



Assessment Task for Junior Cycle English

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Assessment Task for English

The Assessment Task, as outlined below, is based on the principal objective of The Collection of the Student's Texts, which offers students a chance to celebrate their achievements as creators of texts by compiling a collection of their texts in a variety of genres. The knowledge and skills developed by students during this Classroom-Based Assessment emerge from their growing awareness of the process of writing. Students must complete Classroom-Based Assessment 2: The Collection of the Student's Texts before completing the Assessment Task.

(A)

1. List the two texts from your collection that you consider to be your best and identify the genre of each.
2. Select an extract [e.g. paragraph / passage / verse] from one text in your Collection of Texts. Copy the extract into the answer booklet.

Answer either 3 **or** 4

3. Explain how two features of the extract you have chosen are typical of its genre.

OR

4. Identify a change that you made in the course of writing this text that you think improved it and explain how it improved the text.

(B)

Thinking about the process of writing/compiling your Collection of Texts, write a short paragraph about each of **two** of the following:

- a) How the things I read helped me to be a better writer [R6, R8, W6]
- b) How I worked with classmates as part of developing my writing skills [O1, W2]
- c) How a specific piece of feedback was useful to me [W1, W3, W6]
- d) How I hope/would like to use my writing skills in the future [R2, W9]

In your responses, you are encouraged to refer to specific texts you have written.

Note: the writing prompts at (B) above relate to the specified learning outcomes for the collection of texts, as indicated. There may be some variation in these prompts from year to year.

Completing the task over two class periods

Class period 1 Stimulus/discussion/reflection

Class period 2 Writing (class period 2)

Class period 1:

Stimulus and discussion: *approx. 15 minutes*

- Students read/watch/listen to and then discuss one piece of stimulus material from the options provided on the NCCA website.
- Discussion centres on the process of creating texts and how the stimulus mirrors and/or diverges from students' personal experiences of compiling their collection of texts. Discussion can happen in pairs, small groups and/or as a whole class.

Reflection and preparation: *approx. 25 minutes*

- Students read the questions in the booklet and the specified writing prompts for part B (on curriculum online) and think about how they might respond. Silent reflection time, for the most part, is envisaged here.
- Teachers may read the questions aloud and/or clarify the meaning of words or phrases, as appropriate, to ensure that the task is accessible to all. Supports which are available to students throughout the school year continue to be available whilst they complete the Assessment Task.
- Students may wish to re-read their two texts, their reflection notes and any previous draft material relating to their texts. This will help them to decide which aspects of their writing and their experience of compiling their collection they'll draw upon to answer the questions asked.
- Students may reflect on potential answers overnight but completing the booklet is done during a supervised sitting. In this context, students may take note of the questions/prompts but should not bring the booklet home, nor should they bring 'notes' or pre-prepared written answers to the next class.

Class period 2: *(next class period you have with this group)*

Writing: approx. 35 minutes

- As before, students have two texts they've written, their reflection notes and any previous draft material relating to these texts with them, to refer to, examine and quote from.
- Students complete the booklet independently, whilst teachers supervise without intervention/assistance, except where support is required to remove barriers for a student(s) with a specific physical or learning difficulty, in line with existing supports available to the student(s) throughout the school year.

Submission: approx. 5 minutes

- Students label their answer booklets clearly, place them in the envelope provided and the teacher follows school procedures for submitting student materials to the SEC.

What do I need to do before and during the Assessment Task?

Before:

- Ensure students have the two texts (from the Collection) they submitted to you for assessment in front of them as they complete the Assessment Task.
- Student reflection notes and any draft material relating to these two texts will also help them to complete the task – remind students to have this with them.
- Pre-select one piece of stimulus material from the NCCA website, one you feel most closely reflects your students' experience in compiling their collection of texts.
- Take note of the specified writing prompts for part B on curriculumonline, as there may be some variation in these prompts from year to year

During: Class 1

- Show students the stimulus material. Allow time for discussion.

- Give students the assessment task booklets and the specified part B writing prompts and time to think. Where appropriate, teachers may read questions aloud and/or clarify the meaning of words or phrases for students.

During: Class 2

- Supervise as students write their answers into the booklet.
- Ensure all clearly labelled booklets are placed in the envelope provided and then follow established school procedures for submitting material to the SEC.

Note: If your students are completing the Assessment Task during a double class, the same steps outlined above apply but are completed back to back during the double class.

