



Information for Parents on Assessment in the Junior Cycle

Classroom-Based Assessments

Classroom-Based Assessments (CBAs) have been introduced to allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally assessed examination. They will be used in the assessment of learning in subjects and in short courses (PE is a short course in St. Louis SS from September 2020).

Classroom-Based Assessments (CBAs) will be assessed by the students' teachers and reported on to students and parents/guardians during junior cycle and in the JCPA. We are conscious to avoid 'over-assessment' and the cumulative burden on students of multiple assessments across the full range of subjects. In this context, the Classroom-Based Assessments may substitute other assessments currently undertaken in the school such as in-house examinations, and instead a continuous assessment approach may be taken as appropriate.

Classroom-Based Assessments (CBAs) in Subjects

Students will undertake two Classroom-Based Assessments facilitated by their teacher, one in second year and one in third year. Classroom-Based Assessments in all subjects will be specified at a common level. The assessments associated with CBAs will cover a broad range of activities including oral tasks, written work of different types, practical or designing and making tasks, artistic performances, scientific experiments, projects or other suitable tasks depending on the subject in question.

A particular purpose of the Classroom-Based Assessments will be to facilitate developmental feedback to students. Classroom-Based Assessments (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.

In the case of a small number of subjects (Visual Art, Music, Home Economics and the Technology subjects) the second CBA will involve practical work, or the creation of an artefact or a performance. As the finished artefact, practical work, or performance are currently marked by the SEC in these subjects, they will continue to be marked by SEC, together with the related accompanying written evidence, as appropriate.

CBAs will be undertaken by students within class time to a set timetable. Please see table below for assessments in 2020/21 **(Please note these date are subject to change due to recent school closure)**

Interactive 2 nd Year Classroom-based Assessment Calendar								
<ul style="list-style-type: none"> NCCA CBA Dates Each school can amend the calendar based on context, preference and access to resources. 								
Week 1 24 th August	Week 2 31 st August	Week 3 7 th September	Week 4 14 th September	Week 5 21 st September	Week 6 28 th September	Week 7 5 th October	Week 8 12 th October	Week 9 19 th October
							Home Economics CBA 1:	
October Mid-Term	Week 10 2 nd November Home Economics contd.	Week 11 9 th November Home Economics	Week 12 16 th November Home Economics	Week 13 23 rd November Home Economics	Week 14 30 th November Home Economics	Week 15 7 th December Home Economics	Week 16 14 th December Home Economics	Winter Break
	Business Studies CBA 1: Business in Action.			English CBA 1: Oral Communication.				

Week 17 6 th January	Week 18 11 th January	Week 19 18 th January	Week 20 25 th January	Week 21 1 st February	Week 22 8 th February	February Mid-Term	Week 23 22 nd February	Week 24 1 st March	
	Religious Education CBA 1: A Person of Commitment.							Science CBA 1: Extended Experimental Investigation.	
			Geography CBA 1: Geography in the News.						
			History CBA 1: The Past in My Place.						
					Science CBA 1:				
Week 25 8 th March	Week 26 15 th March	Week 27 22 nd March	Easter Break	Week 28 12 th April	Week 29 19 th April	Week 30 26 th April	Week 31 3 rd May	Week 32 10 th May	
					Maths CBA 1: Mathematical Investigation.				Visual Art CBA 1: From Process to Realisation.
					French CBA 1: Oral Communication.				
					Music CBA 1: Composition Portfolio.				
Week 33 17 th May	Week 34 24 th May	Week 35 31 st May	Consider: <ul style="list-style-type: none"> ▪ Student Voice and Learning Experience ▪ NCCA CBA Dates & Windows ▪ Access to Resources ▪ Collaborative Practice ▪ SLAR Meeting Dates 						

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

The state examination that students sit in their subject at the end of their junior cycle will also be graded differently. Instead of A, B, C, D, E, F and NG the following descriptors will now be used:

- Distinction 90 to 100 %
- Higher Merit 75 to 89 %
- Merit 55 to 74 %
- Achieved 40 to 54 %
- Partially Achieved 20 to 39 %
- (not graded) 0 to 19 %

What is an Assessment Task?

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.

Other Learning Experiences

Students will have the opportunity to engage with a range of other learning experiences as part of their junior cycle programme and these can be recorded on the JCPA. Other learning experiences play a critical role in ensuring that students are provided with a broad and balanced educational experience. These learning experiences could include student engagement in school related extracurricular activities, such as: membership of the school student council or school clubs and societies, participation in school sporting activities etc.

How student achievement at Junior Cycle will be assessed:

Junior cycle students will receive a Junior Cycle Profile of Achievement (JCPA). The JCPA will reflect a much wider range of your child's achievements over the three years of junior cycle. The JCPA will report on a number of areas, including:

1. Subjects
2. Classroom Based Assessments
3. Short courses (Where relevant)
4. Other Learning Experiences

Further Information is available at:

<https://www.curriculumonline.ie/Junior-cycle/>

<https://jct.ie/home/home.php>