

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Junior Cycle Subjects: Classroom Based Assessments (CBAs)

A Synopsis

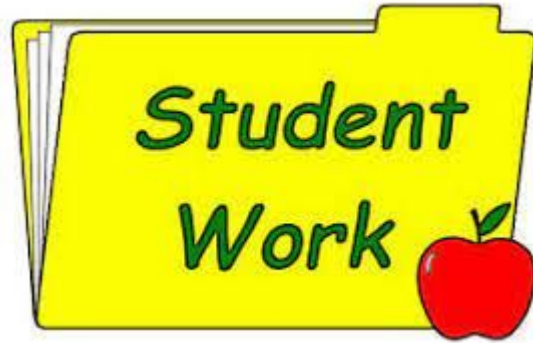
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Subject requirements

Students will usually complete one CBa in second year and one CBA in third year

Please see more information on what is required in the two CBAS for each subject



Reporting CBA

Once the second CBA is completed students in third year will complete a written **Assessment Task**. This task, set by the National Council for Curriculum and Assessment (NCCA), is undertaken during normal class time and will be sent to the State Examinations Commission (SEC) for marking. This Assessment Task will be worth 10% of the overall mark in the case of most subjects. At the end of third year, students will sit the final SEC examination in June. CBAs will be reported on in the JCPA using the following descriptors:-

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations



Descriptors

Deciding the level of achievement for the Classroom-Based Assessments There are four level descriptors of achievement for each CBA; teachers use the Features of Quality, set out in The Assessment Guidelines for each subject to decide the level of achievement in each CBA. The Features of Quality are the criteria used to assess the student work as best fitting one of the following descriptors:

EXCEPTIONAL; describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

ABOVE EXPECTATIONS; describes a piece of work that reflects all of the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of activity of the investigation, and the work is praised for its rigour. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

IN LINE WITH EXPECTATIONS describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

YET TO MEET EXPECTATIONS; describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

NOT REPORTED; describes when a student has not submitted any piece of work for assessment

English

CBA One: Oral Communication

Student Learning

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. 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.

How will students demonstrate their learning?

On completing the Oral Communication CBA, students may use the following formats:

1. Performance
2. Presentation
3. Interview
4. Response to stimulus material

These formats are open to interpretation by students and teachers. For example, a debate as a form of presentation, a radio interview, or commentary on a sporting or cultural event as a response to a stimulus, a comedy sketch, recitation, mock interview or parody as a form of performance.

Note that this list of examples is not intended to be exhaustive, but rather to suggest that student approaches to, and formats for, the oral communication Classroom-Based Assessment may vary and/or overlap. The Oral Communication CBA can be completed by the student as an individual or as a member of a group.

Length of Classroom-Based Assessment?

While oral communication will form part of everyday learning and teaching across years one and two, the preparation for and communication by students of their Oral Communication Classroom-Based Assessment must be completed over a period of three school weeks.



English

CBA Two: The Collection of Student's Texts

Student Learning

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. This is best done over time, with supportive feedback and scaffolding from the teacher.

How will students demonstrate their learning?

In the majority of cases, the work in the student's collection will arise from normal classwork.

Students will, during Years Two and Three, plan to complete and retain at least four texts.

Completion of this Classroom-Based Assessment in Year Three involves each student choosing two texts from their collection to submit for assessment.

Length of Classroom-Based Assessment?

The collection is developed across Second Year and Third Year. (Approx. 18 months)

The student's selection and reflection process for CBA 2 is completed in Third Year.



Gaeilge

CBA One: Punann teanga (Language Portfolio)



Student Learning

Through engaging with and building their language portfolio over three years, students develop and reflect on their language acquisition across all five language skills. Pieces of student work will be in a wide range of formats including oral, audio-visual, written and multi-modal and in a variety of genres and styles including creative pieces (poems, songs, dramas, stories that the student composes themselves), projects, reflective pieces, blogs, recorded oral work, learning logs and responses to literary texts.

How will students demonstrate their learning?

Students choose three pieces of work from 2nd and 3rd year to demonstrate the development of their language skills. All students must include at least one piece of recorded oral work and at least one piece for which literature was a stimulus. Student choice is paramount in their selection of texts. For example, they may choose three pieces of recorded oral work, provided at least one of them is based on literature as a stimulus. Alternatively, they may choose three pieces based on literature as a stimulus, provided at least one of those is a piece of recorded oral work. Each piece is accompanied by a reflective note demonstrating the student's self-awareness as a learner.

Length of Classroom-Based Assessment?

While the language portfolio is built up as part of normal classwork across the three years of junior cycle, only pieces of work from second and/or third year, which the student feels best demonstrate their language ability and other skills, are chosen for CBA purposes.

The student's selection and reflection process for the CBA is completed in term 1 in Third Year.



Gaeilge

CBA Two: Tasc Cumarsáideach (Communicative Task)

Student Learning

Learning centres on the developing skills in oral communication and oral interaction including shaping the style and format of the communicative task, using vocabulary and language register suited to the type of communication, demonstrating an awareness of the target audience, and the developing accuracy in syntax and language patterns. It may also include the development of basic research skills, time-management, self-management, collaboration with others and ownership of learning.

How will students demonstrate their learning?

Students work individually, in pairs or in groups to research a topic or issue of particular interest to them. Students are free to choose the format of their oral communication e.g., a presentation, an interview, role-play, a conversation in response to a stimulus, a performance /demonstration of a creative piece of their own (e.g., poem, song, dramatic piece or story) to best illustrate their oral and interactive competencies. The teacher must ask each student a number of unscripted, appropriate questions to help gauge student comprehension and capacity to respond. These unscripted questions may intersperse or follow the student's piece. They may be exploited to support and guide the student in their communication. In a T1 context only, other students may also pose questions to the presenting student that reflect the way a normal conversation might occur but with due regard for the student's chosen format.

Length of Classroom-Based Assessment?

While the student's communicative skills are developed over three years, the student has a three-week period in which to research /develop their communicative task for CBA 2 and present their work live to their teacher and peers (or group of peers).

NB: The Tasc Cumarsáideach is a live presentation and is not pre-recorded.



Mathematics

CBA One: Mathematical Investigation



Student Learning

Students engage with the mathematical problem-solving cycle; defining the problem statement, finding a strategy and translating it to mathematics (if necessary), engaging with the problem and solving it if possible, and interpreting the solution in the context of the original problem. Students will have the opportunity to develop their mathematical, communicative, research and collaboration skills, competencies and knowledge.

How will students demonstrate their learning?

Students research a question that they have about the world around them or that they have explored in the course of their mathematical studies. Students will produce a report and submit their research records. They have choice around the format of their report and possibilities to collaborate.

Length of Classroom-Based Assessment?

Three-week window in Second Year.



Mathematics

CBA Two: Statistical Investigation



Student Learning

Students engage with the statistical enquiry cycle; designing the investigation, identifying the variables of interest and choosing reliable, valid measurement methods for gathering data on each variable, gathering, organising and managing the data, analysing and interpreting the data in the context of the original question. Students will have the opportunity to develop their mathematical, communicative, research and collaboration skills, competencies and knowledge.

How will students demonstrate their learning?

Students research a statistical question that they have about the world around them or that they explored in the course of their mathematical studies. Students will produce a report and submit their research records. They have choice around the format of their report and possibilities to collaborate.

Length of Classroom-Based Assessment?

Three-week window in Third Year.



Business Studies

CBA One: Business in Action



Student Learning

Students will act as consumers, entrepreneurs, managers and decision-makers as they: plan and conduct research; analyse data and information; problem-solve and make decisions; use digital technology to manage information and take action.

They will learn and make informed decisions about, their own resources and issues of social, cultural and global importance. These are essential skills required for life, work and further education.

How will students demonstrate their learning?

This group-based research project comprises of four areas of activity: conducting research; evaluating information; developing action plans; and reporting findings. Students should collaborate with classmates in order to complete the project, but teachers should ensure that each student makes an individual contribution to the project and produces their own evidence to meet the Features of Quality for this assessment.

Length of Classroom-Based Assessment?

To be completed within a four-week window during Second Year.



Business Studies

CBA Two: Presentation



Student Learning

This Classroom-Based Assessment helps students to apply course learning to their daily lives, integrate theoretical ideas into practical contexts and begin to develop reflective skills. It is designed to build on the positive dialogue between students and teachers on business-related interests throughout the three years of study. The Presentation is an individual project. It comprises of three areas of activity:

- Investigating
- Making informed judgements
- Communicating

How will students demonstrate their learning?

Each student will present orally on what they have learned having examined a business-related topic. The information should be presented in their own words to demonstrate a personal understanding of the knowledge and ideas relevant to the chosen topic. Students can use a range of different support materials and tools, taking into account a school's unique context and the abilities and interests of the individual students.

Length of Classroom-Based Assessment?

To be completed within a three-week window during Third Year.



Geography

CBA One: Geography in the news



Student Learning

Students will undertake a structured inquiry into a recent significant geographical event on a local, national or global scale, reported in the media. They will analyse the significance of this event through the lens of the elements: processes; patterns; systems and scale; geographical skills and sustainability.

It will also provide students with opportunities to actively observe the interactions and interconnections between people, places, environment and spatial patterns.

How will students demonstrate their learning?

Students will demonstrate their learning by preparing a response to a recent geographical event reported in the media. It can be completed individually or in groups. Students may present their response using a wide range of formats.

Length of Classroom-Based Assessment?

Three-week window in Second Year.



Geography

CBA Two: My geography

Student Learning

Students undertake an active investigation in the form of a structured inquiry into a geographical aspect(s) in a local area. They will actively gather data e.g., through field work and apply their knowledge and skills. Students will demonstrate their understanding and application of the elements (processes; patterns; systems; and scale; geographical skills and sustainability) on their chosen geographical aspect. They will also have an opportunity to actively explore and engage with the interactions between people, places and the environment and consider the resulting implications.

How will students demonstrate their learning?

Students will demonstrate their learning by preparing a response to an investigation into the geographical aspect(s) of a local area. It can be completed individually or in groups. Students may present their response using a wide range of formats.

Length of Classroom-Based Assessment?

Three-week window in Third Year.





History

CBA One: The Past in my Place

Student Learning

The students will have the opportunity to develop the research skills of the historian. In groups, pairs or individually they will identify and investigate sources of evidence on a historical aspect or theme relating to the locality, place or personal/family history of the student.

How will students demonstrate their learning?

The students will demonstrate their learning by creating a display of their findings of the type you may encounter in a museum or library. The display will incorporate their reflections on their experience of conducting historical research.

Length of Classroom-Based Assessment?

Three-week window in Second Year.





History

CBA Two: A Life in Time

Student Learning

The students will have the opportunity to further develop the research skills of the historian. Individually, they will undertake a structured evidence-based enquiry into the historical life and experiences of a person of interest.

How will students demonstrate their learning?

The students will demonstrate their learning by composing a written record outlining their findings on the person they chose to investigate. The written record will be accompanied by a reflection note outlining their experience of historical research.

Length of Classroom-Based Assessment?

Three-week window in Third Year.



Home Economics

CBA One: Creative Textiles



Student Learning

Students will have the opportunity to demonstrate their practical textile and crafts' skills in a creative way. Students will actively engage with the design brief process and develop their knowledge, understanding, skills and values of many of the learning outcomes across strands 2 and 3.

How will students demonstrate their learning?

Students will make a textile item for an individual or the home i.e. recycle/upcycle a textile item for an individual or the home. They will submit a short concise written account of how they have applied the design brief process and a student reflection.

Length of Classroom-Based Assessment?

Second Year.
8-10 weeks, dependent on access to appropriate and specific resources.



Home Economics

CBA Two: Food Literacy Skills Brief

Student Learning

Students will use the design brief process to demonstrate their culinary and creative food literacy skills and nutritional knowledge in researching, analysing and planning of a food literacy brief for everyday living.



How will students demonstrate their learning?

Briefs will be issued by SEC. Students will follow the design brief process, undertake research, generate ideas and examine all aspects of the brief. Students will provide a short-written-account which will include a summary of teacher/peer feedback and a reflection.

Length of Classroom-Based Assessment?

Third Year.

Suggested length 3-4 weeks. Linked to the SEC practical food-skills examination.



Modern Foreign Languages

CBA One: Oral Communication

Student Learning

The purpose of this Classroom-Based Assessment is for the student to demonstrate the skills of spoken production and spoken interaction. However, other skills e.g., reading, writing, listening, basic research, managing myself, managing information & thinking, may be developed alongside to support and scaffold development of the student's oral communication skills and to develop student autonomy in learning.

The student will focus on an aspect of the target language countries or culture; or on a simulation of an experience in a target language country; or on a topic or stimulus of interest.

Each student may choose to work individually, as part of a pair or as part of a group. While students develop knowledge, understanding and skills in their modern foreign language, how they will choose to work - individually, in a pair or in a group - reflects the student-centred approach.

How will students demonstrate their learning?

To complete the oral communication task, students choose a format that supports spoken production and/or spoken interaction. The following is a list of suggested formats:

- Interview
- Role-play
- Presentation
- Conversation in response to stimulus material

The teacher must ask each student a number of unscripted, stage-appropriate questions to help gauge student comprehension and capacity to respond. These unscripted questions may intersperse or follow the student's piece. They may be exploited to support and guide the student in their communication.

Length of Classroom-Based Assessment?

Three weeks in Second Year.



Modern Foreign Languages

CBA Two: The Student Language Portfolio

Student Learning

The student maintains a Student Language Portfolio across the three years of language learning in Junior Cycle to support their development as an increasingly autonomous and skilled language learner.

Students learn a lot from the process of language acquisition when they are taught and guided in how to exploit a portfolio for multiple purposes:

- as a living workspace
- to curate work
- to track and enact feedback
- to curate learning strategies
- to reflect on their learning

By working in this manner, the student develops confidence in interaction and a greater awareness of the process of language acquisition. The student is encouraged to exploit all aspects of the Student Language Portfolio (SLP) to evidence their learning. The student may use feedback and further learning from their SLP to redraft texts as they progress through Junior Cycle so they best reflect their progress as a language learner.

How will students demonstrate their learning?

The Student Language Portfolio (SLP) will include a broad range of items such as written texts, projects, audio-visual materials, learning logs, self and peer feedback, teacher feedback, student reflections and learning goals. It is recognised that in this context the student's created texts may be presented in different formats—handwritten, digital, multi-modal, and so on.

Completion of the Classroom-Based Assessment process involves the student choosing texts from their SLP, with support and guidance from their teacher. The student has agency in selecting the three texts (audio, written, and audio-visual texts) from across 2nd and 3rd year that they feel best represent their learning and best reflect their ability as a language learner, judged against the Features of Quality. A minimum of one text will be in oral format. The student submits a Student Reflection Note with each of the three selected texts to their teacher by an agreed date.

Length of Classroom-Based Assessment?

Submission date/deadline.

Third Year.

Whilst the student begins compiling a portfolio of their language learning from First Year onwards, only texts (oral, written, digital) which are created in Second and Third Year of their Junior Cycle can be submitted for this Classroom-Based Assessment and, ultimately, for reporting in the JCPA.

The student completes the selection and reflection process for the CBA in Third Year.

MFL teachers decide in conjunction with school leadership a deadline for submission of the three chosen texts.

Music

CBA One: Composition Portfolio



Student Learning

An opportunity to celebrate students' achievements as creators of music artefacts by compiling a collection of their musical ideas. Through this process, students will develop their musical voice and their identity. When composing music for their chosen audience, students will learn how to bring an idea from concept to realisation.

How will students demonstrate their learning?

The learning is focused on the developmental nature and process of creating and composing music. There is no restriction on the types, styles, genres, or choices the students make. Two pieces from the portfolio will be presented in written, digital, visual, audio or any other format for assessment purposes. A student reflection must be included with each of the pieces submitted. Students will include any draft work relating to these pieces, although this work will not be assigned a descriptor.

Length of Classroom-Based Assessment?

Learning begins from First Year.

As per NCCA Assessment Guidelines will take place towards the end of Second Year.

The latest date for completion of this learning is issued annually by the NCCA.



Music

CBA Two: Programme Note



Student Learning

The student will prepare a programme note to illuminate the content of their three pieces for their practical performance in an interesting and relevant way. While this illumination is important for the audience, it also enriches the performance by the student.



How will students demonstrate their learning?

Learning will be demonstrated through the provision of background information which provides important insights into the composer's intentions, and an understanding of the wider context of the music to be performed. Providing the listener with aural signposts and interesting anecdotes about the composer/piece, enlightens and informs their experience. Any format is acceptable for assessment purposes.

Length of Classroom-Based Assessment?

Learning begins from First Year. As per NCCA Assessment Guidelines will take place two weeks in advance of the practical examination, towards the end of term two or the start of term three, in Third Year. The piece is completed in a period of up to, but no more than, three weeks.



Religious Education

CBA One: A Person of Commitment



Student Learning

This CBA is designed to facilitate students in undertaking an investigation into a person of personal interest

- who has shown personal commitment to a particular religious belief or a non-religious world-view
- who is recognised as having made a positive impact on the life of others/the world, either past or present
- whose religious beliefs or world-view has directly influenced how or why they have had a positive impact on the world

This CBA invites students to consider the role that commitment to beliefs (whether religious or non-religious) can play in a person's life and to examine how people live out their beliefs.

How will students demonstrate their learning?

Students are asked to research and report on the person they have chosen. Students have autonomy in selecting how they will report on their research. It can be an individual or group report, remembering that each student will be assessed for their individual work against the Features of Quality. The learning may be presented in a wide range of formats - written, audio, performance or multimodal - such as an essay, scrapbook, blog, script for a broadcast, letter, obituary, speech, oral presentation, interview, etc.

Length of Classroom-Based Assessment?

This CBA is to be completed within a period of three weeks in Second Year.



Religious Education

CBA Two: The human search for meaning



Student Learning

This CBA is designed to support students in exploring artistic, architectural, or archaeological evidence that shows ways people have engaged in the human search for meaning and purpose in life. It aims to develop their curiosity and understanding about the many ways that humans have expressed the search for meaning – a quest that transcends cultural and generational boundaries.

How will students demonstrate their learning?

Students may choose to report in a variety of formats – written, audio or multimodal - such as an essay, poster, PPT, audio or video presentation, etc. If students work in pairs or small groups they can choose to report individually or complete a group report, keeping in mind that each student will be assessed for their individual work against the Features of Quality.

Length of Classroom-Based Assessment?

This CBA is to be completed within a period of three weeks in Third Year.





Science

CBA One: Extended Experimental Investigation

Student Learning

A student will, over a three-week period, formulate a scientific hypothesis, plan and conduct an experimental investigation to test their hypothesis, generate and analyse primary data, and reflect on the process, with support/guidance from the teacher.

How will students demonstrate their learning?

Through submitting a report and research records in a format of their choice.

Length of Classroom-Based Assessment?

To be completed within a three-week window in Second Year.



Science



CBA Two: Science in Society Investigation

Student Learning

A student will, over a three-week period, research a socio-scientific issue, analyse the information/secondary data collected, evaluate the claims and opinions studied and draw evidence-based conclusions about the issues involved, with support/guidance from the teacher.

How will students demonstrate their learning?

Through submitting a report and research records in a format of their choice.

Length of Classroom-Based Assessment?

To be completed within a three-week window in Third Year.



Visual Art

CBA One: From Process to Realisation

Student Learning

Students may work individually or in groups of up to three.

Using their Visual Art sketchpad, students:

- Research and explore theme(s) issued by the NCCA
- Use primary sources appropriate to their selected theme
- Develop and refine their ideas and skills through an artistic process
- Realise an artefact primarily in one of the Visual Art strands (Art, Craft or Design)

How will students demonstrate their learning?

Students may work individually or in groups of up to three.

Students will record their research and developmental work, annotations and reflections in their Visual Art sketchpad.

Students will complete and present a realised artefact (2-dimensional artefact, 3-dimensional artefact, installation, site-specific sculpture, animation, film, etc.).

Length of Classroom-Based Assessment?

The teacher has the professional autonomy to decide the start date, duration and finish date to suit their students and context within a national timetable/window specified annually by the NCCA.



Visual Art

CBA Two: Communicate and Reflect

Student Learning

Students will work individually.

The third year of Visual Art will involve a project-brief issued by the SEC. The brief will specify three themes which will of necessity serve as the brief for CBA 2 (Phase 1) and the Final Assessment (Phase 2). Using their Visual Art Sketchpad students;

- Research, experiment and develop ideas and techniques from a range of primary sources based on the theme(s) in the brief
- Develop their ideas and skills primarily through two strands not carried out in CBA 1

How will students demonstrate their learning?

Students will record their research, experimentation, developmental work, annotations and reflections in their Visual Art sketchpad.

Students will use the material from their Visual Art sketchpad to present or discuss their initial thoughts, ideas, and experimentations and how they might shape their work for the Final Assessment.

Based on feedback, students reflect upon their work and the direction in which they will take it for Phase 2.

Length of Classroom-Based Assessment?

The project brief is issued by the SEC in early September and is carried out in two phases during the year. The first phase is CBA 2. The teacher has the professional autonomy to decide the start date, duration and finish date to suit their students and context within a national timetable/window specified annually by the NCCA.

(Phase 2-Final Assessment involves separate work to be submitted to the State Examinations Commission.)



Dates for CBA

In 2022/23 second years will complete CBA 1 in each of their subjects this year and complete CBA 2 next year

Third year CBAs have been reduced to one per subject for this year

Please see the outline calendar for each year group below



2nd Year Bank of CBA Titles : 22/23 windows

Religious Education CBA 1: A Person of Commitment	(3 weeks) November 28th - December 19th 2022
MFL CBA 1: Oral Communication	(3 weeks Jan 2022)
Science CBA 1: Science in Society Investigation.	(3 weeks 9th January - 27th January)
Music CBA 1: Composition Portfolio(jingle)	2 pieces from 2 years work (due Mon May 15th)
Visual Art CBA 1: From Process to Realisation.	(4 week project 20/2/23 - 24/3/23)
Home Economics 1: Creative Textiles	(8 week project-non consecutive: begin Nov & end April)
English CBA 1: Oral Communication	(3 weeks 8th - 26th of May 2023)
History CBA 1: The Past is My Place	(3 weeks) April 17th- May 5th 2023
Geography CBA 1: Geography in the news	(3 Weeks) 9th Jan -27th Jan
Maths CBA 1: Mathematical Investigation	20th Feb - 10 March
Business Studies CBA 1: Business in Action.	(3 weeks May 1st - May 19th)
Gaeilge	Both CBA in Third year

3rd Year Bank of CBA Titles 22/23 windows

Gaeilge CBA 2: Tasc Cumarsáideach 3 weeks (20th February - 10th March 2023)

Visual Art CBA 2: Communicate and Reflect 27/9/22- 28/10/22

Music CBA 2- Programme Note. 3 weeks (November 21st- December 9th 2022)

Home Economics CBA 2: Food Literacy 3 Weeks (25th Nov-16th Dec 2022)

