

Junior Cycle

SHORT COURSE

Japanese Language & Culture



**Guidelines for the
Classroom-Based
Assessment**

Post-Primary

**Languages
Initiative**



Guidelines for Classroom-Based Assessment

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Introduction

This document, Junior Cycle Japanese language and culture short course:
Guidelines for the Classroom-Based Assessment provides:

- General information on Classroom-Based Assessments
- Detail of the nature and scope of the Classroom-Based Assessment described in the specification document for this course
- The features of quality used to describe the level of achievement in the Classroom-Based Assessment
- Guidelines for schools, teachers and students on completing the Classroom-Based Assessment

These guidelines should be used in conjunction with the specification for the course and the Assessment Toolkit for Junior Cycle. A detailed outline of assessment in Junior Cycle can be found in the Framework for Junior Cycle 2015, which can be accessed at

<https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>.

In Junior Cycle short courses there will be a range of assessment approaches to complement learning. These will include ongoing assessments, including routine teacher-designed tasks and tests; ongoing assessment for students undertaking priority learning units at Level 2; and one Classroom-Based Assessment.



Classroom-Based Assessments: General Information

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the short course specification or in the school developed short course specification. The tasks are described, and the Features of Quality, which support teacher judgement, are set out in these guidelines.

Although the assessment is similar to the ongoing assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's judgement is used in the school's reporting to parents and students, and may also be recorded for learning and assessment review meetings. Students prepare for the Classroom-Based Assessment over a suggested period of time in second or third year. The results of other projects, homework or tests undertaken by the students in the course of their normal classwork are not counted towards the award of a descriptor for the Classroom-Based Assessment.

Deciding on the level of achievement

There are four level descriptors of achievement in each Classroom-Based Assessment: *Exceptional*, *Above expectations*, *In line with expectations*, and *Yet to meet expectations*.

Teachers use the Features of Quality, set out in these guidelines to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment 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.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher 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.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment 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.



Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. 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 shortcomings that need to be addressed.

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement. The teacher should read the Features of Quality (starting with Yet to meet expectations) until they reach a descriptor that best describes the work being assessed. Where it is not clearly evident which quality descriptor should apply, teachers must make a judgment, based on the evidence from the student's work, and select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution pattern, as the students work is being judged only against the Features of Quality rather than other students' performances.

Time for Classroom-Based Assessment

Classroom-Based Assessment is included within the time allocated for short courses, which is approximately 100 hours. This Classroom-Based Assessment is the culmination of work undertaken in the four strands. It is envisaged that preparation for and completion of this Classroom-Based Assessment will take place over approximately 6–8 hours of class time. Whilst the timing of Classroom-Based Assessment in short courses may vary from school to school, Classroom-Based Assessment for reporting purposes in the Junior Cycle Profile of Achievement (JCPA) cannot be conducted in first year.



School Autonomy and Classroom-Based Assessment

These guidelines set out a range of options for the Classroom-Based Assessment so that it can suit the particular needs and circumstances of students and the school. A variety of possibilities are presented as to types of projects that students might undertake, ways of presenting evidence of their learning and the role the teacher plays in supporting the process. Within the parameters set by the guidelines, the range of themes and topics for the assessment can be determined independently by the school, teachers and students.

Schools have the flexibility to adapt any Post-Primary Languages Initiative short course to suit their particular interests, needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short course(s) are available.

How the school supports the completion of the assessments

The school supports the completion of the assessments by:

- Ensuring that the Specification and Guidelines for the Classroom-Based Assessment are provided to teachers
- Supporting teachers in recording the level Descriptors awarded to each student
- Retaining records and pieces of work, as appropriate, for the purposes of the Learning and Assessment Review
- Applying the guidelines for the Learning and Assessment Review
- Ensuring accessibility of assessment for all
- Reporting the outcomes of Classroom-Based Assessments to students and their parents/guardians as part of the school's reporting procedures and through the JCPA.

In gathering evidence for assessment purposes within the Junior Cycle Short Courses, it is important that teachers use approaches which are sustainable and proportionate. As assessment is about empowering teachers to improve outcomes for students, it is important to ensure that too much paperwork and overly complex processes do not get in the way of learning and teaching. Any paperwork needs to support learning rather than becoming an end in itself.



While assessment judgements should be based on evidence drawn mainly from day-to-day learning and teaching there is no need to collect large folios of evidence to support this. In sharing learning intentions and success criteria or the features of quality for the Classroom-Based Assessment, teachers should highlight the role students can play in identifying quality evidence from their own work to be used for assessment purposes.

An efficient planning process which identifies when and how key aspects of learning will be captured as evidence for assessment is one way to ensure that assessment in short courses remains manageable and sustainable. This approach avoids excessive and inappropriate evidence being collected and allows for review meeting discussions to be taken forward in a structured way. It also avoids the pressure at the end of the course to search for and identify evidence to support judgements about overall performance.

To facilitate provision of feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. It is envisaged that teachers will guide, support and supervise throughout the process. If a student requires more than what could be deemed as a reasonable level of support, having discussed it with the student, the teacher can make a note of the level of assistance provided. This will assist the teacher when using the Features of Quality to make judgements about the level of achievement of the student's work.

Support may include:

- Clarifying the requirements of the task
- Using annotated examples of student work to clarify the meaning and interpretation of the Features of Quality to students
- Providing instructions at strategic intervals to facilitate the timely completion of the final project
- Providing supports for students with special educational needs (SEN).



Classroom-Based Assessment in Japanese language and culture

Assessment in a Japanese Language and Culture short course will be classroom-based. There is one Classroom-Based Assessment, which is the culmination of work undertaken in the four strands of the short course. The Classroom-Based Assessment should begin after the work in the four strands has been completed. It is important to note that work completed in year one of Junior Cycle cannot be included for reporting in the JCPA. Students also submit their Language Learning Journal as part of the Classroom-Based assessment.

Classroom-Based Assessment: Language and Culture Project

Students will complete a language and culture project as their Classroom-Based Assessment. Students are given an opportunity to choose a topic or issue that is of interest to them and to carry out an exploration on it leading to an oral presentation. The aim of this project is to enable students to demonstrate their cultural knowledge and intercultural awareness, as well as their skills of oral production and interaction in the Japanese language. Other skills which will be demonstrated include reading and writing skills, basic research skills, organising material, using key phrases and questions to give shape to ideas, as well as creative skills needed to prepare a presentation.

This Classroom-Based Assessment: Language and Culture provides opportunities for use of a range of oral presentation styles such as an oral interview, poster presentation, digital presentation, etc. In addition, the activity offers students opportunities, where appropriate, to collaborate with classmates and others, as they undertake their project and prepare for their presentation.

Students may undertake group projects and presentations. If working in groups, groups should be limited to teams of two or three. Each student's individual role and contribution to the project and presentation will be the focus of the assessment. Presentations should last approximately 3 minutes (if individual), or 5–6 minutes (in the case of small group presentations). Students should use Japanese in their oral presentation. Work which cannot be authenticated by the teacher cannot be accepted for assessment in the JCPA.



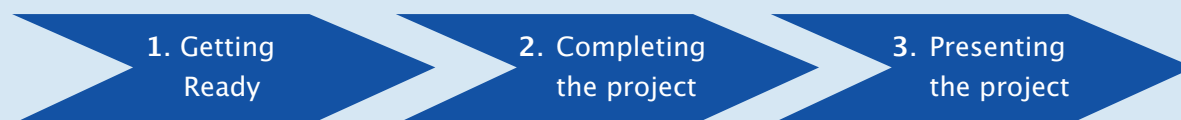
Students should be made aware of the main learning outcomes being assessed in this Classroom-Based Assessment. For example:

CLASSROOM-BASED ASSESSMENT

Strand 1	1.2.2, 1.3.3
Strand 2	2.2.1
Strand 3	3.3.3
Strand 4	N/4

Guidelines for the completion of the Classroom-Based Assessment:

The steps involved in undertaking the Classroom-Based Assessment are outlined below.



STEPS

1. Getting ready

As an individual, or in small groups of two or three, students decide on a topic that is of genuine interest to them, related to one or more of the strands they have studied. If working in small groups, students make an action plan ensuring that each group member plays a significant and meaningful role in creating and presenting the project. Students should be given sufficient notice.

2. Completing the project

Students research the topic, find and organise information, collate visual aids, and draft and edit the language, both written and spoken to be integrated into the project and presentation. In monitoring this part of the work, the teacher can provide students with feedback and students can also provide peer feedback in support of learning as they undertake their projects.



3. Presenting the project

Students decide how to present their projects. They can use a combination of written, digital, visual or audio aids. The format can be

- a) a presentation, speaking with or without notes, using a choice of media and/or props.
- b) an interview, where either the teacher interviews the student/s on the topic or the student responds to questions from another student.
- c) a role-play, where students take on the persona of specific characters and interact in pairs, to explain a specific situation or setting.

Other formats can also be agreed in advance with the teacher. In agreeing a format for the presentation, it is important that group presentations make equal demands on all students involved.

Students present their projects to a suitable audience.

Classroom-Based Assessment: Advice for Students

- Choose a topic that is of genuine interest to you as this will make your project work and presentation more interesting and engaging.
- Make sure your research is adequate.
- Use your creativity in presenting your project.
- The preparation part of the Classroom-Based Assessment will be monitored by the teacher. Work which cannot be authenticated by your teacher will not be accepted for assessment purposes.
- While you may work in a small group to undertake your project, each student's individual role and contribution to Classroom-Based Assessment is the focus of assessment.



Deciding on the level of achievement

Features of Quality

Key Features of Quality in support of student and teacher judgement for the Classroom-Based Assessment: Language and Culture project are described here. The Features of Quality are the criteria used to assess the student work as best fitting the Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment 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.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher 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.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment 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.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. 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.



Features of Quality: Language and Cultural Project

Exceptional

- The student's presentation contains excellent material and is very well researched
- It demonstrates excellent spoken production of the language at this level
- It shows highly developed intercultural / cultural awareness, knowledge and understanding
- There is excellent engagement with the audience which is sustained throughout

Above expectations

- The student's presentation contains very good material and is well researched
- It demonstrates a good ability to communicate in Japanese at this level
- It shows very good cultural and intercultural awareness, knowledge and understanding
- There is effective engagement with the audience

In line with expectations

- The student's presentation contains some good material based on good research
- It demonstrates a basic ability to communicate in Japanese at this level
- It shows good cultural and intercultural awareness, knowledge and understanding
- There is some degree of engagement with the audience

Yet to meet expectations

- The student's presentation contains insufficient evidence of research
- It demonstrates a very limited ability to communicate in Japanese at this level
- It shows very limited cultural and intercultural awareness, knowledge and understanding
- Engagement with the audience is haphazard or lacking completely



Learning and Assessment Review Meetings

Shared understanding of standards within Junior Cycle short courses will arise through professional discussion in Learning and Assessment Review Meetings. Teachers gather examples of student work and compare their judgements with other colleagues. Over time, this process will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

Where there is a single teacher of a short course in a school, where feasible, the teacher will participate in a Learning and Assessment Review Meeting with another school. The potential of ICT to support such meetings will be explored. **Further details** on managing and participating in Learning and Assessment Review Meetings can be accessed at <http://juniorcycle.ie/Assessment>.

Following the Learning and Assessment Review each individual teacher re-considers the judgement they had made of their student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The Descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Using Feedback

Providing effective feedback is a crucial step to support learning. Students will be informed of the Descriptor they have been awarded once the review meeting has taken place and its outcomes have been processed. However, effective feedback goes beyond the naming of the Descriptor awarded. Feedback on the strengths of the student's work, and on areas for improvement can be used to support their future learning. **Further information** on the use of feedback can be found at <http://juniorcycle.ie/Assessment>.

Querying a result

Queries in relation to the Descriptors awarded for the Classroom-Based Assessment, where they arise, will be dealt with by the school.