroom-Based Assessment 2 - Communicate and Reflect Form

To aid students in submitting a reflection of both their ideas and work as well as the feedback they received from their presentation the following Communicate and Reflect Form must be used. This form is available as a download from <http://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Visual-Art>

Examination Number

--

## Classroom-Based Assessment 1:

For CBA 1, my chosen theme was:


For CBA 1, my chosen Strand was (please tick):

Art		Craft		Design	

For CBA 1, my work was three-dimensional (please tick):

Yes		No	

## Classroom-Based Assessment 2:

My start date is:

My end date is:


For CBA 2, my chosen theme is:

For CBA 2, my two remaining Strands are (please tick):					
Art	<input type="checkbox"/>	Craft	<input type="checkbox"/>	Design	<input type="checkbox"/>

I have curated examples from the body of work that I have created so far and presented it to my teacher and peers.

<b>REASONS</b>	
<i>The main reasons I chose the work I presented are:</i>	

(extra boxes can be added, or a separate sheet used to record the reasons)

<b>FEEDBACK</b>	
<i>Some of the feedback I received mentioned:</i>	

(extra boxes can be added, or a separate sheet used to record the feedback)

<b>REFLECTION</b>	
<i>Based on my ideas, work to date and the feedback I received, for my work in the two remaining strands I would like to develop my artwork by:</i>	
<b>Artefact 1:</b>	
<b>Artefact 2:</b>	

(extra boxes can be added, or a separate sheet used to record the feedback)



# Appendix B: Support for teacher judgement:

## Subject Learning and Assessment Review

Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally-set Features of Quality. Greater understanding of standards and expectations will develop over time as teachers come together in professional discussion to reflect on the quality of their own students' work, informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the NCCA.

### Overview

The review process is centred on teachers discussing student work at structured meetings. It will play an important role in helping teachers to develop an understanding of standards and expectations by enabling them to reflect on the evidence of students' work and to share the learning and teaching strategies supporting that work.

The objectives of the review process are to achieve

- greater consistency of teachers' judgement
- better feedback to students
- greater alignment of judgements with expected standards

and to assure parents and others that students are receiving appropriate recognition of their achievements in line with standards and expectations.

The time for review meetings will be provided for in the school calendar from the allocated 22 hours of professional time for each full-time teacher each year. One teacher of each subject will be allocated two additional hours by school management to prepare for and coordinate each review meeting. This role will normally be rotated among the relevant teachers.

Each meeting will

- be subject-specific

- be approximately two hours long
- take place at a time as near as possible to the completion of the Classroom-Based Assessment
- involve the review of student work related to a specific Classroom-Based Assessment.

Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting in another school. In the case of an Irish-medium school, the single teacher of a subject can participate in a Subject Learning and Assessment Review meeting in another Irish-medium school.

## Facilitator's guide

Teachers will fulfil the role of facilitator during Subject Learning and Assessment Review meetings on a rotational basis. The facilitator will model effective questioning during the discussion of the samples of student work focusing on how well students' work matches the Features of Quality. During review meetings, where it is not clearly evident which descriptor should apply, the group should look for the evidence in the student's work that matches all or nearly all of the Features of Quality associated with a particular descriptor. This 'best fit' approach allows teachers at the review meeting to select the descriptor that 'on-balance' best matches the work being assessed. The facilitator will submit a short report (see Appendix C) of the review meeting to the school principal.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan as the student's work is being judged only against the Features of Quality rather than other students' performance.

### **Before the meeting**

As a first step, teachers may find it helpful to review some of the relevant NCCA-annotated examples prior to coming to decisions about their own students' work.

Once students have completed their Classroom-Based Assessment, the teacher will carry out a provisional assessment of the students' work based on the Features of Quality. These provisional assessments may be modified in light of the discussions that take place at the Subject Learning and Assessment Review meeting.

The teacher will make a note of the descriptor allocated to each student and any other point they may wish or find useful to refer to during and after the Subject Learning and Assessment Review meeting. This note will be for the teacher's own use.

In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one sample of student's work for each descriptor, where feasible, and will have these available for discussion at the meeting.

### **During the meeting**

The facilitator leads the meeting and keeps the record of the decisions made in a template, which is used to generate the report of the meeting (see Appendix D). It is recommended that the meeting should generally follow this sequence:

- The facilitator explains that the purpose of the meeting is to support consistency of judgement about students' work and to develop a common understanding about the quality of student learning. The value of the meeting in providing feedback to students on how they might improve their work should also be highlighted.
- The facilitator asks one member of staff to introduce a sample of work they have assessed as Yet to reach expectations.
- Following a short introduction by the teacher, the facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the meeting affirms the judgement, this is noted in the meeting record by the facilitator.
- Where there is a lack of agreement, the facilitator should refer to relevant annotated examples of student work provided by the NCCA and, if appropriate, a couple of examples of student work that other teachers in the group have assessed and awarded that descriptor to.
- The facilitator should look to establish consensus during the discussion of examples but the emphasis should be on developing teachers' professional knowledge and skills rather than on seeking unanimous agreement over every Feature of Quality in every example.
- The emphasis in affirming judgements during the review meetings should always be on a 'best fit' approach which allows teachers to agree the descriptor that 'on-balance' is most appropriate for the work being assessed.
- While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when it would be appropriate to proceed to the next sample.

- If possible, there should be discussion of at least two samples for each descriptor and the facilitator should ensure that each teacher has at least one of their samples discussed during the meeting.
- The process is repeated, in turn, with samples assessed as In line with expectations, Above expectations and Exceptional being discussed and shared in the group. At the end of the meeting, the facilitator briefly summarises the key points from the discussion.
- It is important that each teacher notes the implications of the decisions made during the meeting for the rest of the student work they have already assessed, particularly in the case of descriptors where their judgement did not align with the view of the majority of teachers at the meeting.

### **After the meeting**

After the meeting, each teacher considers the assessment of their students' work based on the outcomes of the meeting and, where it is considered necessary, makes the appropriate adjustments to their provisional assessments. Following the Subject Learning and Assessment Review meeting, the facilitator submits their report from the meeting focusing on the outcomes of the discussion of student work at the meeting and submits it to the school principal.

The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples

- to support the induction of new teachers
- to support future Subject Learning and Assessment Review meetings
- to use with students and parents in demonstrating the standard of work achieved.

# Appendix C: Subject Learning and Assessment

## Review Meeting: Facilitator's Report

Subject:	Date/time:
<b>Attendance</b>	
<b>Key decisions taken</b>	
<b>Points of note for future review meetings</b>	
<b>Any further comment?</b>	
Facilitator  Date	