

## Modern Foreign Languages Development Group

Meeting November 4<sup>th</sup> 2015

<b>Agenda for November 4th:</b>	<b>Documentation/Discussion</b>
Revised draft specification	The group discussed the revisions made to the draft specification since the last meeting. The additional section demonstrating how the specification links to junior cycle statements of learning and key skills were part of the discussion.
Assessment in Junior Cycle	A presentation was made to the group on Assessment in Junior Cycle, highlighting chapter 5 of the Framework for Junior Cycle (DES, 2015). In particular, the role of the Classroom-Based Assessment (CBAs) was discussed.
The potential of language portfolios in junior cycle MFL	A presentation was made on the potential of using Language Portfolios in Junior Cycle MFL based on experiences of the European Language Portfolio as used throughout Europe and based on the EUFolio project in Ireland (2013-2015). The group was provided with some sample portfolio materials from several European countries.
Classroom-Based Assessments (CBAs) in junior cycle MFL	The group was asked to suggest two CBAs suitable for junior cycle MFL based on the specification developed to date. All agreed that the time remaining for this task was short and a good portion of the next meeting will be spent revisiting this topic again.
<p>The following issues formed part of the discussions:</p> <ul style="list-style-type: none"><li>• The learning outcomes capture the important learning in MFL very well</li><li>• It is of concern to some that although the learning outcomes have been reduced by half and are now in line with other junior cycle subject specifications, they may prove too numerous to achieve given the reduced time allocation to subjects in the new Junior Cycle</li></ul>	

- Portfolios provide benefits for students with different preferred learning styles and capacity for oral feedback from teachers. Other benefits were highlighted such as student reflection, though students in Junior Cycle need to be taught how to reflect
- The CBAs will have to reflect the background paper and brief and will need to be aligned with the rationale, aim, statements of learning and key skills related to the draft MFL specification