

Preparing for the Subject Learning and Assessment Review

A Subject Learning and Assessment Review meeting is where teachers will 'share and discuss samples of their assessment of students' work and build common understanding about the quality of student learning'.

An overview of the review process

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:

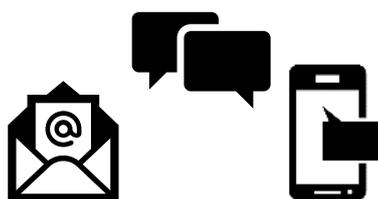
- to achieve greater consistency of teachers' judgement
- better feedback to students
- greater alignment of judgements with expected standards
- and to assure parents and others that students are receiving appropriate recognition of their achievement in line with standards and expectations.

Before the SLAR Meeting



Teachers will

- Review relevant NCCA annotated examples as necessary. (www.curriculumonline.ie)
- Assess student work based on the Features of Quality.
- Record the provisional descriptor and any other relevant points that may be useful to refer to during the SLAR meeting.
- Select four samples of student work for the SLAR meeting.
- Where feasible, the selected samples should contain an example at each of the four descriptor levels.
- Communicate the details to the facilitator, before the SLAR meeting, to assist in creating a running order for the SLAR meeting.



Facilitators will

- Correspond with teachers to arrange date, time and venue for the SLAR meeting.
- Develop a running order for the SLAR meeting as you may not have time to discuss all the samples.
- Request that each teacher number the pieces 1 to 4.
- 1 should indicate the sample that each teacher would most like to discuss.

During the SLAR Meeting



Teachers will

- Begin by introducing a sample at "Yet to Meet Expectations" level then proceed to move up through the Descriptors until one is reached where the student's work clearly does not match all or nearly all of the Features of Quality.
- Collaboratively review the piece of work.



- Focus on a **'best fit'** approach which allows teachers to agree the descriptors that **on-balance** is most appropriate for the work being discussed.
- Make note of the implications of decisions made during the meeting for the rest of the student work that they have assessed.
- Repeat the process, in turn, for a sample at each of the other descriptors.



Facilitators will

- Open the meeting with a focus on consistency of judgement and developing a common understanding about the quality of student learning.
- Establish ways of working together.
- Highlight the value of the meeting in providing feedback to students.
- Starting with 'Yet to meet Expectations' complete the first assessment review. Repeat the process, in turn, with one sample from each of the other descriptors 'In line with Expectations', 'Above Expectations' and 'Exceptional'.
- Ensure at least one sample of student work is discussed from each of the teachers in attendance.
- Lead the general discussion of samples of work and Descriptors and note any decisions made.
- Look to establish consensus but focus on the development of professional knowledge and skills.

After the SLAR Meeting



Teachers will

- Consider the assessment of their students' work based on the SLAR meeting.
- Report their final descriptors for each student.
- Give students feedback that focuses them on going forward with their work.



Facilitators will

- Complete and submit the Facilitator's Report to the Principal.
- Reflect on what worked well or what could be improved upon in the next SLAR meeting.

More information can be found in the [Assessment Toolkit](http://www.curriculumonline.ie) on www.curriculumonline.ie

Relevant documents can be downloaded from the Visual Art section on https://www.ict.ie/visual_art/assessment