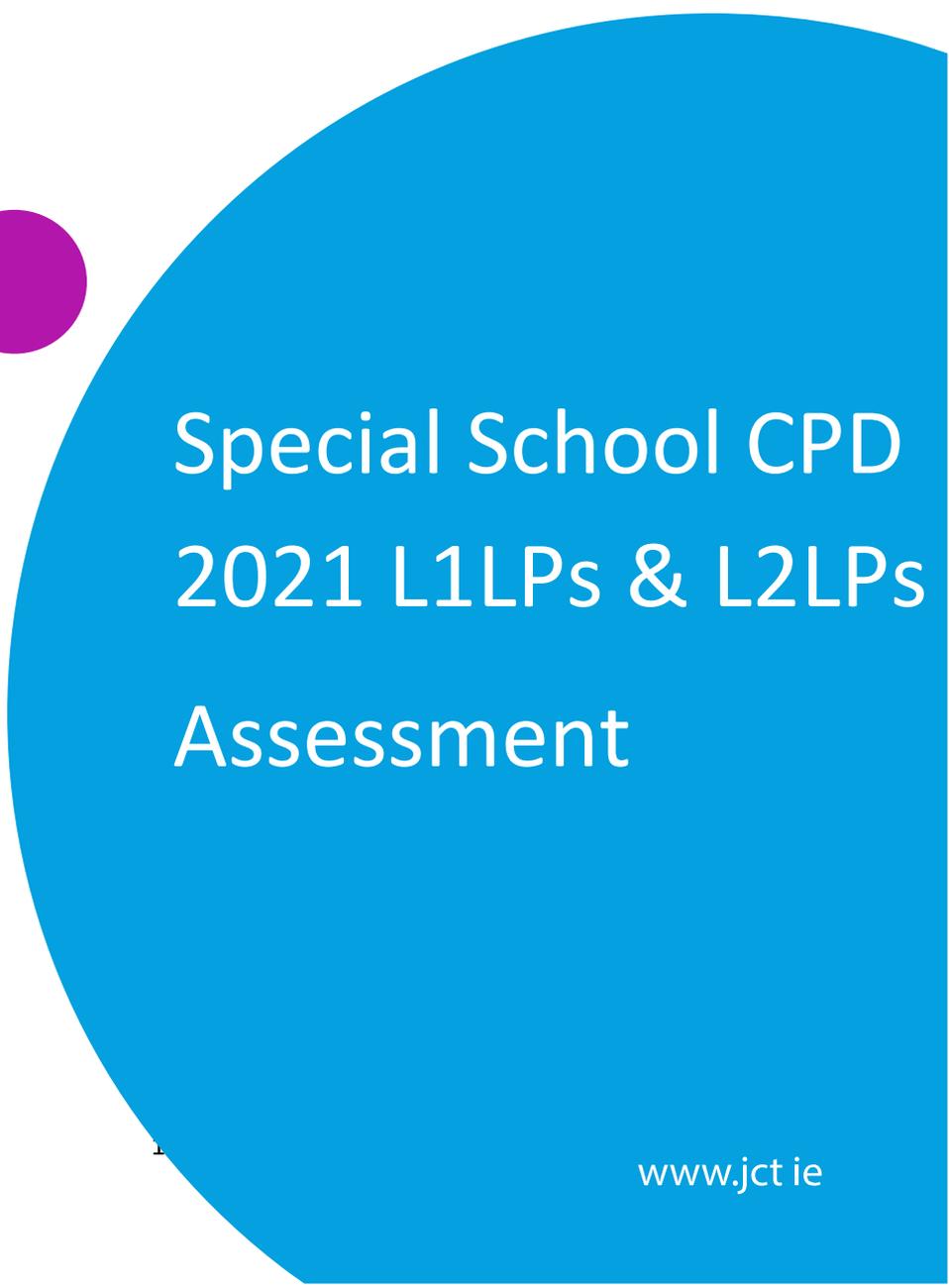


An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers



Special School CPD
2021 L1LPs & L2LPs
Assessment



www.jct.ie



Assessment Reflection

Activity 1

How did you assess during school closure?

How has your assessment changed as a result of COVID-19?

What challenges are you facing around Assessment?

What opportunities are available around Assessment?



Activity 2

Definition of Assessment

What does Assessment mean to you?

What do you think is the purpose of Assessment?



Activity

3 Assessment Approach – Alternative Assessment

Examples of alternative assessment strategies include **portfolios**, journals, observations, exhibitions, oral presentations, experiments, interviews, and projects.

Most forms of alternative assessment, such as portfolios, projects, and learning journals, lend themselves effectively to the “assessment for learning” philosophy with its emphasis on supporting learning. In this form, assessment is an ongoing process during which teachers identify where learners are in their learning, monitor learning and help them through providing quality feedback on how to progress and improve their learning. This process requires, evidence informed adjustment to teaching with reference to learning outcomes. This kind of assessment intends to make assessment an integral part of the learning experience. It can motivate students by embedding some authentic assessment activities in the learning processes. When a student works on tasks and assignments that are “authentic”, it makes the acquisition of knowledge and learning of skills more natural and more meaningful. In contrast, when learning is shaped by the nature of the tasks, and the students have some more latitude in how they respond, care must be taken to ensure that important learning in support of the task is in fact taking place. These activities stimulate students’ abilities to create and apply a wide range of knowledge rather than simply engaging in acts of memorisation and basic skill development (Berry 2003). Alternative assessment also motivates students to take more responsibility for their learning. Students can be given opportunities to reflect on their learning and make plans to improve their learning. Alternative assessment provides a broad view of student learning across time, engages students in the learning process, and offers students continuous feedback.

(Adapted from ‘Assessment for Learning’ by Rita Berry, 2008)

How does the alternative assessment approach/strategy of portfolios place the student at the centre of learning?



4

Activity

Writing Learning Intentions

Choose 2 LOs from any of the PLUs. Write some Learning Intentions for your students for these Los.

How does it positively impact on what happens with the students in your classroom?

Learning Outcome	Learning Intention(s)



Activity 5

Creating Success Criteria

What success criteria were suggested for the Learning Intentions outlined above?

Effective Feedback



Activity

Feedback practices do you use?

What are the pros and cons of these?	
What role does the student play?	



Activity 7

Assessing a Learning Activity

Trip to the Shop

PLU	ELEMENT	LEARNING OUTCOMES
Level 2 Personal Care	Knowing how to stay safe	Describe appropriate response when a risk is identified
Level 2 Communication and Literacy	Using non-verbal behaviour to get the message across	Respond to non-verbal signs and signs encountered in daily life
Level 1 Communication, Language & Literacy	Exploring and Using	1.16 Make a request and/or express a need, verbally or non-verbally.
Level 1 Numeracy	Measures and Data	2.24 Participate in a shopping experience or in an activity where real money is used functionally

L2LPsPLU	ELEMENT	LEARNING OUTCOME
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Assessment Tasks

Success Criteria

Evidence of Learning



- How do you judge Evidence of Learning?
- What changes could you make?
- Are there opportunities for collaborative Learning Assessment Reviews?
- What are the advantages of collaborative assessment?



Activity 9

Key Messages

An tSraith Shóisearach do Mhúinteoirí

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for teachers

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