

Primary Language Curriculum Webinar Series

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PLC Webinar 3

Prompt Sheet for Special Schools and Classes

Task 1

(a) What does assessment mean to you?

(b) What does it look like in your context?

Task 2

Choose one assessment method, as outlined on the Continuum of Assessment, that you would like to explore and learn more about. Read about your selected assessment method in the 'Assessment in the Primary School Curriculum: Guidelines for Schools' (2007, p.14-65).

(i) Connect:

Can you make a connection between the method of assessment you have read about and your current practice?

(ii) Extend:

Does the reading extend your knowledge about this method of assessment? If so, how?

(iii) Challenge:

Maybe your thinking about assessment has been challenged. If so, in what way?

Task 3

(a) Consider the prior learning of the children in your setting. Select a Learning Outcome that would support their Oral Language development. Identify the key verbs and phrases in the descriptor of this Learning Outcome for the relevant stage/s in your own context.

(b) Identify the specific focus of new learning you would like to prioritise. You can use the Progression Continua to help identify key words and phrases to describe the focus of new learning.

<p>a) Learning Outcome <i>Example: Learning Outcome 5: Vocabulary</i></p>	<p>a) Key Verbs and Phrases <i>Example: ‘...different strategies...acquire and show understanding of new words’ (Stages 1 and 2, PLC Curriculum, p.23)</i></p>
<p>b) Progression Continua <i>Example: Learning Outcome 5: Vocabulary (d)</i></p>	<p>b) Key Verbs and Phrases <i>Example: ‘Requests objects and recurrence or change in activity...’</i></p>

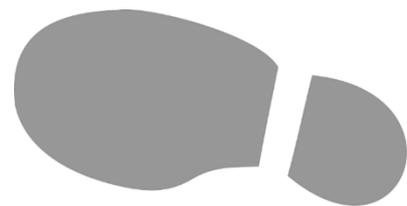
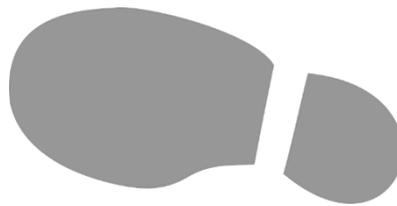
Task 4

Based on the learning outcome and the focus of new learning selected in the previous task, select (a) learning experiences and (b) assessment methods to support the development of the children’s language learning.

(a) Learning Experiences	(b) Assessment Methods
<p><i>Example:</i> At lunch time, requesting a specific drink (making choices and requesting more) using verbal language, LÁMH, PECS, ISL, AT, gestures, or eye tracking, etc.</p>	<p><i>Example:</i> Teacher observation informed by the Additional Support Pathways (See Appendix A); Teacher questioning; Self-assessment (e.g. thumbs up/down)</p>
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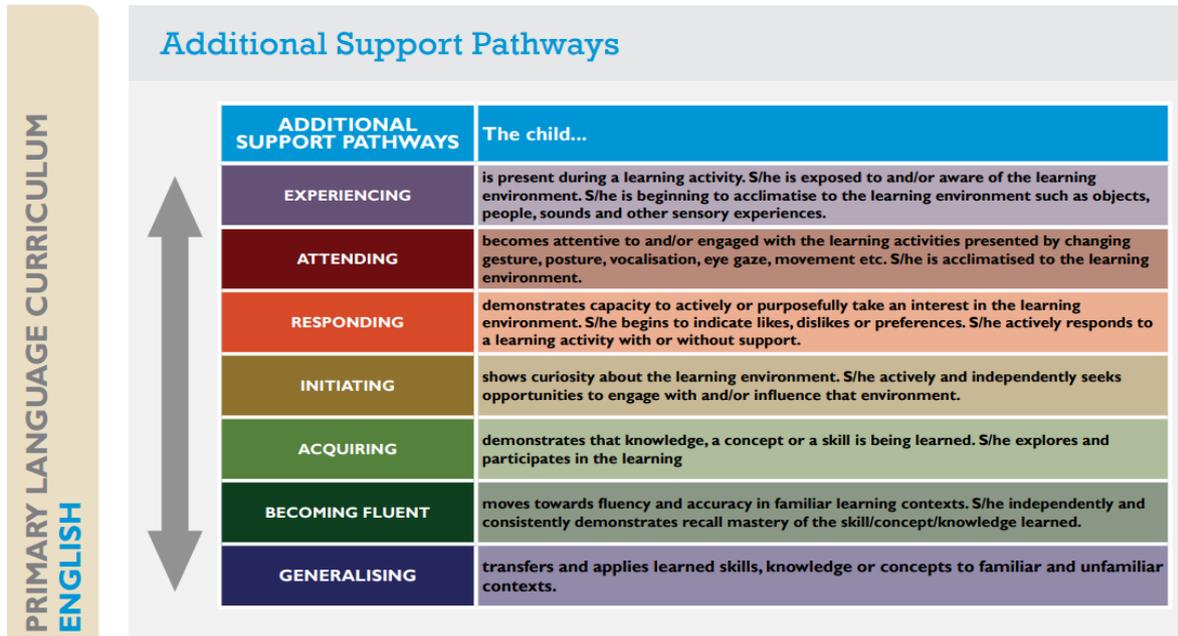
Task 5

With the key messages from today's webinar in mind, consider ways in which you could enhance your own assessment practices regarding language teaching and learning. Consider both your own practice and whole-school practice.



Appendices

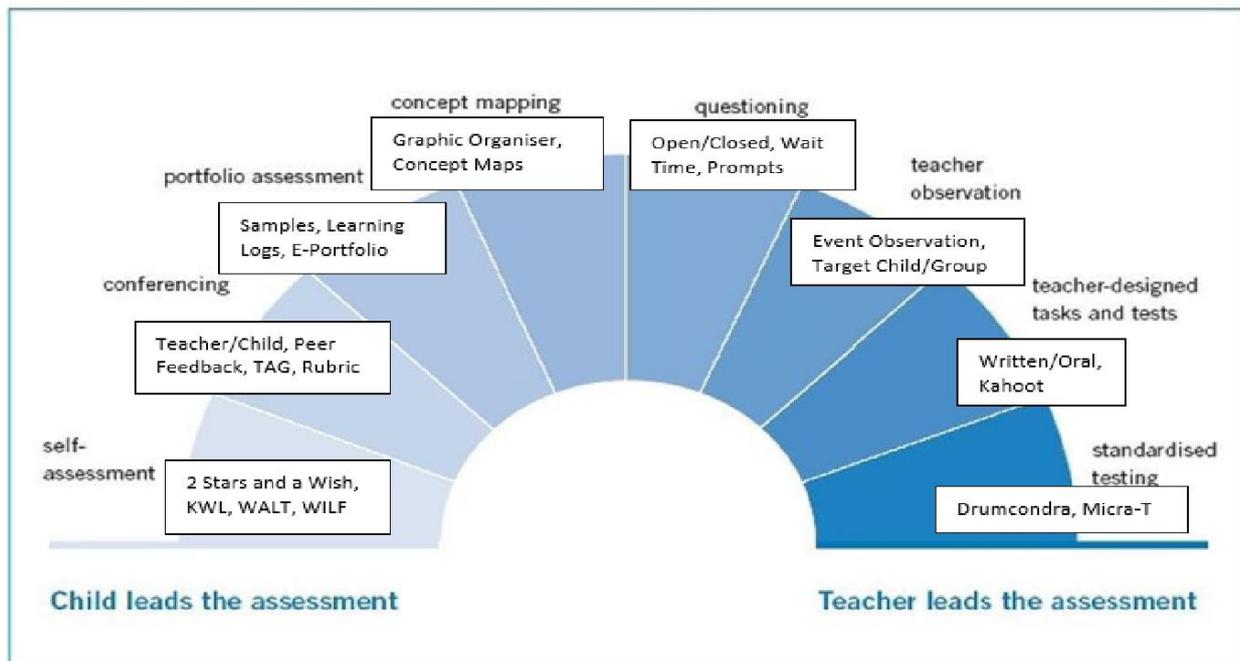
Appendix A: Additional Support Pathways



(Additional Support Pathways, NCCA 2019, p.3)

Appendix B: Continuum of Assessment

Examples of Assessments Methods across the Continuum of Assessment, adapted from 'Assessment in the Primary School Curriculum: Guidelines for ' (2007, p. 13). Please note, the following are examples only and cannot be considered exhaustive.



(Adapted from Assessment Guidelines, NCCA 2007, p.13)