

ASSESSMENT AND REPORTING FOR JUNIOR CYCLE

Using work completed in CBA/Oral Communication Activity as a springboard for a piece of writing to be used for assessment in Junior Cycle

TOPIC Podcast and Article Writing
 SUBJECT English
 YEAR Third Year

KEY LEARNING OUTCOMES

R 2, 3, 7, 9
 W 1, 3, 4, 5, 8, 9, 10, 11, 13
 OL 4, 5

TAKE THE PLUNGE! MATERIALS

Chart Your Progress Journal
 p. 47, p. 50
 (flipbook link [here](#) and page extracts below)

RESOURCES NEEDED

1. Podcast: [RTE Brainstorm Podcast](#)
2. Graphic organiser for writing Feature/Op Ed Articles
3. Success criteria for Feature/Op Ed Article Writing
4. Feedback and reflection rubric for corrections

1. INTRODUCTION

Listen to podcast with class (15 mins).

2. CLASS DISCUSSION

Class discussion/reaction to the podcast leading to... (5–10 mins).

3. FEATURES OF GOOD WRITING

Pair work: Students list 3–5 elements of the podcast that they feel exhibit good writing (5 mins).

4. COMPILATION OF IDEAS

In pairs or individually, students brainstorm to choose a topic they wish to write about (5 mins).

5. WRITING

Students write a short (1–2 paragraphs) podcast (homework).

6. PERFORMANCE

Students ‘perform’ their podcast for the class/teacher (each podcast should be approx. 30 secs to 1 min).

7. REVISION

Review the features of good writing previously discussed, and add any that have not been mentioned (10 mins).

8. PREPARING TO WRITE

Hand out graphic organiser to the class.
 Students use the graphic organiser to plan their feature article (10 mins or homework).

9. SHARE SUCCESS CRITERIA

Share the success criteria handout with the class.
 Spend some time discussing with the class and ask them to revisit their plan with these criteria in mind (10–15 mins).

10. ASSESSMENT

Students write their feature article (in class test or homework assignment).

11. FEEDBACK

Teacher corrects the students’ work using the feedback rubric.

12. REFLECTION

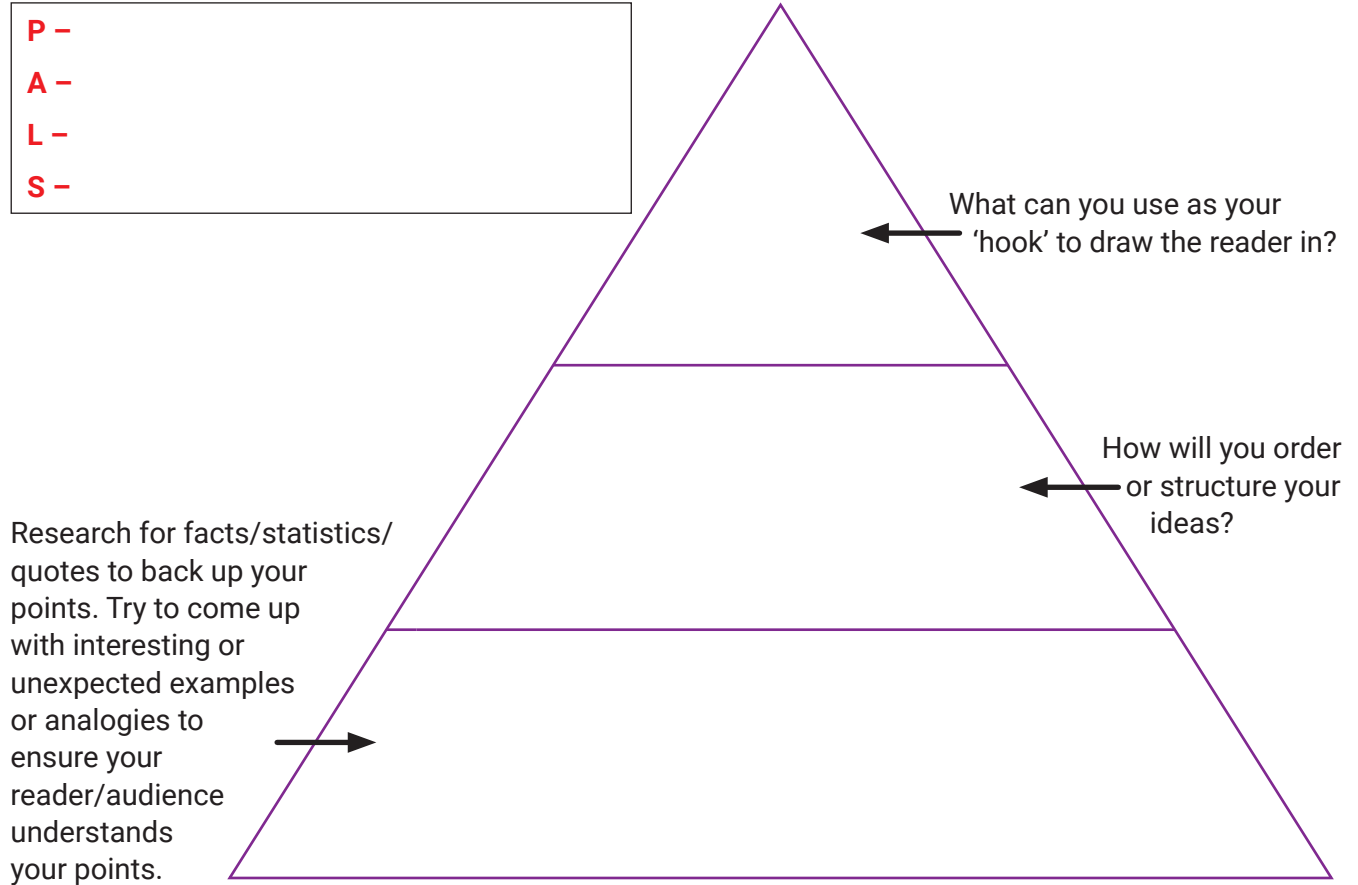
Students are handed back the feedback rubric and asked to reflect on their work.
 This reflection can be used to assist with analysis of feature articles in the Final Assessment.

ADDITIONAL INFORMATION

Depending on how many students present their podcast performance, this unit can be completed within two to three classes. If students have already completed a similar activity/presentation for CBA 1, the first six steps can be briefly revisited to form the basis of the assessment.

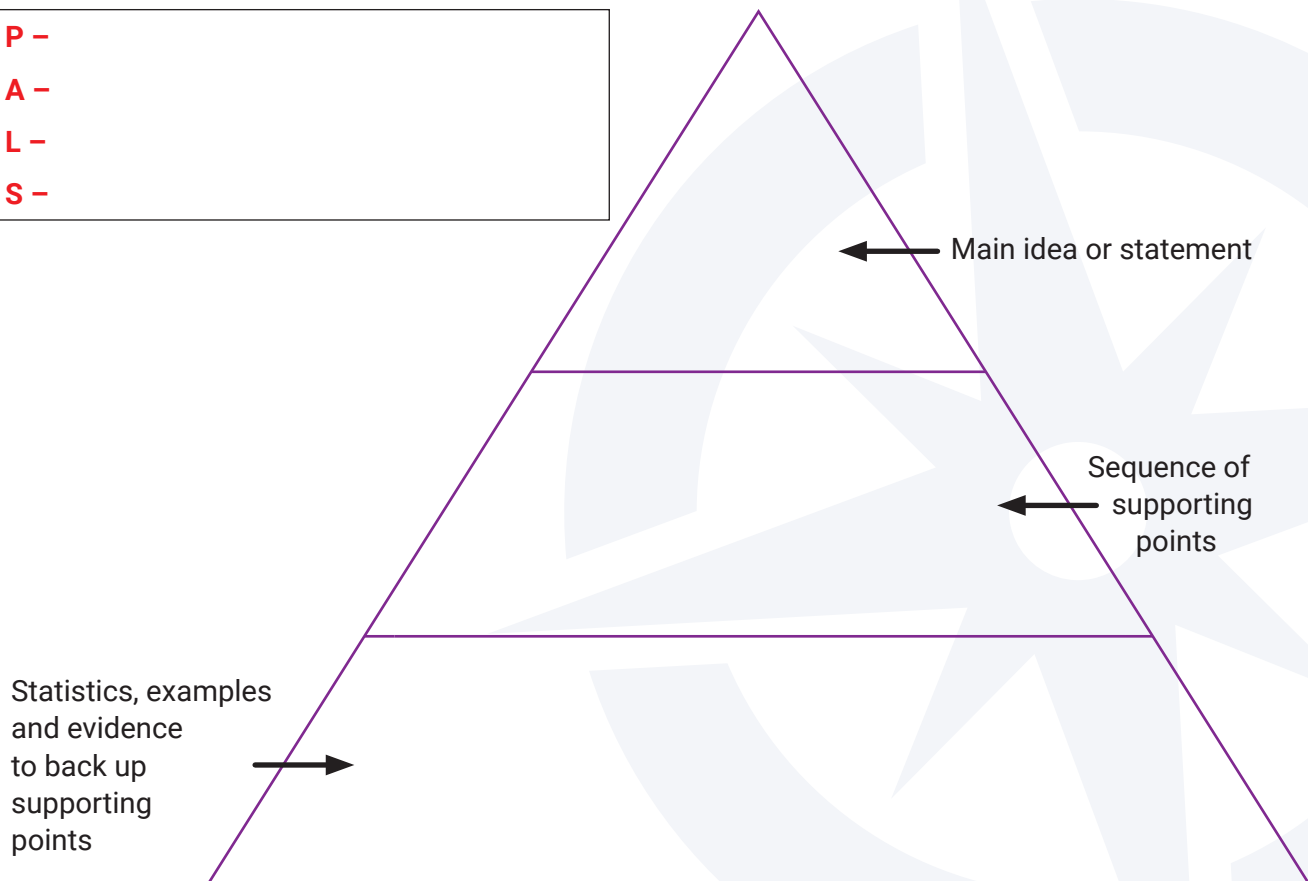
Feature article structure

- P -
- A -
- L -
- S -



Op-ed article structure

- P -
- A -
- L -
- S -



Teacher feedback: Article writing

___ / ___ / ___

Features of quality of Collection of Student's Texts: Article writing	Y. to M.	I. L.	A. Exp.	Exc.
Command of genre: Article writing <i>(effective opening, use of 5 Ws, op-ed or features structure, engaging expression, sustained discussion)</i>				
Competent writing <i>(evidence of research and organisation, structuring and sequencing of material, logical flow of ideas, sense of focus)</i>				
Evidence of originality and creativity <i>(expression of ideas, use of quotations/statistics, lively phrasing and use of imagery)</i>				
Quality and accuracy of word choice <i>(varied vocabulary, accuracy of mechanics, persuasive language where appropriate)</i>				
Awareness of audience <i>(use of language appropriate to the purpose and audience who will be reading the piece)</i>				
Other comments				

Reflecting on writing an article

Title of the article: _____

I chose to write a news story/op-ed piece/feature article on this topic because _____

A change I made while planning was _____

This improved my writing because _____

Two features of my article which are typical of _____ writing are _____

There are effective because _____