



## Classroom Based Assessments (CBAs) 2018-2019

**Classroom Based Assessments (CBAs)** are one part of how students' learning is assessed in the new Junior Cycle, alongside the terminal exams in June of Third Year and the variety of assessment practices that students and their teachers make use of in school over the course of the three years.

All students complete two CBAs in each subject, one in 2nd Year and one in 3rd Year. These can be referred to as '**CBA1**' and '**CBA2**' respectively.

CBAs are undertaken at a common level for all students.

### What subjects will students do CBAs in this year?

- Students in 3rd year will complete CBAs in English, Business and Science.
- Students in 2nd year will also complete CBAs in these subjects as well as in French/Italian and Art.

An outline of the CBAs in each subject and relevant dates for 2018-2019 can be found below.

### How are CBAs assessed?

When complete, CBAs are awarded **Grade Descriptors** by students' subject teachers and moderated with other teachers of the same subject at a **Subject Learning and Assessment Review (SLAR)** meeting before deciding on a final Grade Descriptor. A student's teacher assigns a Grade Descriptor based on **Features of Quality (FoQ)** that are outlined in the subject's specification.

The Grade Descriptors are: Exceptional; Above Expectations; In Line With Expectations; Yet To Meet Expectations.

### What is the Assessment Task?

In 3rd year, students complete an **Assessment Task** in each subject. This year, 3<sup>rd</sup> Year students will complete Assessment Tasks in English, Business and Science.

The Assessment Task is a written task that takes place during a normal class period. It requires students to reflect on the learning they have done during CBA2. The task is set by the National Council for Curriculum and Assessment (NCCA) and The State Examinations Commission (SEC) and is graded by the SEC as part of the final exam in June. The mark for the Assessment Task accounts for 10% of the grade awarded for the final exam.

### How are CBA Grade Descriptors reported to parents?

CBA Grade Descriptors are reported to parents during the school year in the same way as other school reports. CBA Grade Descriptors also appear on each student's **Junior Cycle Profile of Achievement (JCPA)**, which also contains their final exam results and **Other Areas of Learning (OALs)**. Assessment Task results are not reported separately.



## CBAs completed by students in 3<sup>rd</sup> Year in 2018-2019

|                        | <b>English</b>  | <b>Business</b>  | <b>Science</b>  |
|------------------------|---|--|---|
| <b>Title</b>           | Collection of the student's texts   | Presentation   | Science in Society  |
| <b>Description</b>     | <p>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 assessment.</p> | <p>This is an Individual 3-minute Presentation. The chosen topic may be directly related to specific course content or the student may decide to study an issue of personal or local relevance, provided it is related to the business environment. A list of potential topics will be supplied.</p> <p>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. Students will be engaged in 3 areas of activity, which contribute to the generation of their evidence of learning and achievement:</p> <ol style="list-style-type: none"> <li>1. Investigating</li> <li>2. Reflecting on learning</li> <li>3. Communicating</li> </ol> | <p>The Science in Society Investigation (SSI) gives students an opportunity to explore a scientific topic or issue. The development of research and reporting skills are central here, for example searching for information, discriminating between sources, documenting sources used, presenting evidence in a report, applying knowledge of science to new situations and analysing different points of view on the issue, drawing conclusions and communicating personal opinion(s) based on the evidence. The SSI is an individual research project comprising of three activities: initiating research, communicating, and evaluating. Students may collaborate with classmates in gathering relevant information and data, but each student must individually produce evidence to meet the Features of Quality of this assessment.</p> |
| <b>Dates</b>           | by Friday 30 <sup>th</sup> November   | 12 <sup>th</sup> November – 7 <sup>th</sup> December   | 7 <sup>th</sup> December – 25 <sup>th</sup> January   |
| <b>Assessment task</b> | 3 <sup>rd</sup> – 7 <sup>th</sup> December  | 10 <sup>th</sup> – 14 <sup>th</sup> December   | 28 <sup>th</sup> January – 1 <sup>st</sup> February   |



## CBAs completed by students in 2<sup>nd</sup> Year in 2018-2019

| CBAs completed by students in 2 <sup>nd</sup> Year in 2018-2019 |   |   |  |  |  |
|---|---|---|--|--|--|
|   | English   | Business  | Science  | French/Italian   | Art  |
| Title   | Oral Communication  | Business in Action  | Extended Experimental Investigation  | Oral Communication   | From Process to Realisation  |
| Description   | <p>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 .</p> | <p>Group project based on one of three options:<br/>           1. Enterprise in Action<br/>           2. Economics in Action<br/>           3. Finance in Action<br/>           Each group has between 3 – 5 members.<br/>           Students will be engaged in 4 areas of activity, which contribute to the generation of their evidence of learning and achievement:<br/>           1. Conducting research<br/>           2. Evaluating information<br/>           3. Developing action plans<br/>           4. Reporting findings<br/>           The final project will be between 1200-1500 words in length depending on the format.</p> | <p>The Extended Experimental Investigation (EEI) gives students an opportunity to research a question they have about some science-related phenomena they have come across in their studies. 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 experiments, conducting experiments, generating and recording primary data, processing and analysing the data to make valid conclusions, and communicating the method used, data recorded, findings, and reflections on the investigation.</p> | <p>The purpose of this Classroom-Based Assessment is for the student to demonstrate the skills of oral production and oral interaction. 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), or conversation in response to stimulus material. For this oral communication, the student will focus on an aspect of the target language 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.</p> | <p>From Process to Realisation gives students an opportunity to experience an approach that reflects that of a practising artist/craftsperson/designer. Their sketchpad, will hold a record of their initial thoughts, ideas, primary sources, research and exploration of techniques and observations as they develop their work. The quality of the students' research and developmental work has a direct impact on the final quality of their realised work. Students work based on a chosen theme from a list issued by the NCCA to complete 4 stages of this CBA: Research, initial ideas, process of development, realised work. The NCCA will release the themes on 7<sup>th</sup> January 2019.</p> |
| Dates   | 29 <sup>th</sup> April – 20 <sup>th</sup> May   | 4 <sup>th</sup> March – 12 <sup>th</sup> April  | 4 <sup>th</sup> March – 12 <sup>th</sup> April   | 29 <sup>th</sup> April – 17 <sup>th</sup> May  | 7 <sup>th</sup> January – 12 <sup>th</sup> April   |