Incorporating NIC into Junior Cycle Framework CBAs

General thoughts on CBAs

NIC will most effectively be incorporated into the CBAs if AfL has embedded in the curriculum. The CBAs should represent an opportunity to employ assessment as learning to frontload assessment (negotiated with students), scaffolded by the NIC process. Here there is an emphasis on students' metacognitive processes encouraging awareness of their approaches to learning through reflection and peer and self-assessment in a structure that gives them ownership of their work. This must involve them in the ongoing planning of their work. The CBAs incorporate significant flexibility in CBA presentation and modes of evidencing learning.

The following is how we envisage negotiating CBA's with students, keeping their learning and engagement at the centre of the conversation:

1. NIC can be used to identify an area of focus for the CBA through a modified (truncated) version of (elements) of the 10 step design process focussing on student concerns. By framing it as concerns, it rules out interests where engagement can quickly fade.
2. The 4 questions can be used (with some specific examples below) to direct the ongoing work.

1. <u>NIC</u>
- **Identify Concerns:** Use a collective intelligence approach to identify areas of concern to students (which, in turn will identify areas of focus) by asking the students: What concerns do you have about the world around you that relate to ……[Insert subject here]
  For Example: In Science, issues such as climate change, species extinction, natural energy and pollution may arise.
- **Generate a Theme:** Individual concerns are grouped into themes for both individual and group projects.

2. <u>Four Questions</u>

These four questions will then frame the conversation as to how teachers can negotiate learning and assessment with students. The aim of these four questions is to figure out from students *what* they would like to do their task on and *how* they will do it.

Q1. What do we already know?
Either in groups or individually students must consider what they know already in relation to the topic they are focusing on. What questions, gaps, ideas etc. does this generate?

Q2. What do we want to find out?
Informed by the previous question, students should be able to develop precision in relation to their questions and consider LO's, SCs and features of quality, drawing on their experience of same in the JCF.

Q3. How will we go about finding out?
Students are invited to make suggestions as to how they find out the information to answer questions developed in Q2. Online research, book research, ask an expert (through interviews, guest speakers) etc. Students engage in planning to incorporate cooperative structures if working in small groups. Teachers scaffold this to emphasise coherence between questions and generation of evidence.

Q4. How will we show our work?
Student voice is sought by consulting the students regarding what assessment type they wish to opt for (where there is a choice) and how they would like to show the information they have found/researched. Initial and ongoing discussion of features of quality in reference to SC.

As such the 4 questions represent a common inquiry structure that can be applied across multiple subjects to develop an inquiry habitus across the curriculum. While the 4 questions should be used in various ways as suggested below to initiate the process they should also be returned to regularly during the process to encourage student self-efficacy. CBA1 should also represent an opportunity to put this into deliberate practice and should be followed by a process of reflection to analyse the students' metacognitive and self-regulation processes. This is an opportunity for students to learn how to interrogate a brief and negotiate it to completion, reflecting on the entire process. This will be useful preparation for CBA2 and the AT beyond. Quotations from the CBAs are in *italics* below with most significant connections with NIC indicated in **bold**.

<div align="center">**Subject CBA Considerations**</div>

Science

CBA1: Extended Experimental Investigation (EEI)

The EEI gives students the opportunity to **research a question they have** about a science related phenomena. The development of **inquiry, collaborative**, practical, recording and reporting skills will be central here such as **posing questions** and making predictions, **working with others**, designing & conducting experiments, generating & recording primary data, processing and analysing data to make and communicate valid conclusions. There are four areas of activity: questioning and predicting, planning and conducting, processing and analysing and reflecting and reporting. Students are encouraged to collaborate but must individually be able to provide evidence relevant to the FoQ. Each student/group should complete a different investigation. **Engagement is promoted through choice of topic and communication formats and possibilities of student collaboration**. There are 4 processes namely, a. Questioning and predicting; b. Planning and conducting; c. Processing and analysing; d. Reflecting and reporting.

Suggested Approach:

1. **NIC**

There are 6 topic options and the NIC process could begin by asking students to note what concerns and interests they have about these options which are then mapped to the board to identify themes. Students could then select themes with individually or in small groups. They would then generate questions and possible approaches to answer those questions grounded in the 4 processes above. The 4 questions would be used as follows:

2. **Four Questions**

Q1 What do we already know? What is known about these concepts that we can draw on? What inquiry processes will we draw on?

Q2 What do we want to know? Can we generate a scientifically testable question? What is our hypothesis?

Q3 How are we going to find out? What is our methodology? Developing an overall plan and considering the FoQ.

Q4 How will we show we have done good work? How will we manage data analysis? How will we ensure our claim is valid and present it?

CBA2: Science in Society Investigation (SSI)

SSI involves exploring a science topic or issue with research focusing on sourcing information, evaluating sources, developing an argument (with evidence), contextualising this and considering various viewpoints before communicating a personal opinion based on evidence. This is an individual project based on three activities namely, a. initiating research, b. communicating, c. evaluating. Collaboration is encouraged in relation to gathering relevant information and data.

Suggested Approach:

1. **NIC**

NIC could be used here to initially clarify what an SSI is and then sample the class for concerns in relation to the science and society interface. Themes are identified and then groups can be formed of students who share a common interest in a given theme. The groups could then generate questions in relation to that theme and consider some approaches to answer those questions. Students would then consider their individual projects and engage with the 4 questions

2. **Four Questions**

Q1 What do I already know about this topic? What prior knowledge do I have? What are my assumptions? What am I uncertain about?

Q2 What do I want to know? Can I express my SSI as a question that provides a clear focus?

Q3 How will I find out? What is my research plan? How will I avoid confirmation bias and be as objective as possible?

Q4 How will I show my work? How will I format my presentation? Have I defended my argument well, with evidence clearly presented?

English

<u>CBA1: Oral Communication</u>

*Students are given an opportunity to **choose a topic or issue that is of interest or importance to them** and to carry out an exploration over time. The **development of basic research skills will be central here**, e.g. searching for information, reading and note-making, organising material, using key questions to give shape to ideas, developing a point of view, preparing a presentation. This Classroom-Based Assessment provides useful opportunities for the study of a range of oral presentation styles. In addition, the task offers students opportunities, where appropriate, to **collaborate with classmates** and others in gathering and developing materials, leading to oral communication for summative assessment.*

Suggested Approach:

NIC

NIC can be used to decide on a subject to focus on and students should be encouraged to focus not just on areas of interest or importance but also <u>concerns</u>.

Four Questions

Q1: What do students think about making an oral presentation about an important issue? What kind of work goes into it? What would the success criteria look like?

Q2: What do you want to focus on? Map and discuss. Agree on LO's and SC.

Q3: How will we go about finding out? See examples above in the brief plus add more according to student ideas.

Q4: How will we show we have done good work? Students have to come to grips with different SC and features of quality in relation to features of quality.

<u>CBA2: Collection of student's texts</u>

*Creative writing is a vital part of English, but students are not 'born' writers. **They need to develop a voice and an identity, a good sense of audience, and an awareness of the process of writing – making notes from their reading and personal experience, trying things out, revising, and polishing for 'publication'.** This is best done over time, **with supportive feedback and scaffolding from the teacher**. This Classroom-Based Assessment offers students a chance to celebrate their achievements as creators of texts by compiling a collection of their texts in a variety of genres over time and choosing a number of pieces to present for summative assessment.*

Suggested Approach:

NIC

It does not seem that the initial NIC process has application here in totality. The students should though negotiate most of the work processes, especially in relation to voice and identity. It would seem that peer feedback is crucial here for coherence with the process and that should not come from the teacher alone.

Four Questions

Q1: So after extended experience in writing what do we already know about this? What are the key strategies? What do we understand by "voice" and "identity" in writing?

Q2: What do we want to know? What makes for a good example? (Spoof and peer assessment possible here to determine and clarify SC). Questions about a good example that might involve some research

Q3: How will we go about finding out? Dividing work to potentially include giving feedback to each other in relation to SC.

Q4: How will we show we have done good work? Self-assessment checking against FoQ and experience of learning through CBA2.

Business

CBA1: Business in Action

*Business in Action gives students an opportunity **to actively engage in a practical and authentic learning experience that reflects activities undertaken regularly in the business environment**. They will **act** as consumers, entrepreneurs, managers and decision-makers as they plan and conduct research, analyse data and information, problem-solve and make decisions, use digital technology to manage information, and take action. They will learn about, and make informed decisions about, **their own resources and issues of social, cultural and global importance**.*

1. Enterprise in Action : Students are given an opportunity to engage in an enterprising activity

2. Economics in Action: Students are given an opportunity to choose an economic trend, development, change or policy that is impacting positively or negatively on the Irish economy and society

3. Finance in Action : Students are given an opportunity to identify and research a financial challenge for a consumer or an organisation (profit or not-for-profit)

*Business in Action is a **group project**. It comprises of four areas of activity: conducting research; evaluating information; developing action plans; and reporting findings. Students should collaborate with classmates in order to complete the project but teachers should ensure that each student makes an individual contribution to the project, and produces their own evidence to meet the Features of Quality for this assessment.*

Suggested Approach:

NIC

There is ample opportunity here to use NIC to establish a focus, especially if "concerns" are added to interests and the initial trigger questions are focused on individual/global concerns in relation to the three target areas. As the themes are mapped to the board those that apply to one of the key areas could be identified. Groups can then be formed with each group selecting a theme identified in the NIC process and generating separate questions and potential activities to address them. The 4 questions are then used to guide the work of each group.

Four Questions

Q1: What do we already know about the theme we have selected? What are our assumptions? Etc.

Q2: What are we going to specifically focus on? This should be initially informed by the questions generated in the initial NIC session.

Q3: How are we going to go about finding out? Multiple methodologies are available here but the group nature of this CBA and the need for each student to produce evidence that addresses the FoQ would suggest a cooperative approach with individual students taking responsibility to do work that contributes to the group's goals.

Q4: How will we show we have done good work? Students can decide on various modalities that illustrate their work in relation to the FoQ.

<u>CBA2: Presentation</u>

*This Classroom-Based Assessment has two priorities: to give students the opportunity **to apply their knowledge, skills and understanding to real-life settings**, and to develop their communication skills. The Presentation allows students to: **develop their self-awareness** as learners; to evaluate evidence and **reflect on their values**; to demonstrate how they can communicate competently using a range of tools prevalent in the business environment; and to **make considered decisions** and recommendations. This Classroom-Based Assessment helps students to apply course learning to their **daily lives, integrate theoretical ideas to practical contexts and begin to develop reflective skills.** It is designed to build on the positive dialogue between students and teachers on business-related interests throughout the three years of study**. The Presentation is an individual project. It comprises of three areas of activity:*

1. *Investigating:* investigate and present a business topic, may involve field visits, interviews,…
2. *Making informed judgements/Reflecting on learning(?):* Reflecting on previous investigative work to identify core learning and consider how this has developed their thinking.
3. *Communicating:* oral presentation: Oral presentation on business-related topic to include scene setting and argument that demonstrates communication skills development.

Students may collaborate with classmates in gathering relevant information *but teachers should ensure that each student is able to individually produce evidence to meet the Features of Quality for this assessment.*

Suggested Approach:

NIC

Here NIC might be used initially to generate ideas as a group for each of the three areas. Students could use placemats to note their concerns and interests in relation to 1) investigating an area 2) thinking about prior experience 3) picking a topic to present on. Students would add ideas to each area as it is rotated in small groups. Ideas would then be sampled to the board and discussed before each student chooses a focus. Students could then be grouped according to their project areas.

Four Questions

The 4 questions could then be used in each project area, similar to ideas above to scaffold the work. This could be performed initially as a group to share ideas and draw on group intelligence, again promoting assessment as learning. Students could then work individually, returning occasionally to the group for peer assessment.

Modern Foreign Languages

<u>CBA 1: Oral communication (individual/pairs/groups)</u>

*The purpose of this Classroom-Based Assessment is for the student to demonstrate the skills of oral production and **oral interaction**. However, other skills may be developed, e.g. reading, writing, listening, or **basic research**. In completing the oral communication activity, students may use any one of the following formats:*
- *interview*
- *role-play*
- *presentation (accompanied by a question-and answer session)*
- *conversation in response to stimulus material.*

*For this oral communication, the student will focus on an aspect of the target language country/ countries) or culture; or on a simulation of an experience in a target language country; **or on a topic or stimulus of interest**. Students may work individually, **in pairs or in groups**. However, where students have collaborated to complete the activity, the teacher should ensure that each student makes a **meaningful individual contribution.***

Classroom-Based Assessment 2: The student language portfolio (individual)

*Over the three years of junior cycle, each student develops a language portfolio. The student language portfolio focuses on the process of language learning and **places the learner at the centre of teaching, assessment and learning.** It provides the MFL student with an opportunity to **set personal learning goals across the five skills in strand one**, to engage with and reflect on their language learning as outlined in strand two and to **develop and document their sociocultural awareness**, thereby supporting the learning outcomes in strand three. Using the student language portfolio supports **formative assessment** in the MFL classroom and **facilitates students** in showcasing their language-learning achievements.*
The student language portfolio will include a broad range of items such as:

- *written texts*
- *projects,*
- *audio-visual materials*
- *learning logs*
- *student reflections*
- *learning goals.*

It is recognised that in this context the student's created texts may be presented in different formats:

- *Handwritten*
- *Digital*
- *multi-modal*

*Students learn a lot from the process of language acquisition when they are taught how to use a portfolio to document and **reflect on their learning.** They need to **develop confidence in interaction** and an awareness of the process of language acquisition. The second Classroom-Based Assessment offers students a chance to celebrate their achievements as language learners in a variety of media by choosing three pieces from those compiled over time and **presenting them for assessment**.*

Visual Art

General assessment information in relation to Visual Art

*This specification recognises that **the voice of the student is very important in any explanation of their work. While this voice can emerge through the works themselves, it must also be a reflective voice. As the student progresses through their work they will naturally question their choices and decisions. This reflection is to be welcomed as it indicates a concern about the work itself** as well as their own personal artistic development. **Students will also be given the chance to self-assess and reflect** at the end of each Classroom-Based Assessment.*

Classroom-Based Assessment 1: From process to realisation (individual or group)

*Students, either individually or in a group, choose one scenario from a list prepared by the NCCA. They then **generate ideas, experiment and develop these ideas** in their Visual Art sketchpad, and realise an artwork through one of the three strands. Students are required to realise a piece of work primarily through one of the Visual Art strands. However, students may incorporate aspects of other strands as appropriate for their work. Students use their Visual Art sketchpad to research initial ideas, develop their work and reflect on their progress while incorporating the five elements of junior cycle Visual Art. Students complete and present their realised work and accompanying Visual Art sketchpad.*

Classroom-Based Assessment 2: Communicate and reflect (individual)

*Individually, **students choose** one scenario from a list prepared by the SEC and NCCA to generate ideas, experiments and other preparatory work in their Visual Art sketchpad. **Students present this initial research** and work through the two remaining strands not undertaken as part of the first Classroom-Based Assessment. This presentation of ideas and preparatory work is assessed and **students reflect on the feedback they receive**.* Students will use the material from their Visual Art sketchpad to share, through a presentation or discussion, what their initial thoughts, ideas and experiments are and how they might shape their work for this second Classroom-Based Assessment. Based on **feedback from their teacher and peers, students reflect upon their work and the direction they will take** it in for the state certified examination. The work can be teacher-led, **student-led or may be based on a collaboration between teacher and student or student and student.**