Classroom-Based Assessment
CBA
Information Booklet

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Overview

As a parent/guardian you may hear your child say

"My science CBA is starting next week, and I need help with this!"

Your first reaction might be to say, "What is a CBA?". Many parents are unsure of this new process of assessment, which is now part of the new Junior Cycle. This booklet aims to provide a little more information for both parents and students on the process of completing CBAs throughout second and third year.

The new Junior Cycle Programme brought many changes to how we teach at Junior Cycle. One of the most notable changes was the introduction of Classroom Based Assessments (CBAs) and an Assessment Task for many subjects on the Junior Cycle course.

Classroom Based Assessments have two objectives:

- to give students the opportunity to apply their knowledge, skills and understanding to real life settings.
- to develop their communication skills through the presentation process. Presenting allows students to develop their self-awareness as learners, to evaluate evidence and reflect on their values. It also allows students the opportunity to improve their demonstration and communication skills – these skills may play a major role in their future careers and its important they become competent in those areas.

Each student will undertake a number of CBAs facilitated by their teachers throughout the Junior Cycle. There are two CBAs to be completed per examinable subject - CBA 1 in second year and CBA 2 in third year.

CBAs are NOT required in the following subject area:

- Religion

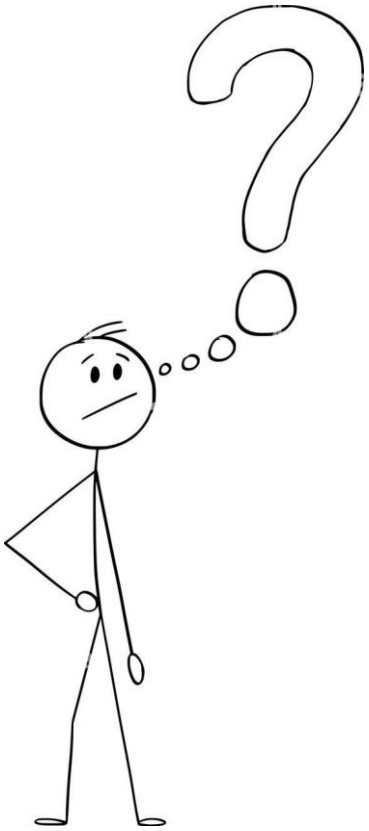
When do CBAs take place?

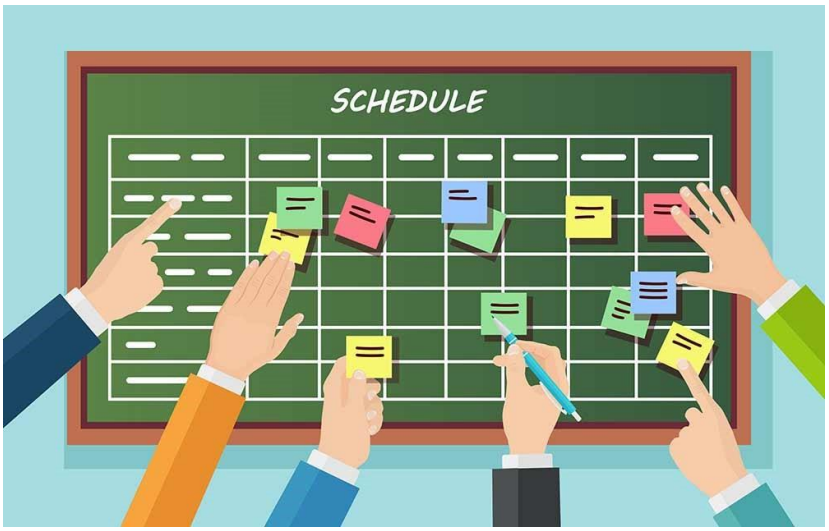
CBA's take place during normal class time.

We ensure that CBAs in our school are scheduled carefully to reduce the number occurring at any one time. This eases the pressure on students and parents.

The vast majority of CBA's will be completed over a three-week period, except for Home Economics, Music and Art, which require additional time.

Our website has two detailed calendars: indicating the dates for CBA 1 in Second Year and CBA 2 in Third Year. These calendars show the specific timeframes for each subjects CBA.





Visual Art

CBA 1 — From Process to Realisation (Second Year)

This CBA is completed by students either individually or in groups. Students choose one scenario (a combination of a theme and a strand) from a list issued by the NCCA and are required to realise a piece of work primarily through one of the Visual Art strands.
However, students may incorporate aspects of other strands as appropriate for their work.
Students use their Visual Art sketchpad to research initial ideas, develop their work and reflect on their progress while incorporating the five elements of junior cycle Visual Art. Students complete and present their realised work and accompanying Visual Art sketchpad.

CBA 2 — Communicate and Reflect (Third Year)

This is completed by students on an individual basis. Students choose one scenario
(a combination of a theme and a strand) from a brief issued by the SEC.
The brief will be made available annually by the State Examinations Commission to students at the beginning of their third year of junior cycle.
Students use their Visual Art sketchpad to research initial ideas and develop these while incorporating the five elements of junior cycle Visual Art. Students will use the material from their Visual Art sketchpad to share, through a presentation or discussion, what their initial thoughts, ideas and experiments are and how they might shape their work for this second CBA. Based on feedback, students reflect upon their work and the direction they will take it in for the state-certified examination.

No Assessment Task

Business Studies

CBA 1 — Business in Action (Second Year)
This is a group project based on one of three topics:

- Enterprise in Action
- Economics in Action
- Finance in Action.

Students need an action plan for this group project, which includes how they intend to complete a number of activities: conducting research, evaluating information, devel- oping action plans, and reporting findings. This is a group project, but all students must actively contribute to the activities, and conduct and evaluate their own research.
must be presented as a written report including several elements:

- an introduction
- a rationale for the project
- an explanation of the group's research methods, an evaluation of your group's research findings
- an action plan for implementing these findings
- a conclusion and recommendations
- and finally, a reflection from each group member

CBA 2 - Investigation and presentation on a business-related topic (Third Year)

CBA 2 takes place in second year. It's an opportunity to apply knowledge and under- standing to real-life settings in an investigation. Students develop communication skills through the presentation. Students must investigate and then present their findings on a business-related topic. Students should try and choose a topic that genuinely interests them; this will make the process much easier.

Assessment Task

The Assessment Task is a written task completed by students during class time. It is not marked by the class teacher but is sent to the State Examinations Commission for marking as part (10%) of the state-certified examination in Business Studies. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based. In the case of Business Studies this is the Presentation.

CSPE - Civic Social and Political Education

Just one CBA to be completed in CSPE in either second OR third year:

CBA - Citizenship Action Record (CAR)

A Citizenship Action Record shows how a student has actively engaged in an issue or topic of interest and captures both the action undertaken and the students' reflections on it. The CBA is completed within the time allocated for CSPE - approximately 6-8 hours of class time.

The CAR is more than a report. It conveys how the student personally engaged in a citizenship action of interest to him/her and what they have learnt from the experience. It is important that students don't see the production of the Citizenship Action Record as something that happens after the Action. As they plan, research and implement their citizenship action they need to capture evidence of each step along the way using photos, video, scrapbook, OneNote or similar.

What is a Citizenship Action Record (CAR)?

A CAR shows how a student has actively engaged in an issue or topic of interest and captures both the action undertaken and the students' reflections on it. It can be produced in written, digital, visual and/or audio formats and it may be supported with an interview or presentation. In creating their Action Record students, might find it helpful to frame their reflections around some guiding questions:

- Why I chose this action/issue?
- What I/we hoped to achieve?
- How I contributed to the action?
- What I learnt about the issue/topic?
- What skills I developed?
- How have my opinions or attitudes been changed, challenged or confirmed?
- What are my overall reflections on my learning and what does this mean for me now and into the future?

This is important in CSPE that students are learning the power of working with others to bring about change. However, each student must create an individual CAR and the student's individual role and contribution to the work will be the focus of this CBA for ultimately reporting in the JCPA.

English

CBA 1 - The Oral Communication Assessment. (Second Year)

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 Assessment provides useful opportunities for the study of a range of oral presentation styles.

CBA 2 - The Collection of the Student's Texts. (Third Year)

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 summative assessment.

These texts will be stored in a student portfolio in the classroom. Feedback will be provided to allow students edit and improve each text they produce.

Assessment Task

Students complete a formal written Assessment Task (10%) to be submitted to the State Examinations Commission for marking along with the Final Assessment for English. The Assessment Task links to the principal objective of The Collection of the Student's Texts.

Varying from year to year, the Assessment Task will be devised from some or all of the following elements:

- A short stimulus in written, audio, audio-visual or multi-modal format to prepare for the written task. The purpose of the stimulus is to prompt discussion about the writing process, but students are assessed on their own experiences of creating their collection, not on their understanding of or response to the stimulus.
- A written task that tests the students in one or more of their abilities to outline and/or discuss their experience of compiling The Collection of the Student's Texts
- Their understanding and evaluation of that experience
- Their capacity to demonstrate and reflect on the skills they have developed throughout the CBA process.

The Assessment Task relates to CBA 2 only - The Collection of the Student's Texts. Students must complete CBA 2 - The Collection of the Student's Texts before completing the Assessment Task.

Geography

CBA 1 - Geography in the News (Second Year)

Students undertake an investigation into an aspect of Geography. The investigation can take place inside or outside of the classroom, where students can apply their knowledge and skills. Geography in the news provides opportunities for students to engage in practical, authentic learning experiences that reflect the relevance of the study of geography to the world around them. Geography in the news provides students with opportunities to actively observe the interactions and interconnections between people, places, environments, and spatial patterns. This Classroom-Based Assessment asks students to research and draw conclusions on the implications of geographical events through a real-life example. Students will select a recent geographical event of significance on a local, national or global scale, as reported in the media. Students will undertake a structured inquiry into their chosen geographical event and analyse the significance of this event through the lens of the elements: processes, patterns, systems and scale, geographical skills and sustainability.

CBA 2 — My Geography (Third Year)

This CBA provides students with the opportunity to apply the knowledge and experience gained through the first Classroom-Based Assessment to undertake an active investigation into geographical aspect(s) of their local area. Having experienced and engaged with the key geographical questions of who, what, where, when, how and why during Geography in the news, students will continue to develop this learning in their on-going classroom learning and through an investigation of local geographical aspect(s).

Students will undertake a structured inquiry and prepare a response on geographical aspect(s) in their local area over a three-week period. As with CBA 1, students will complete their response through the lens of the elements; processes, patterns, systems and scale, geographical skills and sustainability. In this CBA, students are encouraged to engage in geographical investigations, including field work, as part of their data gathering.

Assessment Task

The Assessment Task is a written task completed by students during class time and sent to the State Examinations Commission for marking as part of the state-certified examination (10%) in Geography. The Assessment Task is specified by the NCCA and is related to the learning on which the second Classroom-Based Assessment is based. In the case of Geography, this will be My Geography.

Graphics

CBA 1 - Communicating through Sketching (Second Year)

Communicating through sketching provides opportunities for students to engage in practical, authentic learning experiences giving them the opportunity to develop their skills to become competent in communicating through sketching. Students will be asked to choose a stimulus theme to graphically communicate their ideas using two-dimensional and/or three-dimensional sketching techniques. The theme is agreed between the student and the teacher and can be individual to student or broad enough to allow an entire class to respond with varying responses.

CBA 2 - Graphical Presentation Skills (Third Year)

Graphical presentation skills provide opportunities for students to develop and demonstrate skills in researching and investigating the domain in which the project will be situated and present their findings graphically through any appropriate graphic media. The domain will change each year and will be related to the project the students will undertake in that same academic year.
Students can graphically present the CBA through any ap- propriate media that captures and best communicates their response. To help structure their approach to the CBA, the students should focus their work through the lens of:

- research and analysis
- exploring concepts
- graphical presentation

No Assessment Task

History

CBA 1 - The Past in My Place (Second Year)

This CBA allows students to experience history at a personal level through the study of an issue, event, theme or person relating to their locality. Local history may relate to the student's homeplace (parish, local town/ village); county; province or region. Where students who come from other countries (or whose families have origins in other countries) express an interest in pursuing an aspect of the history of the place from which they or their families originate, this is also perfectly valid and may play a part in encouraging greater appreciation and understanding of difference and diversity in the classroom and in society. Students who wish to research an aspect of their own family history may do so.

Students will present their research in the form of a display, of the type that they may encounter in a museum, heritage centre or library. They are encouraged to use their research evidence to interpret the past and to display their understanding of the nature of history.

CBA 2 - A Life in Time (Third Year)

A Life in Time gives students an opportunity to research a figure from the past that is of interest to them and to write an historical assessment of this person, or an aspect of this person's life or career. There are no date parameters or restrictions in terms of place, time or area of human endeavour in which the chosen subject is engaged. The subject chosen should be agreed in consultation with the teacher, who may be able to advise on the appropriateness for research of the person selected. The research will be presented in the format of a written record.

The Assessment Task

Students undertake a written assessment, which is later submitted to the State Examinations Commission for marking as part of the state-certified examination for History. The Assessment Task will be allocated 10% of the marks used to determine the overall grade.

The Assessment Task is directly related to the CBA 2 - A Life in Time. The Assessment Task consists of two stages:

- engaging with a piece of stimulus material to prepare for the written task
- reflecting upon and writing about their experience in completing 'A Life in Time'.

Home Economics

CBA 1 - Creative Textiles (Second Year)

In this C.B.A., students will engage in a practical and creative way with the design brief process in creating a textile item for an individual or the home.

Students have two options to choose from:

- make a textile item for an individual or the home
- recycle or upcycle a textile item for an individual or the home.

Students will undertake two areas of activity, which contribute to the generation of their evidence of learning and achievement:

- Applying the design brief process
- Demonstrating creative textile skills

CBA 2 - Food Literacy Skills Brief (Third Year)

CBA 2 is directly linked to the practical food skills examination. It is based on one food literacy skills brief drawn from a list of briefs issued annually in Third Year by the State Examinations Commission (SEC). Students use the design brief process to demonstrate their culinary and creative food literacy skills and nutritional knowledge in the researching, analysing and planning of a food literacy skills brief for everyday living. The briefs may include:

- healthy family meals to reflect the current healthy eating guidelines
- a special dietary consideration or a diet-related disease
- a particular stage of the lifecycle
- healthy school lunches
- a healthy homemade alternative of a commercial / takeaway meal
- resourceful cookery
- a food enterprise / farmers market product(s)
- ethnic cookery.

Students will use the brief as the basis for their CBA. Students follow the design brief process, undertake research, generate ideas and examine all aspects of the brief. Students research and present two possible solutions to meet the chosen brief.

No Assessment Task

Gaeilge - Irish

CBA 1 - Punann Teanga (Language Portfolio) (Third Year)

CBA 1 will be completed during the first term of 3rd year. This C.B.A. will require students to select three pieces of work from their portfolio that showcase their knowledge of the Irish language. This may consist of a presentation they have done, a written piece they have completed, a poster they have made or something they have done based on a piece of literature that they have studied.

CBA 2 - Tasc Cumarsáide (Communicative Task) (Third Year)

CBA 2 will be completed during the second term of 3rd year. For this CBA, students will carry out a three-minute oral piece of work. This can be based on a topic of their choice and may be in the form of roleplay, presentation, drama, conversation or interview. It is recommended that students pick something that they are interested in such as a sport you play or a hobby they enjoy.

Tasc Measúnaithe (Assessment Task)

The Assessment Task will be completed in school over the course of two lessons. It will be based on CBA 2 (Communicative Task).

The first lesson will be spent doing preparation; looking at the material provided by the N.C.C.A. (National Council for Curriculum and Assessment) and reflecting on the Communicative Task.

In the second lesson, students will fill in an answer book (in Irish) which will then be sent for correction by the State Examinations Commission (10%).

Mathematics

CBA 1 - Mathematical Investigation (Second Year)

Students will, over a three-week period, follow the Problem-solving cycle to investigate a mathematical problem. Student can work individually or in a group.

Format: Students can choose between a PowerPoint or booklet to report their project. There is no presentation for this CBA.

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 (Third Year)

A student will, over a three-week period, follow the Statistical enquiry cycle to investigate a question.

Format: Students can choose between a PowerPoint or booklet to report their project. There is no presentation for this CBA. The CBA includes the following sections:

- Statistical enquiry.
- 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.
- Answer the original question giving reasons based on the analysis completed.

The Assessment Task

Students undertake a written Assessment Task to be submitted to the State Examinations Commission for marking as part of the state-certified examination for Mathematics. The Assessment Task will be allocated 10% of the marks used to determine the grade awarded by the SEC. The Assessment Task is directly related to the nature and focus of CBA 2 - the Statistical Investigation, which is to pose a question, gather and analyse data and interpret it in the context of the original question. The knowledge and skills developed by students during this CBA emerge from their growing awareness of statistical inquiry.

Modern Foreign Languages (MFL) – French/German

CBA 1 - The Oral Communication Classroom-Based Assessment. (Second Year)

Students will use one of the four formats below to present their findings and research:

Interview - A student, pair or group chooses a topic or area of interest and responds to questions asked by the teacher, and by each other in a pair or group setting, about their chosen topic or interest.

Role-play - A student, pair or group chooses a role-play scenario. During the role-play, students interact with each other or the teacher. The role-play is then followed up by questions asked by the teacher.

Presentation - A student, pair or group can choose a topic or area of interest, and present on the topic. Students may want to use media or props to elevate their discussion, and the presentation will then be followed by questions from the teacher.

Conversation in response to stimulus material - A student, a pair or a group will select stimulus material, such as visuals, written text, aural text and so on. This will prompt and guide oral communication.

CBA 2—The Student Language Portfolio (Third Year)

Students will add material to a classroom portfolio from 1st to 3rd year, including a broad range of items: written texts, projects, audio recordings, visual materials, learning logs, student reflections and learning goals. Students can present their texts in a range of different formats; handwritten, digital, multi-modal. The portfolio is intended to help students to tap into their creative side; they should build up their portfolio in the most creative way possible, showing their individual skills.

Assessment Task

Following the completion of C.B.A.2 in individual subjects, students complete a written Assessment Task to be submitted to the State Examinations Commission (SEC) 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 SEC.

The Assessment Task is directly related to the nature and focus of CBA 2. The purpose of the Assessment Task is for students to undertake a focused reflection on their individual CBA. The Assessment Task 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.

Music

CBA 1 - Composition Portfolio (Second Year)

This Classroom-Based Assessment offers students an opportunity to celebrate their achievements as creators of music artefacts, by compiling a collection of their musical ideas and creative expressions in a variety of genres and styles over time. The process of gathering and collecting their musical ideas into a portfolio, supports students in developing their music voice, and allows their musical self and identity to emerge.

The development of creative expression is a central tenet of this subject, as outlined in the rationale and the aim in the specification. It is important to instill in students a creative disposition where they are free to experiment, allowed to take risks, encouraged to explore new and challenging opportunities and reflect on this creative process. When composing and creating music for a chosen audience or for a particular purpose, students learn how to bring an idea from concept to realisation.

CBA 2 - Programme Note (Third Year)

For this Classroom-Based Assessment, students will prepare a Programme Note to inform an audience on the content of their upcoming performance which itself will comprise the practical examination. The Programme Note is intended to illuminate the content of the upcoming performance in an interesting and relevant way. While this illumination is important for the audience, it also enriches the performance by the student.

The provision of some background information on the lives of the composers or song- writers can provide important insights into their intentions, and an understanding of the wider context of the music to be performed. Providing the listener and the audience with signposts and indicators of what to listen out for and giving them some interesting anecdotes about the composer/songwriter of the piece, enlightens and enhances the listener's experience.

No Assessment Task

Science

CBA 1 - Extended Experimental Investigation (Second Year)

CBA 1 occurs over three weeks following the scientific method to form a hypothesis on a question you've developed. Usually, students work in a group for this CBA. There are 4 sections in this CBA:

- Questioning and Predicting
- Planning and Conducting
- Processing and Reflecting
- Reflecting and Reporting

Your final report can take various forms. You can write a report, submit a PowerPoint, create a poster or you could even make a podcast or video! Whatever format you select just remember you must include significant detail.

CBA 2— Science in Society (Third Year)

For CBA 2, you must research a scientific topic or issue and how it impacts society and/or the environment. The topic you choose can be related to material covered in class or you can choose to complete it on any issue that interests you, once it relates to one of the stated areas for this CBA.

The stated areas are:

- A technological application of science.
- An application of science, that has an effect on human health.
- An application of science, that has an effect on the environment.
- An application of science, that has an effect on society.

No Assessment Task

Wood Technology

CBA 1 - Wood Science in our Environment (Second Year)

Wood science in our environment provides opportunities for students to engage in practical, authentic learning experiences that gives them the experience of investigating a wood science-related issue within a local/global context.

The CBA will ask students to research, analyse and draws conclusions on their findings. Students have the option of first choosing a setting to base their research and then are expected to identify a wood science related stimulus for their Classroom-Based Assessment.

Students will capture the various stages of the CBA through a learning log that will be presented as part of their final submission. The learning log can be produced in a suitable format, to be decided upon in agreement with the teacher that captures the students work throughout the CBA.

Students may present models, artefacts and any other form of evidence to accompany the learning log to further communicate their findings if they deem it necessary.

CBA 2 - Student Self-Analysis and Evaluation (Third Year)

Student self-analysis and evaluation provides opportunities for students to conduct an analysis of their coursework and skills to date in Wood Technology. Students will focus their analysis and evaluation on a range of completed tasks or on a specific completed task.

Students are expected to critically review their progress and identify areas of strength and areas for improvement, with a view to informing their work for the State Examination Commission project. The importance of the second Classroom-Based Assessment, Student self-analysis and evaluation, is that it allows for students to engage in the practice of reflecting on their abilities prior to commencing a piece of work. Once the student conducts the self-analysis, they must interpret their analysis and evaluate their findings to offer constructive direction for the upcoming SEC project. The student can communicate the self-analysis and evaluation process through any appropriate media that captures the process.

No Assessment Task

SPHE

Just one CBA to be completed in CSPE in either second OR third year:

Assessment in SPHE is not about setting tasks in order to accumulate a record of marks. Nor is it about teachers assessing where the student is situated on the continuum of wellbeing or making a judgment about a student's physical, social or emotional wellbeing. The focus of assessment is on allowing students to demonstrate the knowledge, skills, dispositions and values they have gained through their engagement in learning in SPHE. Considering the diversity of learners and contexts, and to support maximum flexibility and choice, students will engage in one of the following CBAs

1. Portfolio of my learning and reflection in SPHE. Individual selection of items of work, such as digital, written texts, posters, audio-visual or multi-modal. Students will choose three pieces of work, completed over time and linked to different strands of learning within the course, and present these accompanied by a reflection on why each piece was chosen and how it marked important learning for the student in SPHE.

OR

2. Taking action for SPHE. Individual or small group projects that can be presented in a wide range of formats. Students will, over a specified time, with support and guidance from the teacher, research, report and reflect on an action they have taken to raise awareness about or promote an aspect of health/well-being studied in the SPHE short course.

No Assessment Task

Physical Education

CBA 1 - Physical activity for health and enjoyment (Second Year)

Physical Activity for Health and Enjoyment comprises of four areas of activity: generating a personal profile, reflecting on the profile and setting goals for improvement, designing a personal Health and Enjoyment programme and reflecting on the successes and challenges encountered in implementing their personal programme. This CBA will see students, through physical activity participation, over the course of six weeks, design and reflect on their personal programme through 4 distinct stages. These stages contribute to the generation of their evidence of learning and achievement in CBA 1: Physical Activity for Health and Enjoyment. Students are encouraged to implement their plan to improve their physical activity for health and enjoyment in their everyday lives outside of their physical education class

CBA 2 – My Performance (Third Year)

My Performance (MP) motivates students to pursue an active and healthy lifestyle by providing an opportunity to plan for, develop and demonstrate a competent skill level through physical activity performance.

CBA 2: My Performance comprises of four stages of activity:

• considering the relevant activity, the specific skills and dispositions that will need to be demonstrated through the performance;

• determining a physical activity area as a medium for performance;

• preparing for the effective use of movement skills and strategies that will constitute performance;

• effectively performing in class.

This assessment provides student autonomy with respect to the choice of physical activity area and will see them, over the course of six weeks, engaging in experiences that belong to the 4 distinct stages. These experiences contribute to the generation of their evidence of learning and achievement in the CBA:

No Assessment Task

How are the CBAs Graded?

The CBAs are not graded the same as class tests or the State Examinations in 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 someway short of the demands of the CBA and its associated Features of Quality. The student has made a good attempt, but the task has not been grasped clearly.
- A **'Not Reported'** is granted if a student does not make any attempt to produce work for their C.B.A.

Features of Quality (How you can improve the grade you're going to get for your CBA) can be found for each subject online at the following link:

https://www.jct.ie/science/classroom_based_assessments#

Just click on the 'subjects' tab at the top of the page.

These 'Features of Quality' are used by Teachers when grading students' work.

The following page show an example of Tables for Features of Quality in Science: Please use the above link to get the Features of Quality for all other subjects:

An example of 'Features of Quality'

Features of Quality for Science - CBA 2

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

Features of Quality - SSI

Key Features of Quality in support of student and teacher judgement for the Science in Society Investigation are described here. The Features of Quality are the criteria used to assess the student work as best fitting one of the four Descriptors.

	Exceptional	Above Expectations	In Line with Expectations	Yet to Meet Expectations
Investigating	• Chooses an interesting or novel topic and research question • Finds information about the topic from a large number of varied and balanced sources, and gives a complete reference list • Evaluates the reliability (relevance, accuracy and bias) of the sources	• Chooses an interesting or novel topic and research question • Finds information about the topic from a number of balanced sources, and gives a complete reference list • Considers the reliability and quality (relevance, accuracy and bias) of the sources	• Chooses a topic and research question with some teacher guidance • Finds some useful sources of information about the topic and gives some references • Gives some consideration to the reliability or quality (relevance, accuracy and bias) of the sources	• Chooses a topic but is given the research question • Is directed to sources of information about the topic • Uses very few sources with little evidence of what the sources are
Communicating	• Clearly positions the topic as science in society; explains the relevant science and the impact of the topic on society and/or the environment • Presents the investigation in a very well-structured way (that is clear and easy to read) using relevant scientific terminology and informative representations; uses an innovative approach that truly enhances the work • Explains different sides of the argument in detail	• Positions the topic as science in society; explains the relevant science and the impact of the topic on society and/or the environment • Presents the investigation in a well-structured way (that is clear and easy to read), using relevant scientific terminology and informative representations • Considers information from different sides of the argument	• Mentions in passing the impact of the topic on society and/or the environment. • Presents the investigation in a structured way using relevant scientific terminology • Provides information on different sides of the argument	• Presents the investigation using some scientific terminology • Presents the investigation in a way that is somewhat structured
Knowledge & Understanding	• Views on the chosen topic are considered and discussed in depth • Gives a justified personal opinion informed by research, linking the information to the argument and using science explanations	• Gives a personal opinion informed by research linking the information to the argument and using science explanations	• Gives a personal opinion informed by research with some explanation	• Gives a personal opinion without explanation or a link to the original question

Features of Quality for Science - CBA 1

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

Features of Quality - EEI

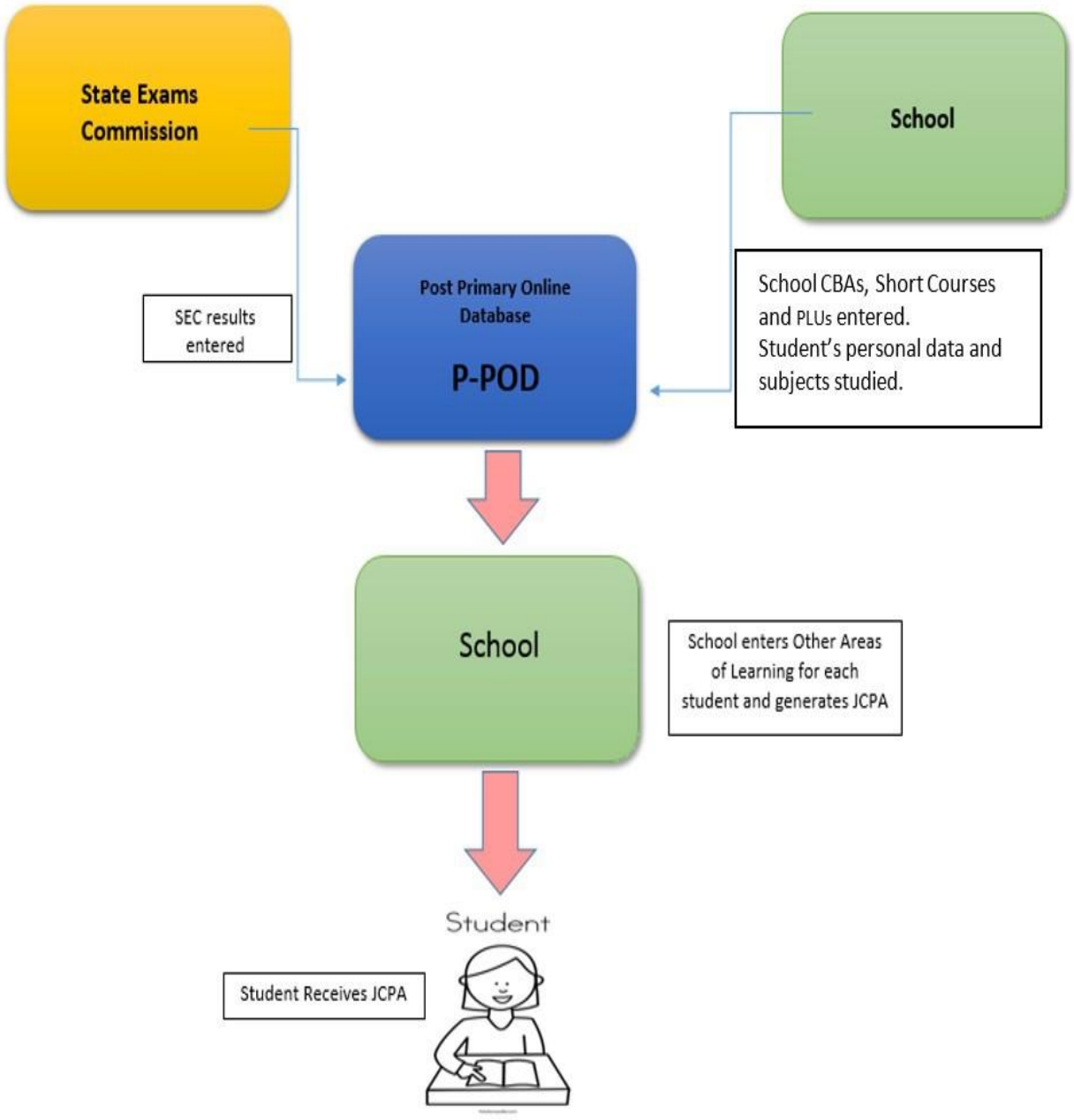
Key Features of Quality in support of student and teacher judgement for the Extended Experimental Investigation are described here. The Features of Quality are the criteria used to assess the student work as best fitting one of the four Descriptors.

	Exceptional	Above Expectations	In Line with Expectations	Yet to Meet Expectations
Investigating	• Forms a testable hypothesis or prediction with justification • Describes considerations related to reliability and fairness • Outlines appropriate safety considerations, and describes the method used to accurately collect and record good quality, reliable data in a manner that could be easily repeated. • Uses an innovative approach that truly enhances the work • Records a sufficient amount of good quality data	• Forms a testable hypothesis or prediction with justification • Identifies the variable to be measured and the variable to be changed • Outlines appropriate safety considerations, and describes the method and equipment used to collect and record data • Records a sufficient amount of good quality data	• With limited guidance, forms a testable hypothesis/prediction • Describes a safe method used to collect data – some of the steps are understandable but lack some detail • Records raw/primary data	• Uses a given investigation question • Is directed in using equipment to collect and record data • Data collection method described is not repeatable
Communicating	• Presents data in the most appropriate way using relevant scientific terminology and informative representations; calculations, if any, are performed to a high degree of accuracy • Describes the relationships between the variables	• Displays data neatly and accurately, using relevant scientific terminology and informative representations; calculations, if any, are performed to a high degree of accuracy • Describes the relationships between the variables	• Displays data on simple tables, charts or graphs, allowing for some errors in scaling or plotting • States a relationship between the variables	• Displays data on incomplete tables, charts or graphs, allowing for significant errors in scaling or plotting
Knowledge & Understanding	• Provides a justified conclusion supported by the data; identifies and explains any anomalous data • Uses relevant science knowledge to assess and describe whether the hypothesis has/has not been supported • Describes in detail the strengths and weaknesses of their own investigations, including appropriate improvements and or refinements, or explains fully why no further improvements could reasonably be achieved	• Draws a conclusion consistent with the data and comments on whether the conclusion supports the hypothesis • Identifies the strengths and weaknesses of the investigation and suggests appropriate improvements, or explains why the procedures were of sufficient quality	• Draws a conclusion based on data collected, identifies some features of the investigation that could be improved and suggests improvements	• Comments on the investigation without making a conclusion/refinement to the investigation.

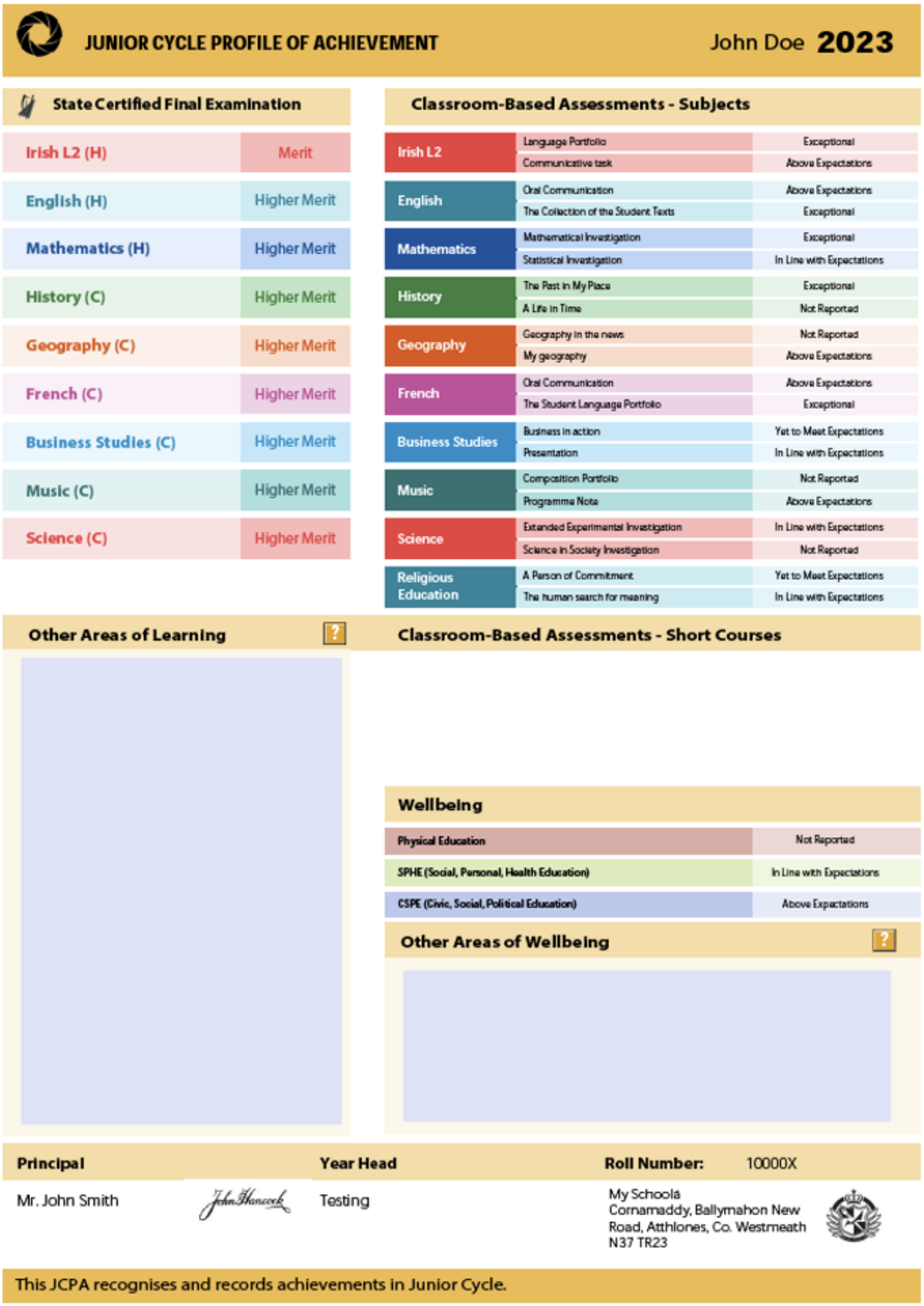
Junior Cycle Profile of Achievement (J.C.P.A.)

Results are officially communicated to students on a Junior Cycle Profile of Achievement document. The J.C.P.A. captures:

- A student's achievements in the state-certified final examinations (inclusive of the Assessment Task).
- A student's achievements in the Classroom-Based Assessments.
- A student's achievements in other areas of learning and well-being.



What does a JCPA look like?



JUNIOR CYCLE PROFILE OF ACHIEVEMENT — John Doe **2023**

State Certified Final Examination

Irish L2 (H)	Merit
English (H)	Higher Merit
Mathematics (H)	Higher Merit
History (C)	Higher Merit
Geography (C)	Higher Merit
French (C)	Higher Merit
Business Studies (C)	Higher Merit
Music (C)	Higher Merit
Science (C)	Higher Merit

Classroom-Based Assessments - Subjects

Irish L2	Language Portfolio	Exceptional
	Communicative task	Above Expectations
English	Oral Communication	Above Expectations
	The Collection of the Student Texts	Exceptional
Mathematics	Mathematical Investigation	Exceptional
	Statistical Investigation	In Line with Expectations
History	The Past in My Place	Exceptional
	A Life in Time	Not Reported
Geography	Geography in the news	Not Reported
	My geography	Above Expectations
French	Oral Communication	Above Expectations
	The Student Language Portfolio	Exceptional
Business Studies	Business in action	Yet to Meet Expectations
	Presentation	In Line with Expectations
Music	Composition Portfolio	Not Reported
	Programme Note	Above Expectations
Science	Extended Experimental Investigation	In Line with Expectations
	Science in Society Investigation	Not Reported
Religious Education	A Person of Commitment	Yet to Meet Expectations
	The human search for meaning	In Line with Expectations

Other Areas of Learning

Classroom-Based Assessments - Short Courses

Wellbeing

Physical Education	Not Reported
SPHE (Social, Personal, Health Education)	In Line with Expectations
CSPE (Civic, Social, Political Education)	Above Expectations

Other Areas of Wellbeing

Principal Mr. John Smith — **Year Head** Testing — **Roll Number:** 10000X

My Schoola
Cornamaddy, Ballymahon New Road, Atthlones, Co. Westmeath
N37 TR23

This JCPA recognises and records achievements in Junior Cycle.

Advice to give your child as they prepare for their CBAs:

- Students should follow all of their teachers' instructions.
- Use their class time wisely - three weeks will fly by. Students may have another CBA beginning in another subject soon after. Avoid overlap with good organisation.
- Keep track of the sources they use when researching.
- Do not copy and paste directly from the internet and pretend it is their own work; the teacher will be aware of this.
- Ask for help if they are finding it difficult to stay on task and need extra support.
- Encourage your child to present their findings at home as this will help them prepare for the classroom presentation.



Important Terminology

Success Criteria

Success criteria are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning. Involving students in this process encourages increased learner autonomy.

Feedback

The process of completing Classroom-Based Assessments is viewed as part of the teaching and learning, and not solely for assessment purposes. Therefore, the subject teacher will guide, support and supervise students throughout the process.

Reflective Practice

As part of the Junior Cycle, students are required to reflect on their own learning. In doing so, students become aware not only of how their learning and skills are developing; but they can also identify their strengths and weaknesses and areas where there is room for improvement.
The reflective responses, which students must complete after each CBA are retained by the subject teacher in the students' portfolios.

Assessment Task

This is a written assessment that assesses what students have learned, and asks about skills that they have developed, from their experience of having completed the second Classroom-Based Assessment. The Assessment Task will be completed during class time under the supervision of the teacher and will take place over two lesson periods. This is NOT marked by the Teacher. The AT script is sent, along with the final assessment at the end of third year, to the State Examinations Commision (SEC) to be marked. It will account for up to 10% of the state-certified examination and will be incorporated into the grade that a student receives for their final SEC examination.

Features of Quality

Features of quality are the criteria that will be used by teachers to assess students' work. Grading will be completed on the basis of the following list:

- Exceptional,
- Above Expectation,
- In Line with Expectation or
- Yet to meet Expectation.

All of the features of quality need to be completed successfully in order for the student to be awarded a particular grade. Features of Quality for each subject can be found at the following link:

https://www.jct.ie/science/classroom_based_assessments#

Just click on the 'subjects' tab at the top of the page.