



CLASSROOM-BASED ASSESSMENTS (CBAs) – A GUIDE FOR PARENTS

Many parents are unsure of what Classroom-based Assessments (CBAs) are and how this new process of assessment forms part of the new Junior Cycle.

The new Junior Cycle brought around many changes within the classroom. The Framework for Junior Cycle (2015) outlines these key educational changes that the Department of Education and Skills put in place for students in the first three years of their post-primary education. One of the most notable changes was the introduction of CBAs and Assessment Tasks for each subject studied by students. The CBAs offer a broad and balanced educational experience for your child.

CBAs will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination. The tasks will cover a broad range of activities including oral presentations, written work of different genres, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks. A particular purpose of the CBAs will be to facilitate developmental feedback to students. CBAs are best described as the occasions when the teacher assesses the students using the specific tasks set out in the curriculum specification for each subject. They are completed within the teaching time allocated for each subject.

Each student will undertake a number of CBAs, facilitated by their teacher throughout their Junior Cycle. There are two CBAs to be completed per subject (one in second year and one in third year). All CBAs are specified at common level.

WHEN DO CBAs TAKE PLACE?

CBAs are conducted during normal class time. The school creates a schedule for the completion of CBAs at the start of the school year. Scheduling ensures that CBAs are spread out as much as possible and avoids a situation where too many CBAs are being conducted at any one time. The vast majority of CBAs will be completed over a three-week period, with the exception of Home Economics, Music & Visual Art which are completed over a longer frame.

WHAT DOES A CBA ENTAIL?

Every subject and every teacher will have different expectations for the CBA in their subject. What is important to note is that the assessments associated with the CBA will be tied to the skills and knowledge linked with the subject being studied. Below are the subjects offered to Junior Cycle students at St. Augustine's College and what each CBA entails.

English		
Classroom based Assessments	Format	Student preparation
CBA 1: Oral Communication	Individual or group communication or presentation	During a period of three weeks, with support/guidance from the teacher
CBA 2: Collection of the Student's Texts	Two texts chosen by the student from his/her collection of texts	Texts produced over time with support and guidance from the teacher

Science		
Classroom based Assessments	Format	Student preparation
CBA 1: Extended Experimental Investigation (EEI)	A report, which may be presented in a wide range of formats	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.
CBA 2: Science in Society Investigation (SSI)	A report, which may be presented in a wide range of formats	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.

Business		
Classroom based Assessments	Format	Student preparation
CBA 1: Business in Action	Group project based on one of three options: Enterprise in Action Economics in Action Finance in Action	During a maximum period of four weeks with support/guidance from teacher
CBA 2: Presentation	Individual presentation and investigation on a business-related topic	During a maximum period of three weeks with support/guidance from teacher

Gaeilge		
Classroom based Assessments	Format	Student preparation
CBA 1: Language Portfolio	The portfolio may include a range of student-created texts, e.g. projects, learning logs, creative pieces (poems/songs etc. created by the student) reflective pieces, recorded material (audio-visual and visual), texts, presentations completed etc.	During maximum period of three weeks, with support and guidance from teacher *Completed in 3rd Year
CBA 2: Communicative Task	As evidence of their learning, the students research, prepare, give a short classroom presentation and respond to questions	During maximum period of three weeks, with support and guidance from teacher *Completed in 3rd Year

Visual Art		
Classroom based Assessments	Format	Student preparation
CBA 1: From Process to Realisation	Group or individual project where students choose to work from one of a range of given themes to develop their ideas and create a realised work	During a maximum period of four months with support/guidance from the teacher
CBA 2: Communicate and Reflect	Individual project where students choose one from a range of given themes and generate preparatory work which they present to their class for discussion and feedback	During a maximum period of three months with support/guidance from the teacher
State Certified Assessment	Based on their analyses of and reflection on the feedback received, students will significantly develop their ideas further and complete two realised works	Two artefacts for assessment by State Examinations Commission

Modern Foreign Language		
Classroom based Assessments	Format	Student preparation
CBA 1: Oral Communication in the target language	Individual, pair or group communication using an interview, role-play, presentation (accompanied by question and answer session) or conversation in response to stimulus material	During maximum period of three weeks, with support and guidance from teacher
CBA 2: Student Language Portfolio	Three items chosen by the student from his/her collection	Texts produced over time with support and guidance from teacher

Maths		
Classroom based Assessments	Format	Student preparation
CBA 1: Mathematical investigation	A report may be presented in a wide range of formats.	A student will, over a three-week period, follow the Problem-solving cycle to investigate a mathematical problem. Problem-solving cycle: define a problem; decompose it into manageable parts and/or simplify it using appropriate assumptions; translate the problem to mathematics if necessary; engage with the problem and solve it if possible; interpret any findings in the context of the original problem.
CBA 2: Statistical Investigation	A report may be presented in a wide range of formats.	A student will, over a three-week period follow the Statistical enquiry cycle. Statistical enquiry cycle: formulate a question; plan and collect unbiased, representative data; organise and manage the data; explore and analyse the data using appropriate displays and numerical summaries and answer the original question giving reasons based on the analysis section.

Home Economics	
Classroom based Assessments	Evidence of learning
CBA 1: Creative Textiles	<p>This is an individual project. Students will produce evidence of the application of the design brief process to one of the following options:</p> <p>Make a creative textile item for an individual or the home <i>OR</i> Recycle or upcycle a creative textile item for an individual or the home</p>
CBA 2: Food Literacy Skills Brief	<p>This is an individual submission. Students will utilise the design brief process to research, generate ideas and possible solutions for their food literacy skills brief, drawn from a list of briefs issued by the State Examinations Commission.</p>

Music		
Classroom based Assessments	Format	Student preparation
CBA 1: Composition Portfolio	Two pieces chosen by the student from his/her portfolio	Compositions are produced over time with support and guidance from teacher
CBA 2: Programme Note	Individual or group programme note in chosen format	During a maximum of three weeks, with support and guidance from teacher

History		
Classroom based Assessments	Format	Student preparation
CBA 1: My Place in the Past	Display Group, pair or individual	During a maximum of three weeks, with support and guidance from teacher
CBA 2: A Life in Time	Written record (individual)	During a maximum of three weeks, with support and guidance from teacher

Geography		
Classroom based Assessments	Format	Student preparation
CBA 1: Geography in the News – Structured inquiry through a response to a recent geographical event(s)	<i>Response to a media source</i> Response may be presented in a wide range of formats Individual or group	At the end of a three-week period students will report on their inquiry.
	<i>Geographical Investigation</i> Response may be presented in a wide range of formats Individual or group	Students will, over a three-week period, investigate geographical aspects in a local area
CBA 2: My Geography – Structured inquiry into a geographical aspect(s) in a local area		

Graphics		
Classroom based Assessments	Format	Student preparation
CBA 1: Communicating through sketching	Graphically communicate their ideas using two-dimensional and/or three-dimensional sketching techniques Response may be presented in a wide range of formats Students can collaborate, but each student must present an individual piece of work	During a maximum of three weeks with support/guidance from teacher
	CBA 2: Graphical Presentation Skills Researching an area related to the domain of the SEC project Students must individually present a piece of work Response may be presented in a wide range of formats	During a maximum of three weeks with support/guidance from teacher

Wood Technology		
Classroom based Assessments	Format	Student preparation
CBA 1: Wood Science in Our Environment	<p>Investigation and presentation on a wood science related topic</p> <p>Response may be presented in a wide range of formats</p> <p>Students can collaborate, but each student must present an individual piece of work</p>	During a maximum of three weeks with support/guidance from teacher
CBA 2: Student Self-Analysis and Evaluation	<p>Individual analysis of their own skills</p> <p>Response may be presented in a wide range of formats</p>	During a maximum of three weeks with support/guidance from teacher

HOW ARE THE CBAs GRADED?

The CBAs are not graded the same as your child’s class tests or the State Examinations at the Junior Cycle. There are four level descriptors of achievement in each Classroom-Based Assessment:

- **Exceptional** - describes a piece of work that is of an extremely high standard.
- **Above expectations** - describes a piece of work that reflects a particularly good piece of work but with feedback from the teacher the student has potential to improve.
- **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.
- **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. The student has made a good attempt, but the task has not been grasped clearly.
- If a student does not make any attempt at producing any work for their CBA, this is recorded as **‘Not reported’** on their Junior Cycle Profile of Achievement.

The grades of these CBAs will appear on a student's Junior Cycle Profile of Achievement (JCPA) along with their final examination grades. An example of a JCPA can be seen below.

JUNIOR CYCLE PROFILE OF ACHIEVEMENT Mary Murphy 2020

State Certified Final Examinations	
Irish L2 (H)	Achieved
Mathematics (H)	B
English (H) ⁽⁴⁾	Achieved
Business Studies (C)	Distinction
French (C)	Higher Merit
Geography (H)	A
History (H)	C
Science (C)	Higher Merit
Visual Art (C)	Higher Merit

Classroom-Based Assessments - Subjects		
IRISH L2	Language Portfolio	In line with Expectations
	Communicative Task	Above Expectations
ENGLISH	Oral Communication	In line with Expectations
	The Collection of the Student's Texts	Above Expectations
BUSINESS STUDIES	Business in Action	Above Expectations
	Presentation	In line with Expectations
FRENCH	Oral Communication	Above Expectations
	Student Language Portfolio	Above Expectations
SCIENCE	Extended Experimental Investigation	In line with Expectations
	Science in Society Investigation	Above Expectations
VISUAL ART	From Process to Realisation	In line with Expectations
	Communicate and Reflect	Exceptional

CBA results reported here

Other Areas of Learning	Classroom-Based Assessments - Short Courses																
<p>Mary took part in a school drama performance, learned to express herself and build her communication skills.</p> <p>Mary participated in the school Science Competition (<i>Let's Explore</i>) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.</p> <p>Mary through her role as Class Representative learned to communicate effectively as a voice for the students in her class.</p> <p>Mary worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.</p> <p>Mary was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f0e68c;"> <td>Digital Media Literacy</td> <td style="text-align: center;">Above Expectations</td> </tr> <tr style="background-color: #e6e6f0;"> <td>Philosophy</td> <td style="text-align: center;">In line with Expectations</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f0e68c;"> <th colspan="2">Wellbeing</th> </tr> </thead> <tbody> <tr style="background-color: #e6e6f0;"> <td>CSPE</td> <td style="text-align: center;">Not Reported</td> </tr> <tr style="background-color: #e6e6f0;"> <td>SPHE</td> <td style="text-align: center;">Not Reported</td> </tr> <tr style="background-color: #e6e6f0;"> <td>PE</td> <td style="text-align: center;">Above Expectations</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f0e68c;"> <th>Other Areas of Wellbeing</th> </tr> </thead> <tbody> <tr> <td>In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.</td> </tr> <tr> <td>Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.</td> </tr> <tr> <td>As part of the school's Wellbeing Programme, Mary participated in <i>Lockers</i> where she learned about the influence of social media, peer pressure and stereotypes in the digital world.</td> </tr> </tbody> </table>	Digital Media Literacy	Above Expectations	Philosophy	In line with Expectations	Wellbeing		CSPE	Not Reported	SPHE	Not Reported	PE	Above Expectations	Other Areas of Wellbeing	In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.	Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.	As part of the school's Wellbeing Programme, Mary participated in <i>Lockers</i> where she learned about the influence of social media, peer pressure and stereotypes in the digital world.
Digital Media Literacy	Above Expectations																
Philosophy	In line with Expectations																
Wellbeing																	
CSPE	Not Reported																
SPHE	Not Reported																
PE	Above Expectations																
Other Areas of Wellbeing																	
In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.																	
Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.																	
As part of the school's Wellbeing Programme, Mary participated in <i>Lockers</i> where she learned about the influence of social media, peer pressure and stereotypes in the digital world.																	

Principal	Year head	Roll Number: 60478Q
Colman Candy	Ann Howett	Anytown Secondary School Anytown Co. Any County

This JCPA recognises and records achievements in Junior Cycle.

ASSESSMENT TASKS

Following completion of the second CBA in individual subjects (in 3rd Year), students complete a written Assessment Task to be submitted to the State Examinations Commission for marking as part of the State-Certified Examination for that subject. It will be allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission.

The Assessment Task is directly related to the nature and focus of the second Classroom-Based Assessment. The purpose of the Assessment Task is for students to undertake a focused reflection on their individual CBA.

The Assessment Task again takes place during class time. The mark awarded for the Assessment Task will be aggregated by the SEC with the mark awarded for the final examination (which takes place in June) to determine the overall grade for the state-certified final examination in each subject.

******Due to disruptions in teaching and learning during the COVID-19 pandemic, students sitting Junior Cycle Examinations in 2023 must complete only one CBA and are not required to complete Assessment Tasks. This will be reviewed for Junior Cycle 2024 students.***

ADVICE FOR STUDENTS ON COMPLETING CBAs

- Follow teachers' instructions.
- Use class time wisely. Three weeks passes very quickly.
- Keep track of sources used when researching.
- Do not copy and paste directly from the internet and present this as your own work.
- Ask for help if problems arise.
- In the case of CBAs which involve an oral presentation, practice the presentation at home if possible.