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Education and Training
Boards Ireland

*Boird Oideachais agus
Oiliúna Éireann*

ETBI Principals and Deputy Principals Conference

Managing the Accredited Grades Alignment Process 2021

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Updates: This week...

- September/Dec 2020 *Assessment Arrangements for Junior Cycle and LC Examinations 2021*
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- March 2021: *Further Adjustments, Leaving Certificate 2021*
 - Out of School Student/Subject
 - Oral Examinations Easter 2021/Masks
 - Circular on Exam Aide: will issue
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- FAQs from PH



Staff Meeting : *A slide for each of the following headings*

- 4 School Based Steps to the Alignment Process
- Meeting Teaching Staff to Focus on the Alignment Process
- Meeting with Staff : In Arriving at a Mark for the Student ...
- What Does Each Teacher Need to Focus on?
- Student Performance over two Years: Evidence of.....*
- Purpose of Alignment of Marks?
- What Happens at a Subject Alignment Meeting?: Prompt Qs
- After the Subject Alignment Group Meeting: Step 1-3
- *This PP will be sent to all participants after the session finishes today*



Student Performance over two Years: Evidence of.....

Key Information to Consider: Summative and Qualitative Feedback

End of Term Reports for 5th. Year and 6th. Year

In-class assessments

End of topic assessments

Continuous assessments

Aural and Oral assessments

Presentations

Project work/coursework



The Subject Alignment Group: Prompt Qs. to Generate Discussion

These are not obligatory, but they may be helpful to the group

1. Are we clear about our purpose here (key principles of fairness, uniformity of standards across classes of same subject)?
2. Are we all certain that we have adjusted the coursework/non coursework weightings as per SEC Subject Guidelines from last August and from March 23rd.? (Do we need to check these guidelines now to ensure we are correct in our % weighting of coursework/non coursework?)
3. Can we agree on the basis for the range of marks that we have at higher level: what did we look for?
4. Can we agree on the basis for the range of marks that we have ordinary level : what did we look for?
5. Do we want to look now at how we considered coursework/non coursework as part of the overall estimated marks?
6. Are our % estimates for each class cohort/student similar/dissimilar, based on the ability levels of the various classes/students
7. Have the principles of fairness and uniformity standards across different classes been upheld?
8. Do we need to make any adjustments in our % estimates, now that we have had a discussion and heard of % estimates from other teachers?



The Subject Alignment Group: Prompt Qs. to Generate Discussion

These are not obligatory, but they may be helpful to the group

1. Our purpose here: fairness, uniformity of standards?
2. Basis for the range of marks that we have at higher level/ordinary level?
3. How we considered coursework/non coursework as part of the overall estimated marks?
4. Adjusted the coursework/non coursework weightings as per SEC Subject Guidelines
5. % estimates for each class cohort/student similar/dissimilar, :ability range
6. Now that we have had a discussion and heard of % estimates from other teachers? Any changes required?



Deputy Principal's Role

- Conflict of interest for a teacher: DP assists
 - Conflict of interest for principal: DP assists
 - If there is only one teacher of the subject in the school, the subject teacher conducts the in-school alignment process with the Deputy Principal of the school or another teacher
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- DP/principal/aide relationship is crucial in the process
- DP liaising with various subject alignment groups and aide
- DP liaising with principal and aide about how matters are progressing
- *Work with Aide to ensure all groups have relevant information required*



Principal's Role in Oversight Process

1. Support teachers in the initial preparatory phase/*staff meeting*
2. Refer teachers to the guidance documents and instructional video(s)
3. Provide each subject department with the relevant data to support the alignment process

- Oversight glasses: Fair treatment of students, uniformity of standards

1. Review the data sets submitted (80/20)
2. Assure yourself of the fairness of the processes to that point
3. If an anomaly or error: return a data set for further review to the subject alignment group



Oversight: An Anomaly--Managing the Conversation

- Not to the individual teacher
- What is my concern? Why am I concerned?
- What evidence do I have of an anomaly?

- *Key Question : What would be a better outcome/result for all parties?*
- *Key Advice: Discuss your concerns with the Aide/DP(s) first: They may have an answer*
- *Key Consideration: There is a possibility that the estimated grades are correct: remember in 2020: 80/20*



Oversight : Language to use.../Questions to ask

- Will the subject alignment group take a second look at the following matter?
- Did you (SAG) consider the following matters in reaching this decision?
- Did you (SAG) give adequate weighting to x result/evidence ?
- Is it possible that?
- I could be wrong here, but...
- Was time given at the SAG meeting, in order to consider all relevant matters?
- Was there any information that you did not have at the alignment meeting which would have given a different perspective to the discussions?
- Other?

