

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

ENGLISH SLAR FACILITATOR CPD BOOKLET



Contents

General Junior Cycle Information

	Page
Glossary of Terms	3-4
 Workshop 1: Resources and Material	
Activity Sheet 1: What do I know about SLAR?	5
Activity Sheet 2: SLAR in Action	6
Personal Audit: The Skills of an Effective Facilitator	7
Norms Reflection Activity	8
Establishing Norms for the SLAR Meeting	9
Managing Resistance in a SLAR meeting	10
 Workshop 2: Oral Communication CBA SLAR Meeting –Resources and Materials	
Classroom-Based Assessment 1: Oral Communication	11
Oral Communication-Features of Quality	13
Applying the Features of Quality	13
Preparing for the Oral Communication CBA SLAR Meeting	14
Teacher Sharing Samples Template	15
Oral CBA Running Order Template	16
Facilitator Checklist	17
The Structure of the SLAR Meeting	17
The Facilitator’s Report	19
 Workshop 3: The Collection of the Student’s Texts CBA SLAR Meeting - Resources and Material	
Classroom-Based Assessment 2: The Collection of the Student’s Text	20
The Collection of the Student’s Text-Features of Quality	21
Sharing Samples Template	22
Running Order Template	23
Facilitator Checklist	24
Samples of Writing for Discussion	25
Action Points	29
Key Dates for Teachers of English	30

Glossary of Terms

Assessment Task (AT) (Guidelines for the Classroom-Based Assessments and Assessment Task p.16)

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission (SEC) for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based.

Classroom-Based Assessments (Guidelines for the Classroom-Based Assessments and Assessment Task p.8)

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the Features of Quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students.

Features of Quality (NCCA Glossary of Terms)

Features of quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.

Formative Assessment (Framework p. 35-36)

Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Junior Cycle Profile of Achievement (JCPA) (Framework p. 46)

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, Other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks.

The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Intentions and Learning Outcomes (NCCA Glossary of Terms)

Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher that describes clearly what the teacher wants the students to know, understand and be able to do as a result of learning and teaching activities.

Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

Subject Learning and Assessment Review (SLAR) Meetings (Framework p. 39-40)

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.

Success Criteria (NCCA Glossary of Terms)

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success *looks like*. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment (NCCA Glossary of Terms)

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Further information and resources can be found on the JCT Website: www.jct.ie

The assessment information contained in this booklet is mainly extracted from *Junior Cycle English: Guidelines for the Classroom-Based Assessments and Assessment Task (First Edition)*. This can be found at www.curriculumonline.ie.

WORKSHOP 1:

Activity 1

**Subject Learning and Assessment Review Meetings
Your role as SLAR FACILITATOR**

What I already know?	What I would like to know	Notes/ Observations

Activity 2: SLAR IN ACTION

The Role of SLAR Facilitator

Notes and Observations:

Three thoughts from our discussion:

Personal Audit: The Skills of an Effective Facilitator

Assess your current skill levels by rating yourself according to the basic skills areas outlined below. Rank your current skill level using the five point scale below

1	2	3	4	5
Not Confident		Quite Confident		Very Confident

Facilitation Skill	Rating
Would have confidence opening the meeting, clarifying its purpose and establishing ways of working	
Skilled at active listening, paraphrasing, questioning and summarising key points	
Able to manage time and maintain a good pace	
Able to manage meetings in an orderly and effective manner	
Knowledge of techniques for getting active participation and generating ideas	
Confident asking good probing questions that challenge own and other's assumptions in a non-threatening way	
Able to stop the action and check how things are going	
Able to detect potential conflict	
Able to manage conflict between participants and remain composed	
Able to deal with resistance non-defensively	

My current skills (includes all the items you ranked as 4 or 5)

The skills I most need to work on (Choose the ones most immediately important from all the ones ranked 1 or 2)

Reflection Activity

Consider the group for whom you will act as facilitator (teachers of current 2nd year students). What implicit norms (ways of working) already work within the department?

Positive Norms	Negative Norms

Establishing Norms for the SLAR Meeting

Why do we need explicit norms?

"Rather than relying on implicit learning norms, teacher learning groups need explicit norms designed to support the group's ability to engage in thoughtful collaborative work and learning. These norms serve as guidelines and reminders for group members about how to engage with one another during and between meetings" (Allen and Blythe, 2015)

Prompts for creating norms

Time Keeping

Participation

Turn Taking

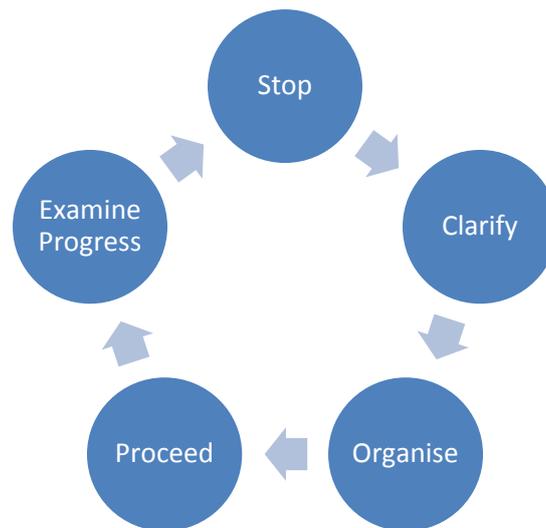
Interruptions

Confidentiality

Staying on Task

Agreed Norms for SLAR Meeting

Managing Resistance in a SLAR meeting



Stop: If you feel the conversation has moved in an unhelpful direction, don't be afraid to stop the meeting and directly address what is happening. The longer something is allowed to rumble on, the more difficult it is to manage. Don't feel that you need to respond or react to things immediately. Allowing silence can be very powerful and will demonstrate that you are confident in your facilitation.

Clarify: It may be an idea to ask some questions to diagnose what is happening and why. Or it may be enough to simply allow yourself a moment to take stock of what is happening. Are participants confused by the process? Is there a greater underlying issue in relation to the process? Has the group fallen back into old ways of working?

Organise: Once you have taken a moment to understand what is going on, you can decide how best to deal with the situation. Possible approaches include: simple clarifications, reminding participants of the norms, documenting issues for discussion at the next department meeting, inviting others to offer their perspective. If the discussion about a piece of student work has become particularly heated and it is difficult to reach consensus, suggest putting the piece 'on ice' and coming back to it later.

Proceed: Once you have allowed yourself a moment to clarify and organise, you will be ready to proceed. Phrases like "I think we may have a misunderstanding as to what we should be doing right now. I may not have been clear so I will run through the process again" or "John, I appreciate all the challenges you are having with your 2nd years. I think we should put behaviour management on the agenda for the next meeting. However, I am conscious of time and the purpose of today's meeting is..." or "It is great to see how engaged everyone is in the process however we agreed at the beginning that we wouldn't interrupt one another so can I ask that we stick to that agreement please."

Examine Progress: As the facilitator, you need to remain constantly alert and constantly review the progress of the group.

Adapted from Mike Clayton *Handling Resistance Pocket Book* and David Allen and Tina Blythe *Facilitating for Learning; tools for teacher groups of all kinds*.

Workshop 2

Classroom-Based Assessment 1: Oral Communication

The Classroom-Based Assessment, Oral Communication, has two priorities – the development of students’ basic research skills and the communication.

The main learning outcomes to be assessed through **Oral Communication** are:

Oral Language	Reading	Writing
OL 1, 5, 7, 9, 13	R3	W 3, 5

There are two areas of activity to the assessment of Oral Communication: preparation and communication. Students will be credited for preparation they have done for their Oral Communication. The evidence of this preparation will be demonstrated during the Oral Communication itself.

In completing the Oral Communication Classroom-Based Assessment students may use **any one** of the formats outlined in the table below:

1. Performance	The student may participate in a scripted or improvised performance, including drama, alone or with others.
2. Presentation	The student may speak with or without notes, and a reading of a prepared script is allowable.
3. Interview	The student may respond to questions asked by the teacher and/or other students; the student may assume the role of interviewer as well as respondent in a dialogue setting.
4. Response to stimulus material	Stimulus material—visuals, written text, aural text, and so on—may be used by the teacher and/or student/s to promote, prompt or guide oral communication.

Oral Communication can be completed by the student as **an individual** or as **a member of a group**. The number of students in a group should be such as to allow each group member to make a meaningful contribution.

Choosing the topic

The student or group of students will identify **one topic**. In general, topics may range from school-based or course-related topics —e.g. an exploration of or response to a text being studied—to surveys regarding matters of interest to students, to investigations of issues outside school.

The suggested topic options are:

An interesting sports person; writer, performer, or film director; hobby etc.	An organisation with which the student is involved	An investigation of a text, or writer, or film	An activity or interest or pastime the student is involved in e.g. music, sport, fashion, reading, drama, film etc. ¹
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¹ This final suggested topic might involve choosing a question or issue and finding the answer, e.g. *Social media: tips and pitfalls*. Topics might arise from interests of a cross-curricular nature, e.g. from history, CSPE, SPHE, and so on.

Preparation

While oral communication will form part of everyday learning and teaching across Years One and Two, the preparation for and communication by students of their Oral Communication Classroom-Based Assessment must be completed over a period of three school weeks.

As a guideline, Oral Communication by a student should last about three minutes, including time set aside for engagement with the listener/audience. Teacher support for the student's communication, in the form of questions or interventions, may be part of Oral Communication.

Each student must complete a Student Reflection Note. Completion of the note is the student's declaration of the part that he or she has played in the assessment. The note is submitted to the teacher.

Although this phase of the task is monitored by the teacher, the preparation is the student's own work, carried out individually or in active, meaningful collaboration as part of a group.

Inclusive assessment

Where a school has accommodations and supports (e.g. the use of Irish Sign Language, support provided by a Special Needs Assistant, or the support of assistive technologies) in place to support student's learning throughout the school year, these supports should also be in place for the Classroom-Based Assessments. In these cases, the school will have decided that the student has a specific physical or learning difficulty and will use reasonable accommodations to remove as far as possible the impact of the difficulty on the student's performance in assessments, so that he or she can demonstrate his or her level of achievement. The accommodations are not designed to compensate for a possible lack of achievement arising from a disability.

The timeline the school follows for Oral Communication

The period for completion of the Oral Communication and potential dates for related work for 2016 are set out below:

	Spring completion	Autumn completion
Period for work on and completion of Oral Communication	Friday 29 th April to Friday 20 th May 2016	Friday 9 th September to Friday 30 th September 2016
Latest date for provisional award of Descriptors by the teacher	Wednesday 25 th May 2016	Wednesday 5 th October 2016
Latest Date for Subject Learning and Assessment Review	Friday 27 th May 2016	Friday 7 th October 2016

Oral Communication - Features of Quality

Exceptional

The student's communication is remarkable for its fluency and its control of material used.

The communication is imaginatively shaped to a very clear purpose.

The student's engagement with the audience/listener is compelling and sustained.

Above expectations

The student's communication is clear and convincing, and material has been very well chosen.

Communication is fully shaped to its intended purpose.

Engagement with the audience/listener is highly effective.

In line with expectations

Communication is clear and convincing for the most part, showing knowledge of the subject of the communication.

Communication is shaped to a purpose.

Engagement with the audience/listener is reasonably well sustained.

Yet to meet expectations

Communication is unconvincing although some knowledge of the subject of the communication is shown.

The purpose of the communication is often unclear.

Engagement with the audience/listener is haphazard or poorly sustained.

Applying the Features of Quality

A two-stage process will operate when applying the FOQ. In Oral Communication, teachers will make an initial judgement, while watching and listening to a student carrying out the Oral Communication, as to whether the student has *Yet to meet expectations*. This will establish a basic threshold for what is considered to be *In line with expectations* in relation to the Features of Quality.

If appropriate, the teacher will then proceed to move up through the Descriptors until one is reached where the student's Oral Communication clearly does not match **all or nearly all** of the Features of Quality. The student's Oral Communication will therefore be assessed as being at the preceding Descriptor, where it is clear that the student's work matches **all or nearly all** of the Features of Quality at that level.

Students will complete Oral Communication towards the end of Year Two and expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage of junior cycle.

Preparing for the Oral Communication CBA, SLAR Meeting

1. What samples will teachers submit for discussion at the SLAR?

'Teachers will record samples of Oral Communications by students that they will use 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.'

Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.24

2. How should a teacher identify students to record for the oral CBA?

'The teacher's decision on the particular students to record will be based on the range of achievement as he/she would predict at the time, based on students' previous performance. Therefore, teachers' professional judgement underpinned by a good understanding of the Features of Quality, with knowledge of the students' strengths and areas for development, will be important factors in identifying the sample of students to be recorded.'

Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.13

3. How will these samples be recorded, stored and shared?

Recorded

'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. The recording should take place with cognisance of child protection guidelines and in line with the school's acceptable use policy'.

Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.24

Stored and Shared

Schools are advised to use secure local or cloud-based storage solutions

4. Applying the Features of Quality in advance of the CBA

'When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, the teachers use an 'on-balance' judgement. Feature of Quality are set out for each of four level descriptors - *Exceptional, Above expectations, In line with expectations and Yet to meet expectations.*'

Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.8

For samples of student work at each level Descriptor, please visit www.curriculumonline.ie

Sharing Samples of Student Work for the Oral Communication CBA SLAR Meeting

Each second year teacher should submit four samples of student work for the Subject Learning and Assessment Review (SLAR) Meeting. Where feasible, these samples should **contain an example at each of the four descriptor levels**

The information will be used to create a running order for our upcoming SLAR meeting.

As we may not have time to discuss all the samples, please number the pieces 1 to 4. 1 should indicate the sample that you would most like to discuss.

Please submit your samples to me by _____

Name of Teacher: _____

Sample 1	Format: Topic/Title: Provisional Descriptor: Sample Shared via: Preference for use at SLAR: <input type="checkbox"/>
Sample 2	Format: Topic/Title: Provisional Descriptor: Sample Shared via: Preference for use at SLAR: <input type="checkbox"/>
Sample 3	Format: Topic/Title: Provisional Descriptor: Sample Shared via: Preference for use at SLAR: <input type="checkbox"/>
Sample 4	Format: Topic/Title: Provisional Descriptor: Sample Shared via: Preference for use at SLAR: <input type="checkbox"/>

**Oral Communication CBA
Running Order of Samples
Subject Learning and Assessment Review Meeting**

Facilitator:

Date of SLAR Meeting:

Samples Collected:

Teacher Name	Provisional Award 'Exceptional'	Provisional Award 'Above expectations'	Provisional Award 'In line with expectations'	Provisional Award 'Yet to meet expectations'

Running Order

Yet to meet expectations	In line with expectations	Above expectations	Exceptional
Format:	Format:	Format:	Format:
Topic/Title:	Topic/Title:	Topic/Title:	Topic/Title:
Length:	Length:	Length:	Length:
Format:	Format:	Format:	Format:
Topic/Title:	Topic/Title:	Topic/Title:	Topic/Title:
Length:	Length:	Length:	Length:

**Oral Communication Classroom Based Assessment
FACILITATOR CHECKLIST**

Before the SLAR Meeting

I have met with the principal to discuss the practicalities of the SLAR meeting and how and when I can use the two hours to prepare for the SLAR meeting.	
The principal and I have identified a suitable date and venue for the SLAR Meeting.	
Teachers of 2 nd year are aware of the NCCA examples of students' work and they have been reminded how to apply the Features of Quality.	
Teachers of 2 nd year know how many and which samples they need to give to me and when I need to have received them by.	
We have agreed how these samples will be recorded and shared.	
The subject department are aware of the date and venue for the SLAR meeting.	
I have made any necessary arrangements in relation to the technology needed for the meeting.	
I have checked the sound/ visual quality of the samples and identified sample(s) from each teacher to discuss.	
There are samples representing each Descriptor level.	
I have informed the teachers which samples of theirs we will be discussing.	

THE STRUCTURE OF THE SLAR MEETING

The *Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task First Edition* recommends that the meeting should generally follow this sequence:

Opening the meeting

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.

Viewing the examples of student work

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's 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.

Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task, First Edition, p.14

Facilitator Checklist
Oral Communication Classroom Based Assessment

After the SLAR Meeting

I have submitted completed report to the principal	
I have gathered and stored a bank of examples for future use	

Facilitator's Report

Subject Learning and Assessment Review Meeting

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

Classroom-Based Assessment 2: The Collection of the Student's Texts

The main learning outcomes to be assessed through The Collection of the Student's Texts are

Oral Language	Reading	Writing
OL1	R 2,6,8	W1,2,3,4,6,9,11

In the majority of cases, the work in the student's collection will arise from normal classwork. So a student might write a report having studied report writing and then select that piece of work for the collection. If, at a later date, the student considers another piece of work to be of better standard, then that piece can be added to or replace the former. The development of the student's skills and appreciation of writing, as well as attendant skills in oral communication and reading, is the main purpose of the process.

Completing The Collection of the Student's Texts

The focus of activity will be on the creation of a range of student texts which might include pieces in the following genres: opinion piece, descriptive piece, a functional writing piece, autobiography, humorous piece, media piece, critique, narrative, an expressive piece (including a poem), drama or film script, and so on. Note that the list of text types or genres suggested here is not intended to be exhaustive, but to suggest that the student's collection should be a varied one.

For the purposes of this assessment students will, during Years Two and Three, plan to complete and retain at least four pieces of work (texts). The texts retained should cover at least four genres. Underlying and informing this task is a focus on the developmental nature of writing and on developing the student's understanding of the writing process. This will be best supported by consistent student practice in the art and craft of writing. To this end students will include any draft work relating to the piece of writing although this work will not be assigned a Descriptor.

In preparation for the Classroom-Based Assessment in Year Three, the student will choose two texts to submit. A Student Reflection Note must be included with each of the texts (see p.16). The note provides space for the student to set out a very brief aim or intention for the piece of work and spaces to include reflection on what has been learnt from creating the text and what the student might do differently on another occasion.

Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment First Edition, p.26

The timeline the school follows for The Collection of the Student's Texts and the Assessment Task

Students build their collection or portfolio of texts over time. 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 timeline provided and its own local circumstances. Once the school has decided on this date the teachers and students can plan for the completion of the Classroom-Based Assessment.

The Assessment Task for English will be undertaken following the completion of the Classroom-Based Assessment.

Completion of *The Collection of Student's Texts*

Latest date for student completion of <i>The Collection of Student's Texts</i>	Friday 2nd December 2016
Latest date for award of Descriptors by the teacher	Monday 12th December 2016
Latest date for completion of Subject Learning and Assessment Review	Friday 16th December 2016

Completion of the *Assessment Task*

Assessment Task completed	Monday 5th to Friday 9 th December 2016
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The Collection of the Student's Texts - Features of Quality

Exceptional

The student's text shows creativity and command of the chosen genre.

The writing is highly competent, marked by original ideas, and imaginative word choices are perfectly suited to the purpose of the text.

The work is fully shaped for its intended receiver/audience.

Above expectations

The student's text shows very good control of the chosen genre.

The writing is consistently competent, and effective word choices are very well matched to the purpose of the text.

The work is clearly shaped with the receiver/audience in mind.

In line with expectations

The student's text shows good awareness of the chosen genre.

The writing is generally competent, and word choices match the purpose of the text well.

Content and development of ideas reveal consistent awareness of the receiver/audience.

Yet to meet expectations

The student's text shows little awareness of the chosen genre.

The writing lacks competence, and word choices may be inappropriate to the intended purpose of the text.

Content and development of ideas reveal little awareness of a receiver/audience.

Sharing Samples of Student Work for the Collection of the Student's Texts SLAR Meeting

Completion of the process involves each student choosing two texts from the collection to submit for assessment. Teachers will retain samples of The Collection of the Student's Texts (both texts) that they will use for discussion at the Subject Learning and Assessment Review (SLAR) meetings. An example at each of the four Descriptor levels, where feasible, will be needed for this purpose. From each sample collection, please identify the piece that you would like to discuss. The information will be used to create a running order for our upcoming SLAR meeting. As we may not have time to discuss all 4 samples, please number the pieces 1 to 4. 1 should indicate the sample that you would most like to discuss at the SLAR meeting.

Please submit your samples to me by _____

Name of Teacher: _____

Collection 1	<p>Overall Collection Provisional Descriptor:</p> <p>Sample from this collection you would like to discuss:</p> <p>Provisional Descriptor for chosen sample:</p> <p>Preference for use at SLAR: <input type="checkbox"/></p>
Collection 2	<p>Overall Collection Provisional Descriptor:</p> <p>Sample from this collection you would like to discuss:</p> <p>Provisional Descriptor for chosen sample:</p> <p>Preference for use at SLAR: <input type="checkbox"/></p>
Collection 3	<p>Overall Collection Provisional Descriptor:</p> <p>Sample from this collection you would like to discuss:</p> <p>Provisional Descriptor for chosen sample:</p> <p>Preference for use at SLAR: <input type="checkbox"/></p>
Collection 4	<p>Overall Collection Provisional Descriptor:</p> <p>Sample from this collection you would like to discuss:</p> <p>Provisional Descriptor for chosen sample:</p> <p>Preference for use at SLAR: <input type="checkbox"/></p>

**The Collection of Student's Texts CBA
Running Order of Samples
Subject Learning and Assessment Review Meeting**

Facilitator:

Date of SLAR Meeting:

Teacher Name	Provisional Award 'Exceptional'	Provisional Award 'Above expectations'	Provisional Award 'In line with expectations'	Provisional Award 'Yet to meet expectations'

Running Order

Yet to Meet Expectations	In Line with Expectations	Above Expectations	Exceptional
Genre: Topic/Title:	Genre: Topic/Title:	Genre: Topic/Title:	Genre: Topic/Title:
Genre: Topic/Title:	Genre: Topic/Title:	Genre: Topic/Title:	Genre: Topic/Title:

**The Collection of the Student's Texts Classroom Based Assessment
FACILITATOR CHECKLIST**

Before the SLAR Meeting

I have met with the principal to discuss the practicalities of the SLAR meeting and how and when I can use the two hours to prepare for the SLAR meeting.	
The principal and I have identified a suitable date and venue for the SLAR Meeting.	
Teachers of 3 rd year are aware of the NCCA examples of students' work and they have been reminded how to apply the Features of Quality.	
Teachers of 3 rd year know how many and which samples they need to give to me and when I need to have received the samples by.	
We have agreed how these samples will be shared	
The subject department are aware of the date and venue for the SLAR meeting.	
I have identified the samples we will be discussing at the SLAR meeting.	
There are samples representing each Descriptor level.	
I have photocopied the samples for each participating teacher	
I have informed the teachers which samples of theirs we will be discussing.	

After the SLAR Meeting

I have submitted completed report to the principal	
I have gathered and stored a bank of examples for future use	

Student Writing Samples for Discussion

Main Street,
Ballybeggin,
Limerick.

Mr. Seamus Heaney,
Moss Bawn,
Co. Derry.

Dear Mr. Seamus Heaney,

I'm writing this letter about your wonderful poem. Well one of them anyways. The wonderful poem of yours I chose to write about is Blackberry Picking.

In the poem you have many words to associate with each sense which I think is a very hard thing to achieve when writing a poem, but you sir, did.

My favourite lines of the poem; there are a lot of excellent lines but I'm going to write out a few that struck my mine, like this one for example, 'You ate the first one its flesh was as sweet like thickened wine'. I like that line because it actually lets you feel like you're eating it. My second favourite line is 'a rat grey fungus glutting on our cache' that particular line is very powerful which I like.

The way you let people connect with the poem is fantastic. Most writers can make you see what's there. But you can let us feel, see, taste and even smell what's in the poem which is great.

I hope you enjoyed my letter if you can give me a reply on how you wrote the poem it would be amazing.

Yours sincerely,

James Jameson.

Teacher judgement = In line with expectations

Teacher annotations: TBC

For discussion:
Playground Blues

inspired by Adrian Mitchell's poem "Back in the Playground Blues"

I lift the cuff of my plain white shirt. Eight twenty seven. I've still got some time to loiter around which will hopefully ensure me a safe passage to school. If my plan goes well the school assembly should start in three minutes then I'll embark on the short ten minute walk to school in about five minutes. If all goes well I'll be able to join the end of the line as they march back to class. The sole purpose of the plan is to avoid him. Benny Mason, he is probably the most hate filled juvenile there is. He hates everyone, he hates the school but most of all he hates me. I don't know why but he has had it out for me since I met him. I check my watch again. Thirty-one past eight. Better get going if I don't want to be in trouble. The teachers don't mind you missing assembly every now and again but if you miss any class time you better have a good excuse. I set out for school. I lock the door behind me as I leave because I'm always the last out in the morning, my mum and dad leave for work even before daybreak sometimes. I step outside and start to walk in a relaxed fashion along the sidewalk. At ease knowing there's no way that he'd wait for so long just to heckle me. I'm inspecting my school shoes as I walk. They really have gotten scruffy since the start of term, probably from being thrown about by him. I sense how I'm approaching his usual hangout spot, I look up but the pestering boy isn't sitting there. The rusted decrepit bench that he likes to sprawl out on is unoccupied. I'm relieved that he went to school and didn't wait around for me. He couldn't afford to be late again. He was always late for everything because as far as he is concerned the whole world can wait for him. Now that he actually faced trouble if he was late again I could avoid him. I make it to school in no time and I join my class just as their filing back into the classroom. we're being corralled into the school yard for break time before I even know it. I check my watch. Quarter to eleven, I need to survive for fifteen minutes. I start walking out into the yard. I feel a force equivalent to a battering ram charge into my shoulder. I do my best to break my fall with my arms. I hear the unmistakable voice of Benny Mason jeer "hah, you're on ". I get back up and brush myself off. I reply as calmly as possible " but I wasn't playing". I hear the exact words I expected from him "Well you are now". I don't even get to respond before he has ran off again, probably to pull the same trick on all the others. I go back into class when the bells rung and wait for the time to pass. Now that it's lunch I line up and get today's lunch. It shepherd's pie, a dish that was edible for a change. I guess that's why it doesn't bother me much if he ruins it like the other day. I remembered how I hadn't even sat down before he knocked down my tray. I cleared my mind and gaze across the hall. My hopes of not being bothered faded. He's right there, Smirking. I can clearly hear his monotonous voice " Hey, there is a free seat right here". I pretend to not notice the offer. Just the way he said it stiffly made it more like a demand. I was one of the first to lunch but he still managed to sneak in before me as always. I choose the empty table

closed to me. I take a glance up. He catches my eye and returns a over exaggerated smile. I haven't even started my meal before he's beside me. He slams down his tray and leans close to my ear. He whispers "you must've found it real lonely this morning". I continue to ignore his presence. I lift my hand to reach for the jug of water in the center of the table. His hands already clasped on it. "let me get that for you" he chimes and reaches for my cup. Before I can even stop him he has the jug raised. I feel a jolt and incredibly cold sensation. I didn't even have the chance to evade the incandescent fluid. I sit there rigid. Feeling the water soaking through my jumper and shirt, beyond uncomfortable. I grasp my tray. I stand up but my foot slips, having lost all traction due to the water. I fall back. My tray goes flying, straight up. It's soaring through the air. Everything going everywhere. The shepherd's pie had now separated from the mothership that was the tray. It makes a full revolution before landing right atop benny masons head. It was as if everything slowed down right before me, allowing me to appreciate the glorious moment unfolding, second by second. What was once identifiable as a Shepherd's pie was now a mess splattered across my enemies noggin. The lunch that he tried to ruin so gallantly was now all over his face. Before I could shout karma I'm suddenly pulled out of the moment by a grip of steel on the back of my collar. I'm pulled to my feet. Next thing I knew me and my adversary are being dragged across the lunchroom, past the reception and through a maze of hallways and are standing before the principle, also in charge of disciplinary duties. Silence hung in the air. I'd only ever heard fragments of stories, legends, of the principal's office. Of the torturous punishments that even the ones who survived never told of what happened. I turn my stiffly trying to get a good view of Ben. He's nervous too. He's standing straight up shoulders are rigid, his hands are stuck to his sides. All he needed was a soldier's uniform instead of this bland constricting school uniform and he'd be standing to attention. I could see him wet his dry lips out of the corner of my eye, He piped up " I barely did anything, I swear" in the most culpable voice. The principal who in his suit tailored to perfection sat behind his massive desk let out a sort of grumble. In the neat, tidy expensive office we two were the people you'd least expect to find. The principal looked over at me inquisitively. In a gruff voice he questioned " how exactly did your lunch end up on his head?" gesturing to ben. "and why exactly are you drenched?". A few seconds pass and somehow i feel courageous enough to respond " well you see sir...." I pause my speech. A fine glob of what was my lunch is precariously dangling from ben's forehead. Its shifting. Ben was desperately attempting to control the situation, his face all red. In vain it slides down and off his cranium. It makes a soft thud on the fine carpet of the office. The principal has a grimaced expression of sheer horror and disgust. I couldn't stop the outburst of laughter. I hadn't seen someone so unfortunate and the fact that it's my enemy was too entertaining. I struggled in vain to control myself. I hadn't even regained my composure before me and the boy now laughing alongside me were evicted from the office. The principal was now shouting "you two will be scraping up this mess and'll be scrubbing the food hall

spotless everyday for the rest of eternity you hear me!”. He turned and after muttering a few more complaints and calling us delinquents and troublemakers disappeared into his office slamming the door behind him. We both stood there laughing our heads off, in the hallway. There was just something so hilarious about how hard Ben had tried to save the situation from plummeting into disaster. We were both there laughing uncontrollably at the preposterous situation that had just passed. It was ludicrous. The boy I hated not so long ago was the same one standing next to me chuckling away. Ben had finally stopped his fits of laughter and now spoke. “ I haven’t had that much fun in a long time”. He gave me a beaming grin then turned and started off down the corridor. “see ya round”.

Teacher on-balance judgement: Above expectations

Teacher annotations: TBC

Action Points

Key Dates for Teachers of English 2015 -2017

SEC examination –
June 2017

**2nd Subject Learning and Assessment
Review Meeting** – Completed by
Fri 16th Dec 2016

Assessment Task – Mon 5th – Fri
9th December 2016

Collection of Student Texts
Classroom-Based Assessment –
Completed by Friday December
2nd 2016

**1st Subject Learning and Assessment Review
Meeting** – Completed by 27th May 2016 / 7th
October 2016

**Oral Communication Classroom-Based
Assessment** – Completed between 29th
April and May 20th 2016 / 9th and 30th
September 2016

Attend Facilitator CPD Day