Graphics

Exploring Classroom-Based Assessment 1

‘Communicating through sketching’

An Roinn Oideachais
Department of Education

Ionad Oideachais Mhuineacháin

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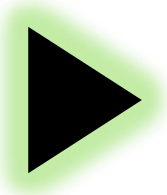
In this presentation we will explore…

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

CLICK ON THE ICONS BELOW TO ACCESS EACH SECTION.

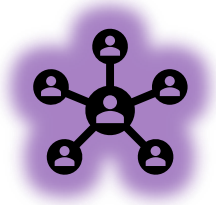
Context for Classroom-Based Assessment 1: Communicating through sketching

Planning and preparation **before** the Classroom-Based Assessment



Student learning **during** the Classroom-Based Assessment

Examine the **next steps** after the Classroom-Based Assessment

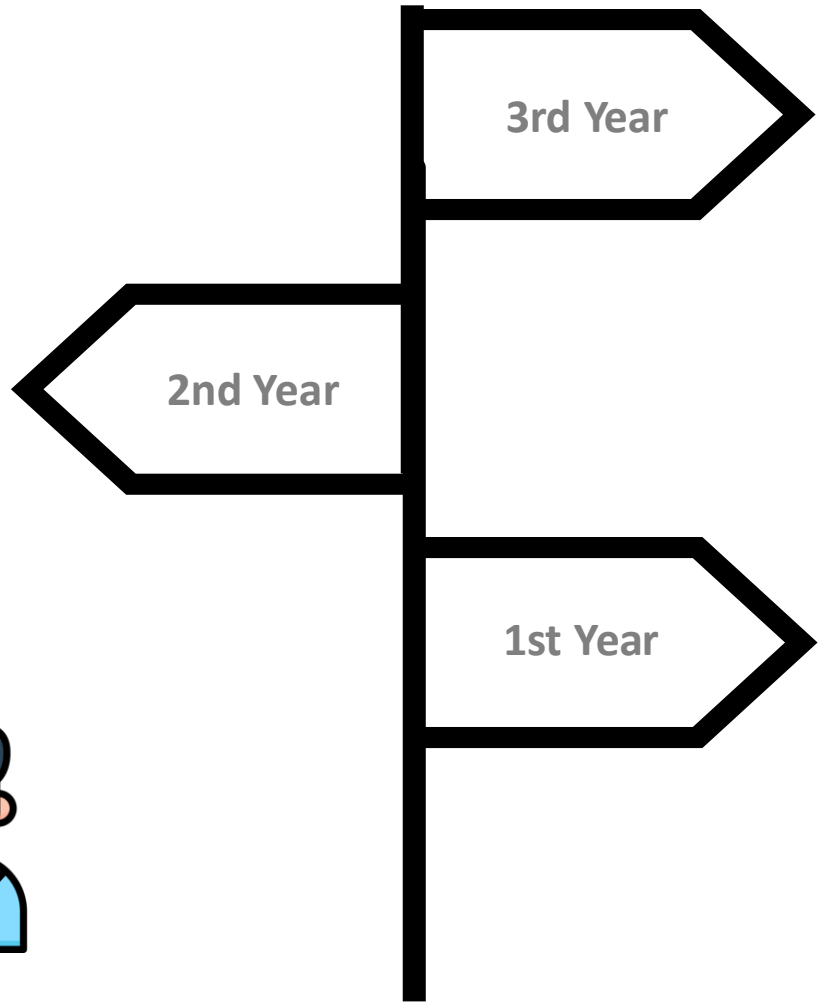


Preparing for, and participating in a **SLAR** meeting

This icon indicates clickable links to relevant documentation throughout the presentation

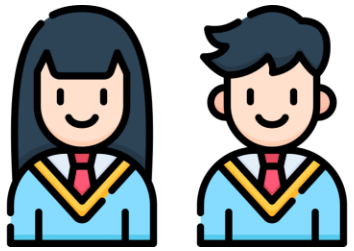
The learning journey...

- Ongoing Formative Assessment
- CBA 1 – Communicating through sketching



- Ongoing Formative Assessment
- CBA 2 - Graphical presentation skills
- Project – 30%
- Final Examination – 70%

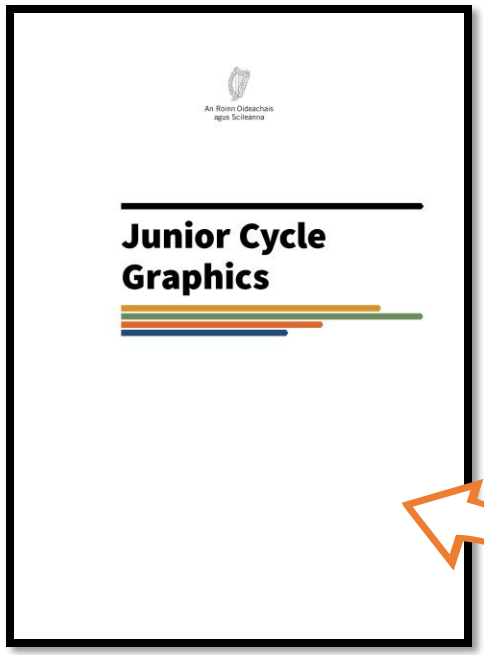
- Ongoing Formative Assessment



Assessment in Graphics

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE for teachers

Information available on www.curriculumonline.ie



Graphics

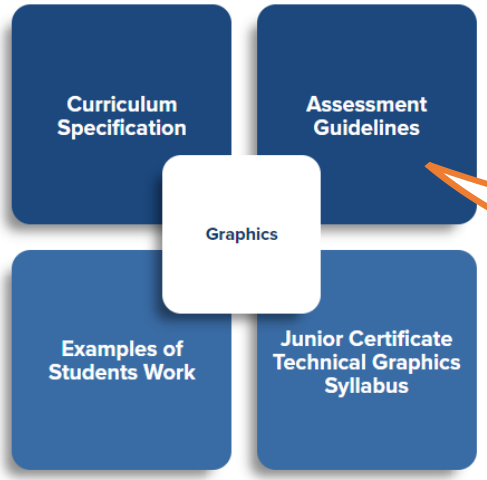
The Guidelines for the Classroom-Based Assessments in Graphics have been updated and are available under the '*Assessment Guidelines*' tab.

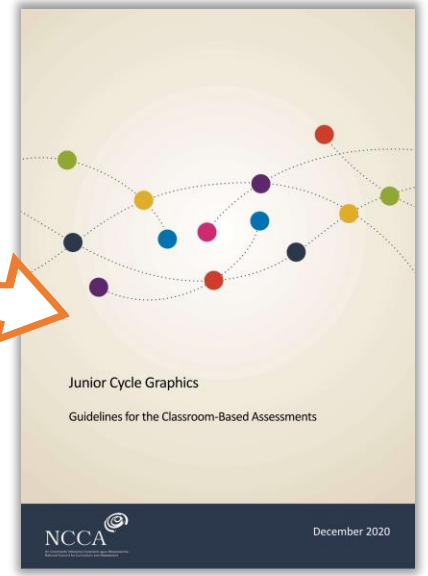
In the junior cycle curriculum there is a suite of technology subjects; Applied Technology, Engineering, Wood Technology and Graphics. Each subject offers the student different experiences which contribute towards their education in the technologies.

To view the full specifcation, click on the image below

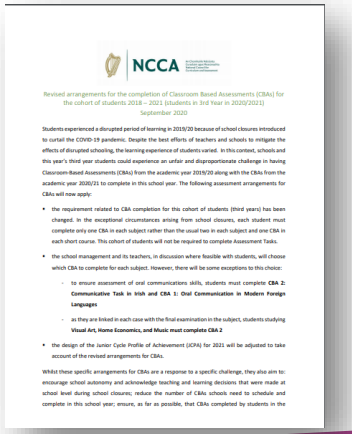
Click here for the full specification	CBA 2: Click here for the 2021/2022 Domain
View Specification PDF	Domain details

Click on graphic below





CBA Revised Arrangements



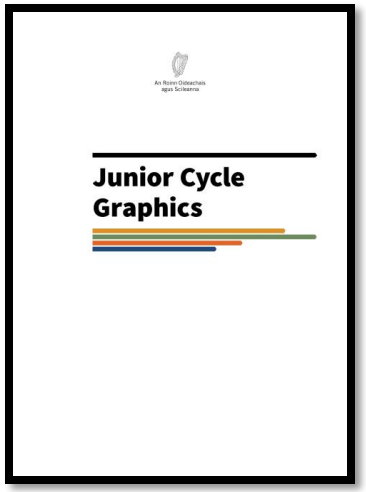
Click on any of the tiles on this page to access the respective documents and supports.

Classroom-Based Assessments in Graphics

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE for teachers

... The junior cycle places a strong emphasis on assessment as **part of the learning process**....

Graphics Specifications, Page 17

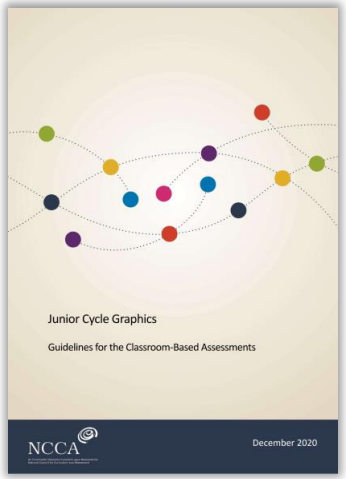


Classroom-Based Assessment 1:
Communicating through sketching

Classroom-Based Assessment 2:
Graphical presentation skills

...provides opportunities for students to develop and demonstrate skills in researching and investigating the domain in which the project will be situated and present their findings graphically...

Guidelines for the Classroom-Based Assessments, Page 18

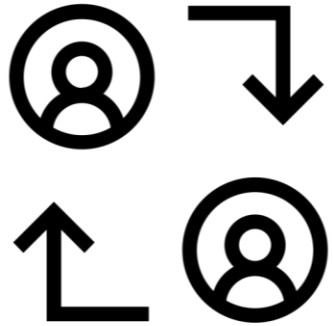


VALUE AND ROLE OF THE CBA

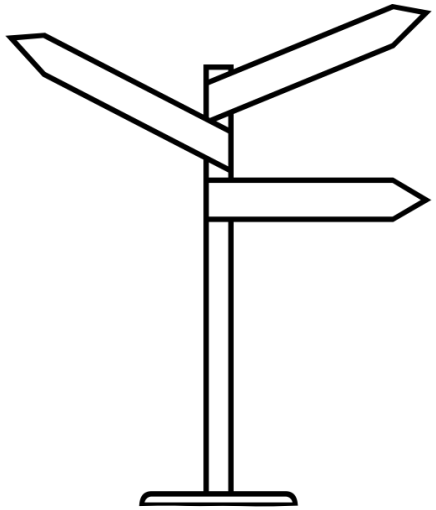
Student Voice – ownership of learning

The Classroom-Based Assessments link to the key priorities for learning and teaching in Graphics……..students will actively engage in practical and authentic learning experiences.

Graphics Specifications, Page 19



On-going support and feedback



Self-directed learning

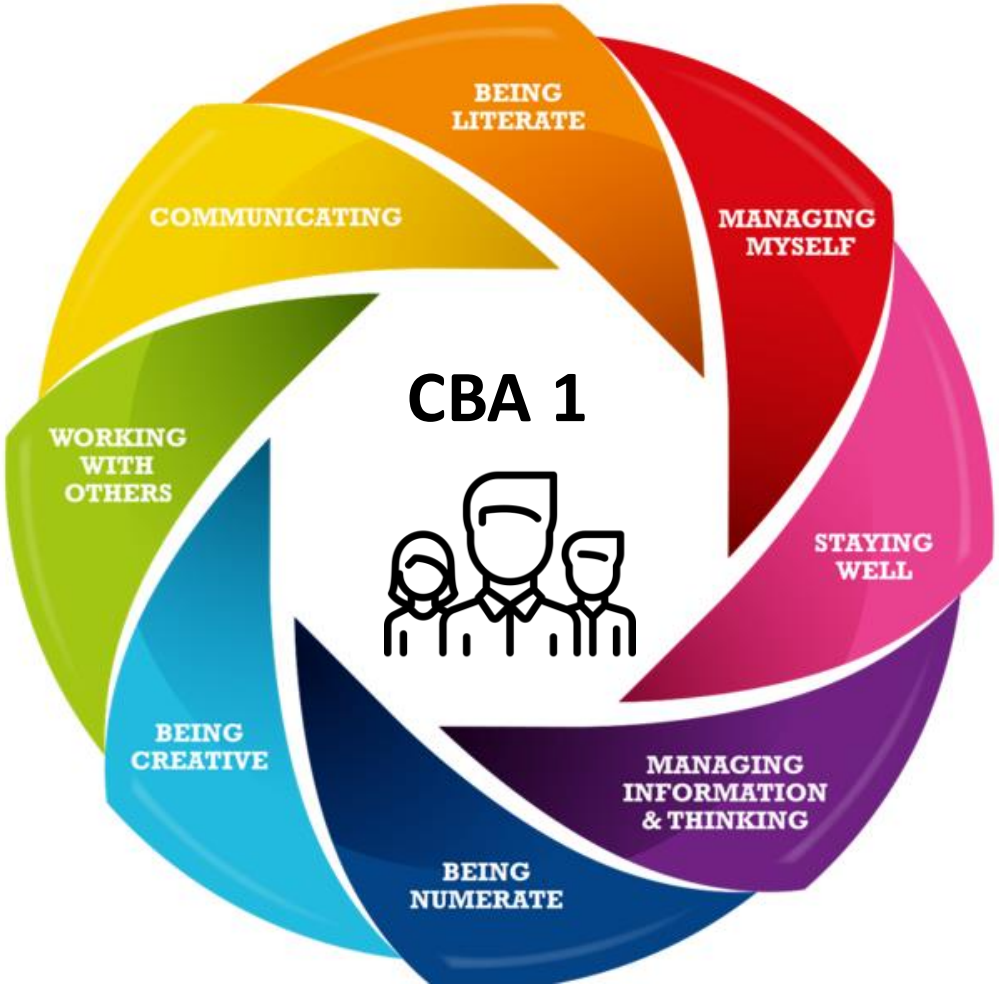
Learning Journey

Student enjoyment & achievement

Value and Role of the CBA

……opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination.

Framework for Junior Cycle, Page 37



…..opportunity to instil in students a curious disposition, where they are free to experiment, encouraged to explore new and challenging opportunities and to reflect on the process.

Graphics Specifications, Page 20

Context
Before CBA
During CBA
Next steps
SLAR

Planning for Classroom-Based Assessments

The graphics below outline some planning considerations that subject departments and individual teachers may follow in advance of, during and after the Classroom-Based Assessment (CBA) process. Teachers are advised to refer to their **subject specification** and **Guidelines for the Classroom-Based Assessments** documents available on www.curriculumonline.ie for full details.

SUBJECT DEPARTMENT

Before Classroom-Based Assessments

- Agree the three-week window
- Agree the Subject Learning and Assessment Review (SLAR) meeting date, in line with current NCCA guidelines.
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- Participate in SLAR meeting
- Reconsider judgement
- Report final descriptor

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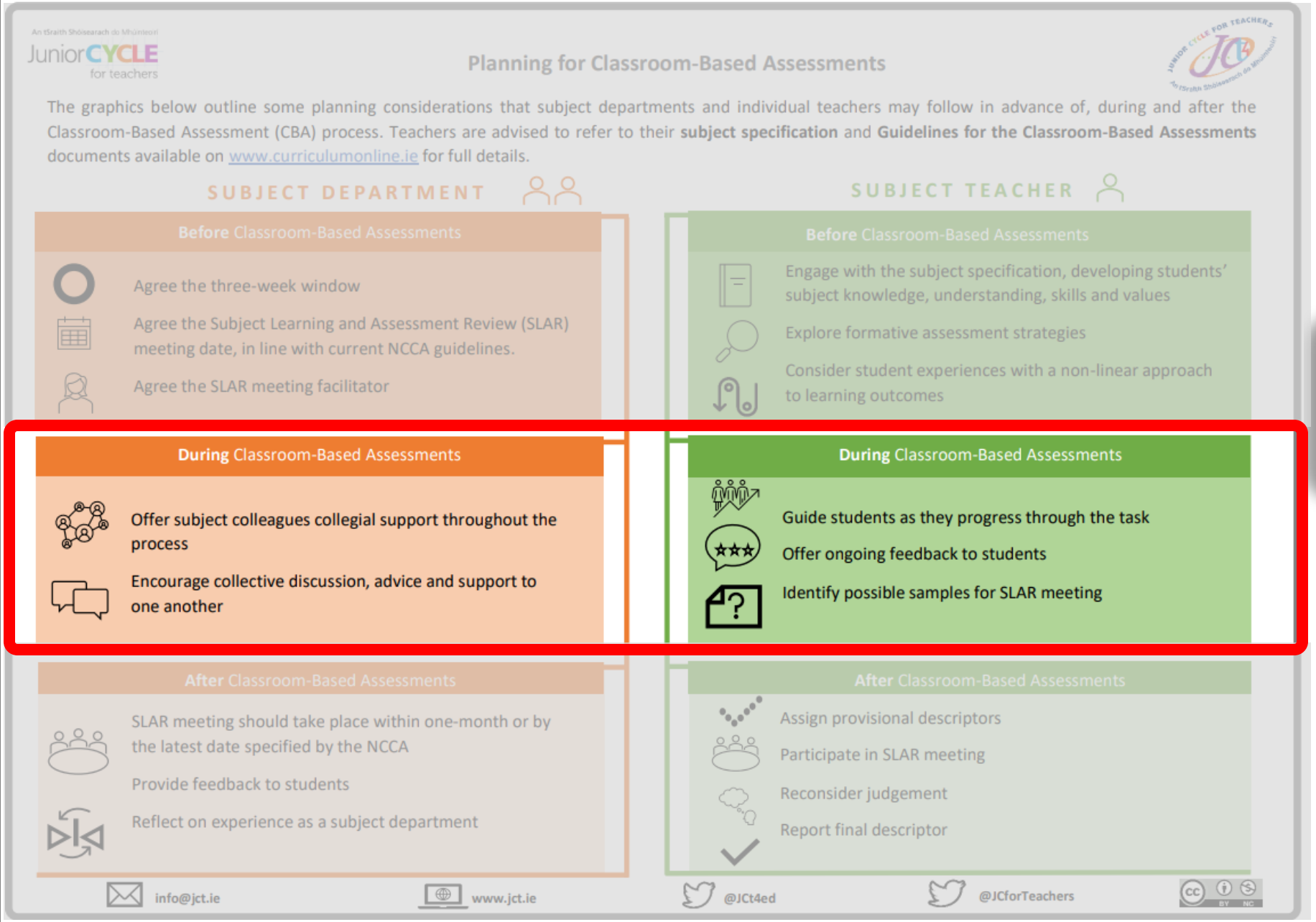
Getting ready

Completing the CBA

Deciding on the level of achievement

Next steps

Context
Before CBA
During CBA
Next steps
SLAR



Getting ready

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CBA 1 Overview

Students choose stimulus theme in agreement with the teacher

Students must **individually** present a piece of work

Communicating through sketching

Maximum **3-weeks**

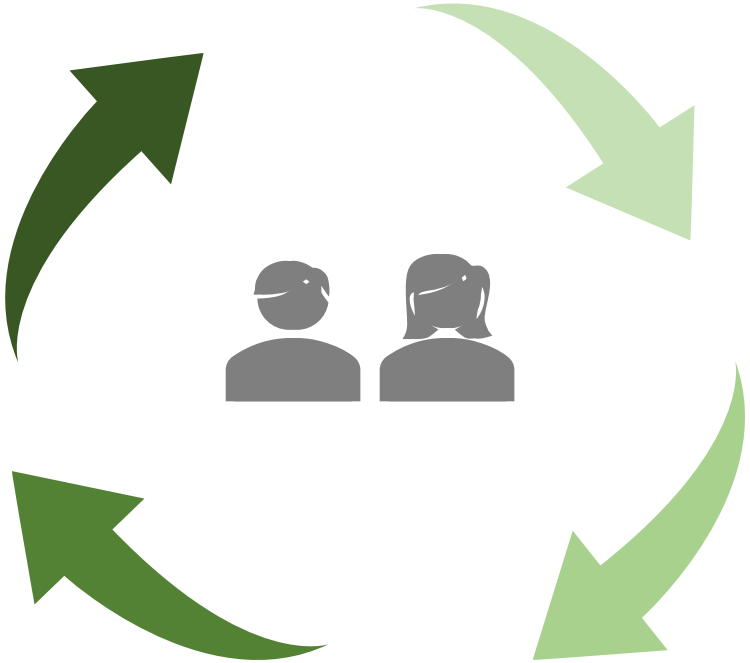
Sketched representations may be supported by work in a **wide range** of formats

Communicating through sketching – four lenses

Students will engage in, and submit a response that includes the four lenses below which contribute to the generation of their evidence of learning and achievement

Communicating their Classroom-Based Assessment

Researching of ideas

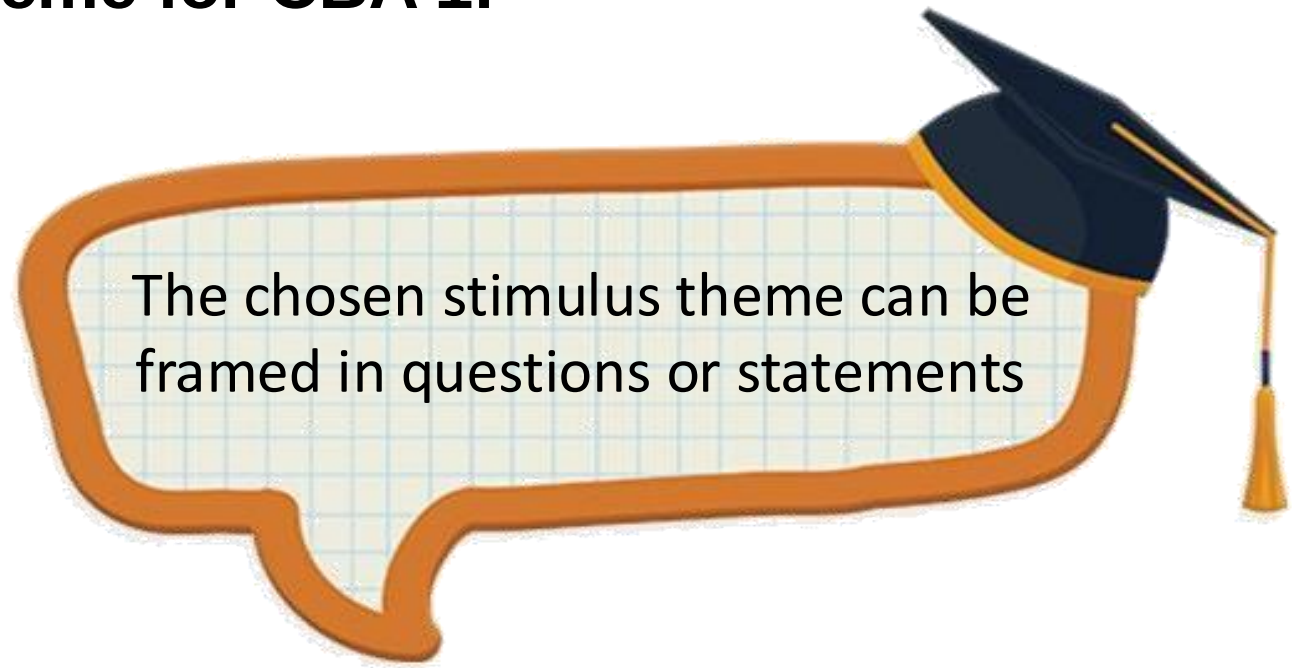


Sketching representation

Geometric concepts

Lens 1. Researching of ideas

Choosing a stimulus theme for CBA 1:

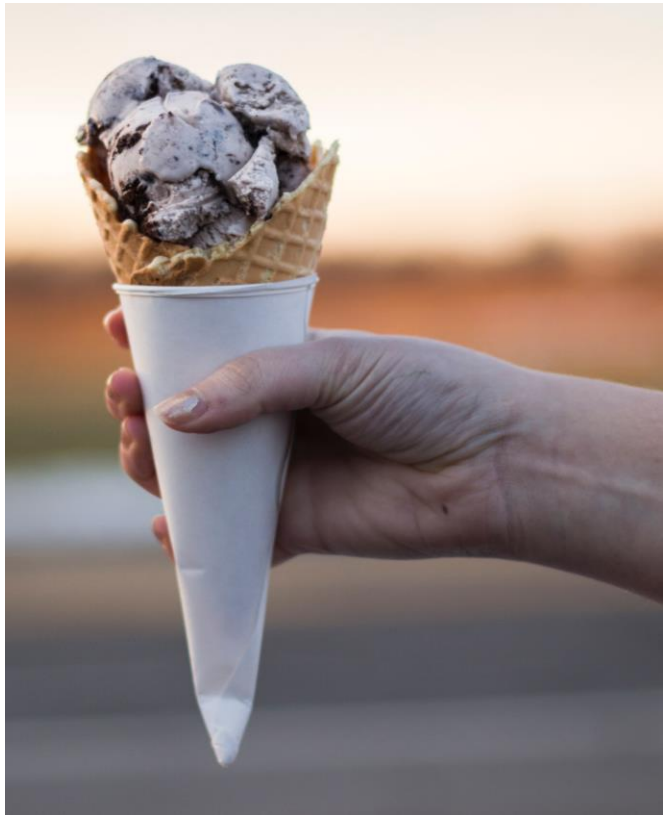


Examples:

- *How do companies brand their merchandise?*
- *Exploring geometry around me.*

Guidelines for the Classroom-Based Assessments, Pages 11 & 12

Potential Stimulus Themes?



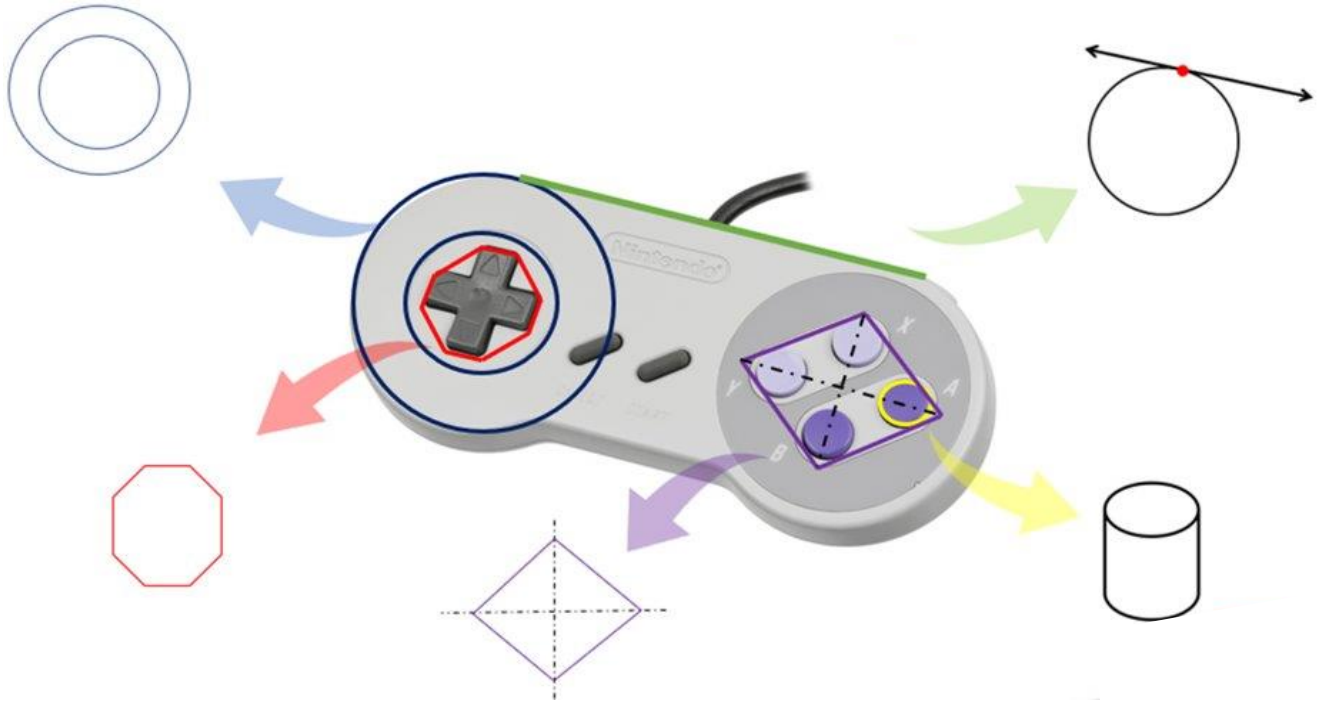
‘Where opportunities arise, their **curiosity should be fostered** to explore topics and ideas that are of interest to them and they should be encouraged to identify relevant links between classroom learning and everyday life.’

Guidelines for the Classroom-Based Assessments, Page 9

Lens 2. Geometric concepts

students should identify relevant key geometric concepts that are present….

Guidelines for the Classroom-Based Assessments, Page 12



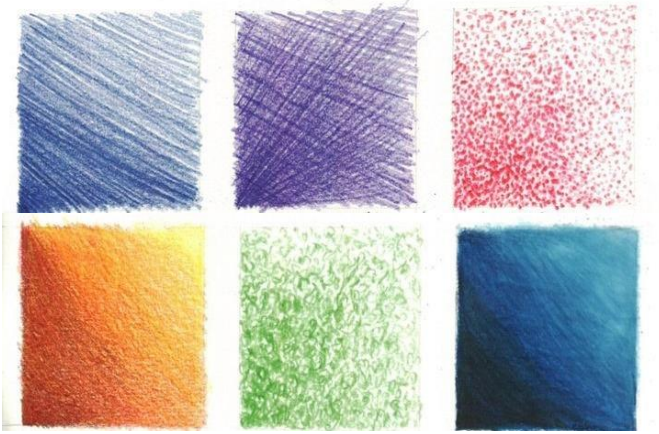
students should be able to communicate what geometric concepts are evident…

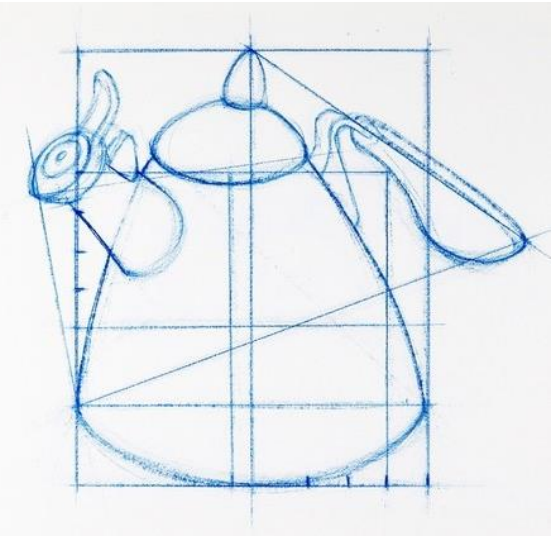
Guidelines for the Classroom-Based Assessments, Page 12

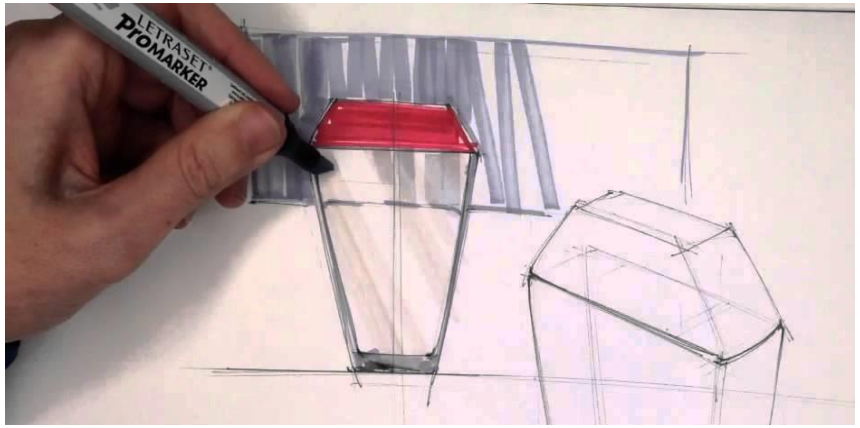
Lens 2. Geometric concepts

Lens 3. Sketching representation

'…using **any appropriate drawing tools…'**







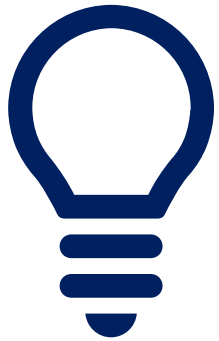
'…accurately **proportioned** and offer a clear visual of their response…'

Guidelines for the Classroom-Based Assessments, Page 12

Lens 4. Communicating their Classroom-Based Assessment

As part of the final submission, the following should be visible:

Evidence of research



Identified geometric concepts

Sketched representation(s)

Any work **accompanying** the sketched representation(s) can be presented in any suitable format. For example:

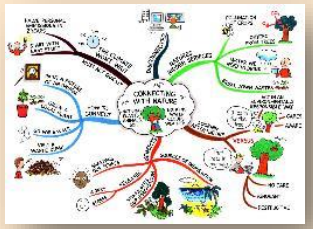
Written Form

- Report Style
- Handwritten
- Typed

Digital Form

- Blog
- Video
- Slide presentation

Visual Form



- Graphical presentation
- Display

Audio Form

- Podcast
- Voiceover

Deciding on the level of achievement

Context
Before CBA 1
During CBA 1
Next steps
SLAR

Upon completion of the Classroom-Based Assessment, **students submit** their work.

Teacher awards a **provisional descriptor** based on the Features of Quality.

There are **four level descriptors of achievement** in each Classroom-Based Assessment:

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

Getting ready
Completing the CBA
Deciding on the level of achievement
Next steps

Features of Quality

Yet to meet expectations	
A piece of work that falls someway 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.	**Researching of ideas** • The work submitted was developed using an ineffective research method which led to a lack of understanding of the of the stimulus theme. **Geometric concepts** • The work submitted demonstrated little to no understanding and use of geometric concepts. **Sketching representation** • There was little or no use of two-dimensional and/or three-dimensional representations in the solution. **Communicating their Classroom-Based Assessment** • The solution was presented in an unsuitable format resulting in an ineffective communication of the Classroom-Based Assessment.

Features of Quality

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Junior CYCLE for teachers

Features of Quality: Communicating through sketching	
Exceptional 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.	▪ The work submitted was developed using an effective research method with a range of sources resulting in a comprehensive understanding of the stimulus theme. ▪ The work submitted demonstrated an excellent understanding and use of geometric concepts. ▪ There was excellent use of two-dimensional and/or three-dimensional representations in the solution. ▪ The presentation of the solution is of an excellent standard; using a highly effective medium which allowed for a critical consideration of what information best communicates the task.
Above expectations 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.	▪ The work submitted was developed using an effective research method which led to an in-depth level of understanding of the stimulus theme. ▪ The work submitted demonstrated a very good understanding and use of geometric concepts. ▪ There was a very good use of two-dimensional and/or three-dimensional representations in the solution. ▪ The solution was presented to a very high standard, using an effective medium, with careful consideration of what information accurately communicates the task.
In line with expectations 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.	▪ The work submitted was developed using an appropriate research method which led to some level of understanding of the stimulus theme. ▪ The work submitted demonstrated a good understanding and use of geometric concepts. ▪ There was a good use of two-dimensional and/or three-dimensional representations in the solution. ▪ The solution was well presented, using an appropriate medium, with careful consideration of what information to communicate to best showcase the task.
Yet to meet expectations A piece of work that falls someway 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.	▪ The work submitted was developed using an ineffective research method which led to a lack of understanding of the of the stimulus theme. ▪ The work submitted demonstrated little to no understanding and use of geometric concepts. ▪ There was little or no use of two-dimensional and/or three-dimensional representations in the solution. ▪ The solution was presented in an unsuitable format resulting in an ineffective communication of the Classroom-Based Assessment.

Researching of ideas

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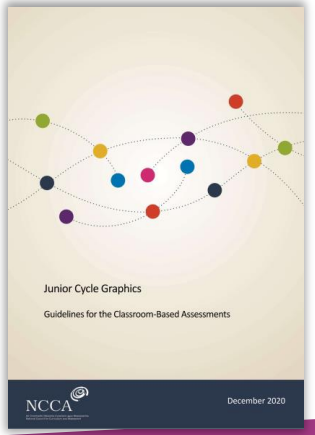
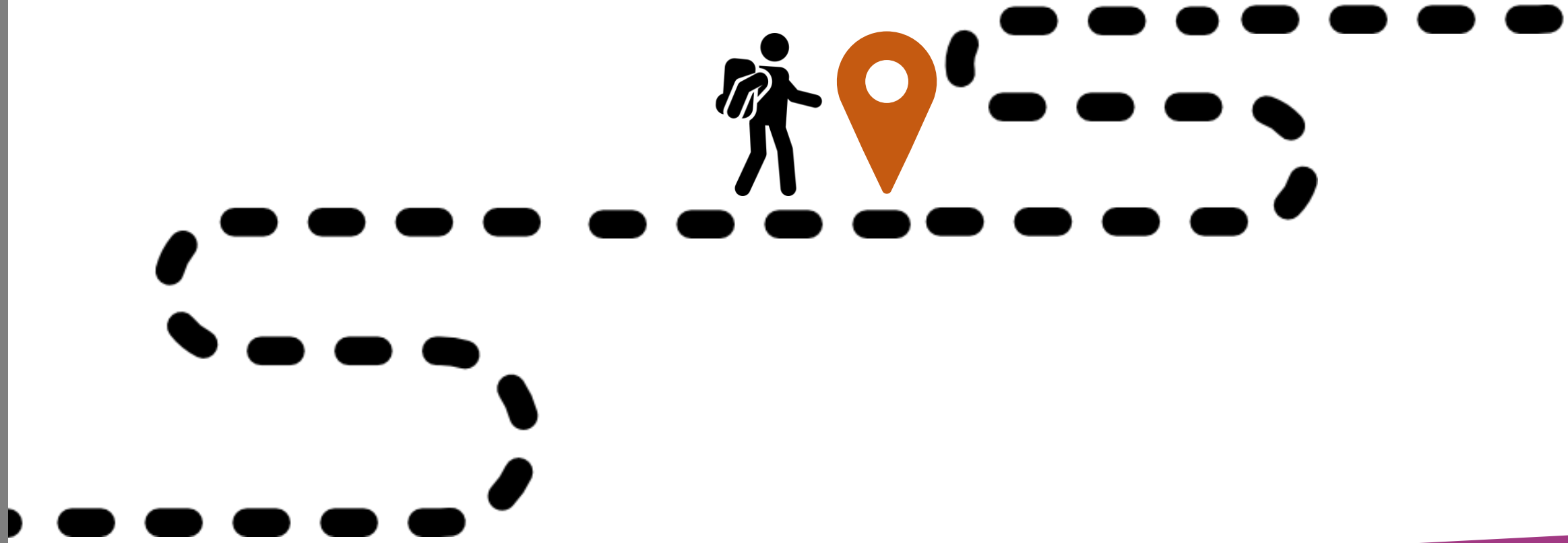
Sketching representation

Communicating their Classroom-Based Assessment



Features of Quality

This '**best fit**' approach allows teachers to select the descriptor that '**on balance**' describes the work being assessed.



Context
Before CBA 1
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SLAR

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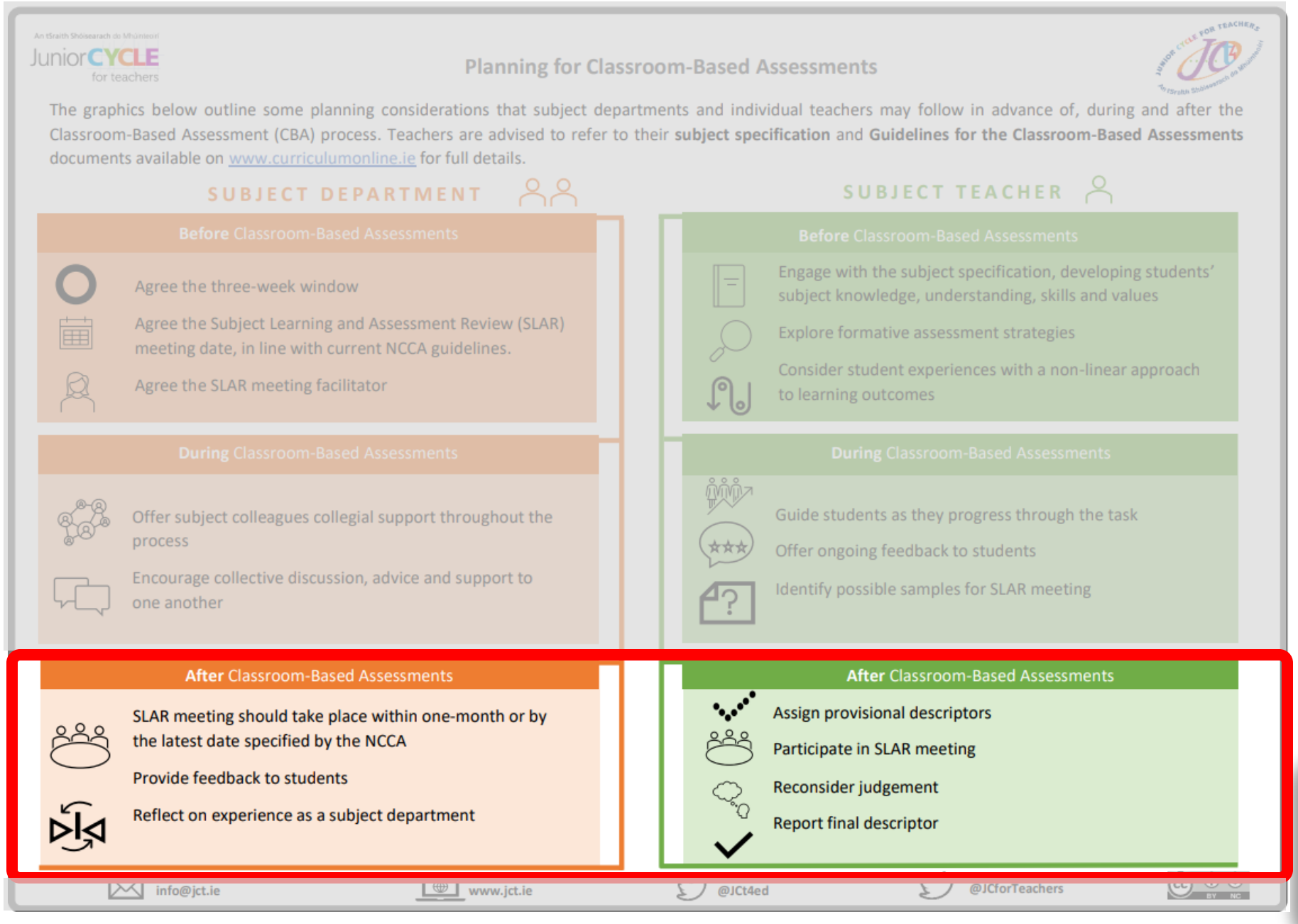

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JuniorCYCLE for teachers

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Getting ready

Completing the CBA

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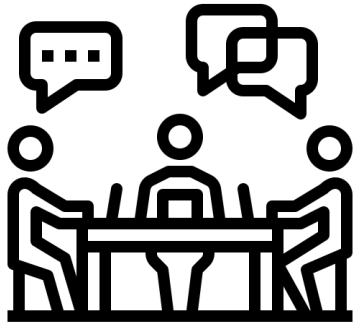
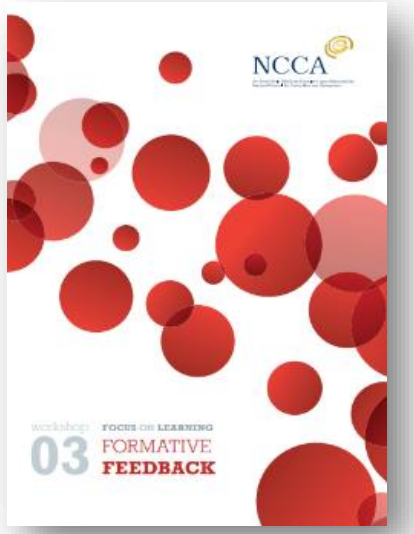
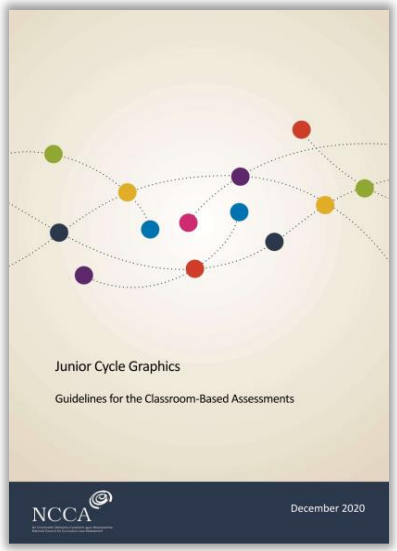
Next steps



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.

- ✓ Subject Learning and Assessment Review meeting
- ✓ Recording and reporting results from Classroom-Based Assessments
- ✓ Using feedback





Getting ready

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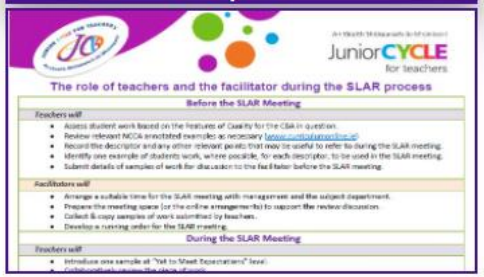
SLAR Supports

www.jct.ie

Subject Learning and Assessment Review (SLAR) Meeting Resources

Below you will find a number of supports that you may find useful as you engage in the Subject Learning and Assessment Review meeting process.

The role of teachers and the facilitator during the SLAR process



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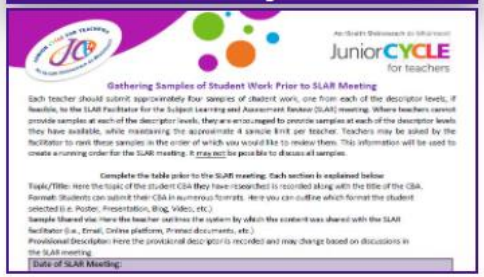
Gathering Samples of Student Work Prior to SLAR Meeting



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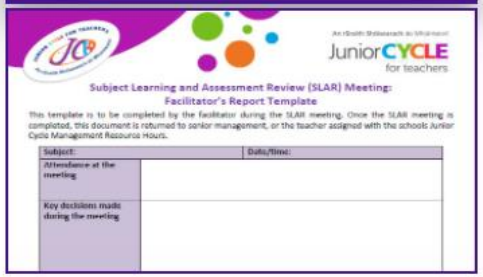
Running Order of Samples for the SLAR Meeting

File type: PDF

Click to view or download

Facilitator Report



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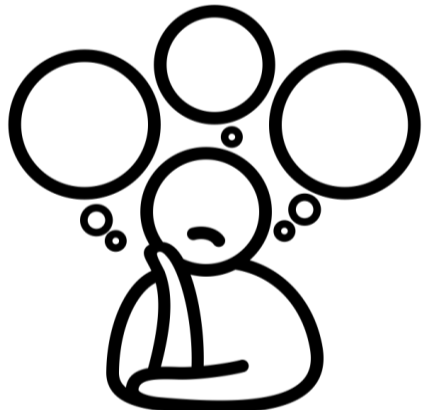
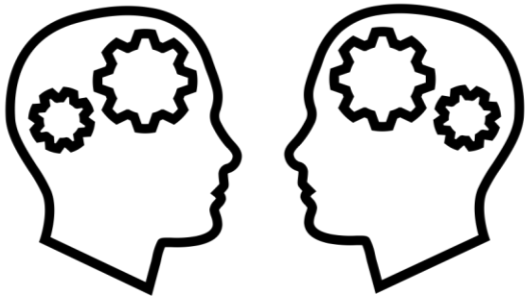
VALUE AND ROLE OF THE SLAR MEETING

Professional Discussion

> ...a key role in developing a collegial professional culture and build confidence about the judgements that teachers make about student performance.
>
> *Framework for Junior Cycle, Page 39*

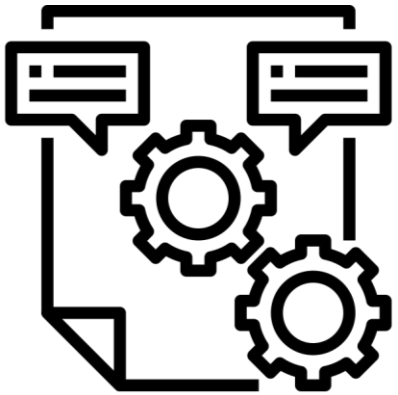


Teacher Reflection



Shared understanding

> ...help to ensure consistency and fairness within and across schools in the assessment of student learning.
>
> *Framework for Junior Cycle, Page 39*

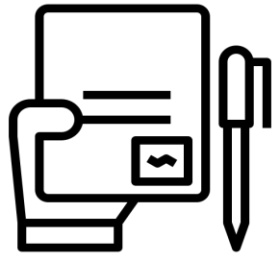


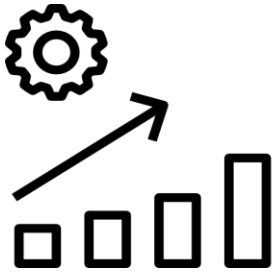
Develop beneficial feedback

AFTER A SLAR MEETING...

Each individual teacher **may re-consider the judgements** they have made of their student's work, based on the outcomes of the meeting. Where necessary make the appropriate adjustments to the level of achievement awarded to the work.

Recording and reporting results from Classroom-Based Assessments





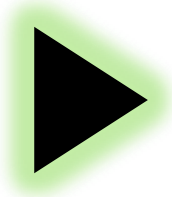
Providing students with effective **feedback** on their CBA that will **move them forward in their learning**.

Context
Before CBA
During CBA
Next steps
SLAR

In this presentation we have explored

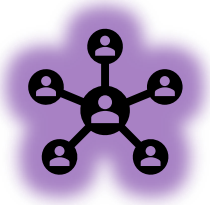
Context for Classroom-Based Assessment 1: *Communicating through sketching*

Planning and preparation required **before** the Classroom-Based Assessment



Student learning **during** the Classroom-Based Assessment

Next steps after the Classroom-Based Assessment



Preparation required for participation in a **SLAR** meeting

Additional Supports for CBAs

Assessment - Graphics

This section contains information related to ongoing assessment of Junior Cycle Graphics.

A dual approach to assessment, involving classroom-based assessment across the three years and a final externally-assessed, state-certified examination can enable the appropriate balance between preparing students for examinations and also facilitating creative thinking, engaged learning and better outcomes for students. This approach will recognise and value the different types of learning that take place in schools and will allow for a more rounded assessment of the educational achievements of each young person.

You will find the Guidelines for the Classroom-Based Assessments in Graphics in the Key Documents section.

Planning for Classroom-Based Assessments

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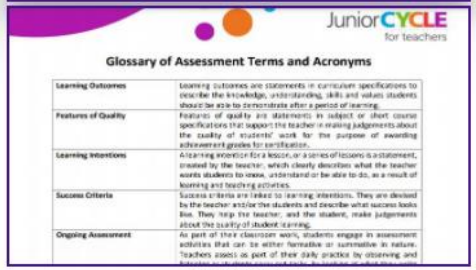
Glossary of Assessment Terms



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CBA 1 - Communicating through sketching

CBA 2 - Graphical presentation skills

Subject Learning and Assessment Review (SLAR) Meeting Resources

Elective Workshops

Home
Key Documents
News/Events
CPD Supports
Engineering
Wood Technology
Applied Technology
Graphics
CPD Workshops 2018/2019
CPD Workshops 2019/2020
CPD Workshops 2020/2021
CPD Workshops 2021/2022
Elective Workshops
Planning
Assessment

Communicating through sketching - Preparing for Classroom-Based Assessment 1

Communicating through Sketching

File type: YouTube

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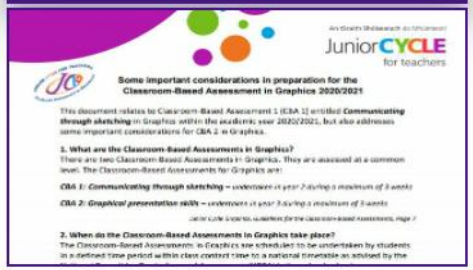
Important Considerations for CBA 1



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My Geometry Journey

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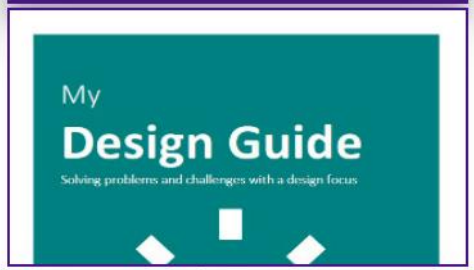
Design Guide



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Planning for Classroom-Based Assessments

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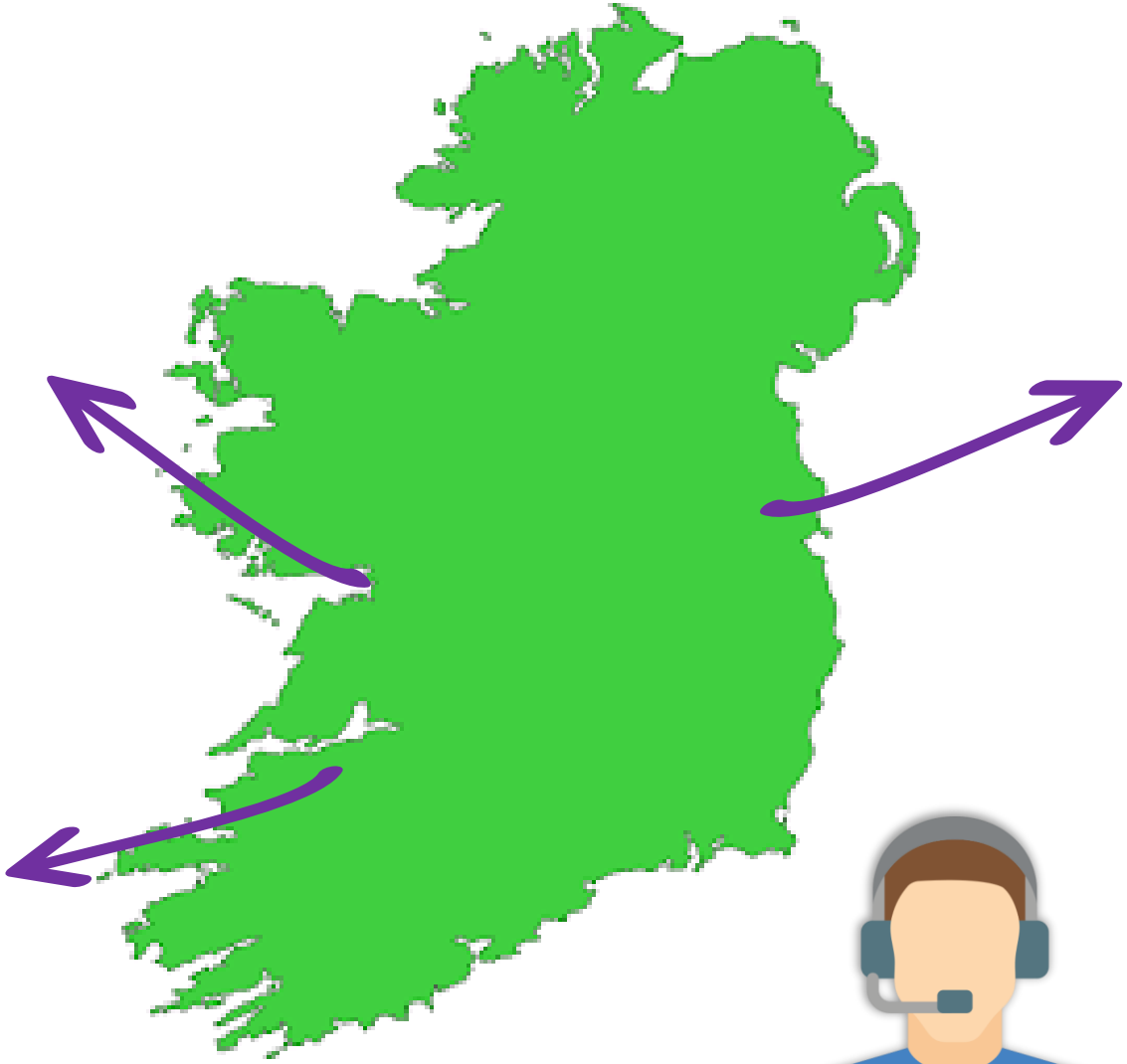
Please visit www.jct.ie/technologies for more support!



Contact Us

Thank You

Exploring Classroom-Based Assessment 1

'Communicating through sketching'

An Roinn Oideachais
Department of Education

Ionad Oideachais Mhuineacháin

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