



# Junior Cycle Level 1 Short Course

## Food, Glorious Food

Guidelines for the Classroom-Based Assessment

First Edition

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# Introduction

This document, *Junior Cycle Level 1 Short Course—Food, Glorious Food: Guidelines for the Classroom-Based Assessment*, provides:

- general information on Classroom-Based Assessments
- detail of the nature and scope of the Classroom-Based Assessment described in the specification for the junior cycle Food, glorious food short course
- the Features of Quality used to describe the level of achievement in the Classroom-Based Assessment
- guidelines for schools, teachers and students on completing the Classroom-Based Assessment.

These guidelines should be used in conjunction with the specification for the junior cycle Food, glorious food short course and the *Assessment Toolkit* for junior cycle. A detailed outline of assessment in junior cycle can be found in the *Framework for Junior Cycle 2015*, which can be accessed at

<https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>.

In junior cycle short courses there will be a range of assessment approaches to complement learning. These will include ongoing assessments, including routine teacher-designed tasks and tests; ongoing assessment for students undertaking Priority Learning Units at Level 1; and one Classroom-Based Assessment.

## Classroom-Based Assessments: General information

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the NCCA short course specification or in the school-developed short course specification. The tasks are described and the Features of Quality, which support teacher judgement, are set out in these guidelines.

Although the assessment is similar to the ongoing assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's judgement is used in the school's reporting to parents and students. Students prepare for the Classroom-Based Assessment over a suggested period of time in second or third year. The results of other projects, homework or tests undertaken by the

students in the course of their normal classwork do not add up to the award of a descriptor for the Classroom-Based Assessment.

## Deciding on the level of achievement

Classroom-Based Assessments are common level assessments. The teacher bases the level achieved by the student in the Classroom-Based Assessment on the Features of Quality set out in these guidelines. At Level 1 there are two descriptors – *Successfully Completed and Progress Achieved*. The evidence of work for the award of Successfully Completed should closely match all or nearly all the criteria for that level within the Features of Quality and the teacher’s ‘on-balance’ judgement should be that the student’s work is deserving of the descriptor. In the case of awarding the Progress Achieved descriptor the student will have benefited from accessing some learning outcomes in the short course and there will be evidence to support this award.

## Time for Classroom-Based Assessment

Classroom-Based Assessment is included within the time allocated for short courses, which is approximately 100 hours. This Classroom-Based Assessment is the culmination of the work undertaken in the four strands of the Food, glorious food short course. The Classroom-Based Assessment should begin after work in the four strands has been completed. It is envisaged that preparation for and completion of this Classroom-Based Assessment take place over approximately 10 hours of class time. However, this is a guideline only.

Teachers draw upon their own professional judgement to decide how much time is needed to complete the assessment, depending on the individual needs of the student(s). Whilst the timing of Classroom-Based Assessment in short courses may vary from school to school, Classroom-Based Assessments for reporting purposes in the JCPA cannot be conducted in first year.

## School autonomy in preparing for the Classroom-Based Assessment

These guidelines set out a range of options for the Classroom-Based Assessment so that it can suit the particular needs and circumstances of students and the school. A variety of possibilities are presented as to how the Classroom-Based Assessment can be conducted and the role the teacher plays in facilitating students’ needs. Within the parameters set by the guidelines, the range of possible meals for the assessment can be determined independently by the school, teachers and students.

Schools have the flexibility to adapt any NCCA short course to suit their particular needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so

that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short course(s) are available.

## How the school supports the completion of the assessment

The school supports the completion of the assessment by:

- ensuring that the NCCA *Specification and Guidelines for the Classroom-Based Assessment* are provided to teachers
- supporting teachers in recording the level descriptor awarded to each student
- ensuring accessibility of assessment for all students
- reporting the outcomes of the Classroom-Based Assessment to students and their parents/guardians as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

In gathering evidence for assessment purposes within the junior cycle short courses, it is important that teachers use approaches which are sustainable and proportionate. As assessment is about empowering teachers to improve outcomes for students, it is important to ensure that too much paperwork and overly-complex processes do not get in the way of learning and teaching. Any paperwork needs to support learning rather than becoming an end in itself.

While assessment judgements should be based on evidence drawn mainly from day-to-day learning and teaching there is no need to collect large folios of evidence to support this. In sharing learning intentions and success criteria or the Features of Quality for the Classroom-Based Assessment, where feasible, teachers should highlight the role students can play in identifying quality evidence from their own work to be used for assessment purposes.

An efficient planning process which identifies when and how key aspects of learning will be captured as evidence for assessment is one way to ensure that assessment in short courses remains manageable and sustainable. This approach avoids excessive and inappropriate evidence being collected about student performance. It also avoids the pressure at the end of the course to search for and identify evidence to support judgements about overall performance.

To facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessment should be viewed as part of teaching and learning, and

not solely for assessment purposes. It is envisaged that teachers will guide, support and supervise throughout the process.

Support may include:

- clarifying the requirements of the task
- using annotated examples of student work to clarify the meaning and interpretation of the Features of Quality to students
- providing instructions at strategic intervals to facilitate the timely completion of the final project.

## Classroom-Based Assessment in Food, glorious food

Assessment in Food, glorious food will be classroom-based. There is one Classroom-Based Assessment, which is the culmination of work undertaken in the four strands of the short course. The Classroom-Based Assessment should begin after the work in the four strands has been completed. It is important to note that work completed in year one of junior cycle cannot be included for reporting in the JCPA.

### Classroom-Based Assessment: A healthy meal

The Classroom-Based Assessment provides an opportunity for the student to demonstrate what they have learned about healthy food, drink and nutrition. The student uses planning and organisational skills to make a healthy meal for himself/herself or another. They use their knowledge of food storage and preparation and the use of cooking equipment. The CBA allows for wide interpretation, giving the student the best opportunity to demonstrate what they have learned and the skills they have developed.

The learning outcomes assessed through the preparation of the healthy meal may vary from student to student.

Some that may be particularly relevant are

Classroom-Based Assessment: A healthy meal
1.9, 1.11, 2.9, 3.4, 3.5, 3.9, 3.10, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19

The healthy meal for assessment promotes student engagement through

- choice about the food(s) and drink(s) to be used and who to prepare the meal for
- choice about preparation and planning
- the possibilities for student collaboration in the planning and preparation of the meal
- choice about how to present their work.

## Completing the Classroom-Based Assessment: A healthy meal

The student will identify a healthy meal to be made—if necessary with guidance from the teacher. The choice will be informed by the person for whom they are making it and any special dietary requirements that person may have. The list below provides suggestions about what might constitute a meal. This list is not exhaustive and the student, with support from the teacher can decide:

- a bowl of cereal
- healthy breakfast
- a snack
- food for a picnic
- healthy food for a celebration/occasion/event.

The student decides on the meal to be made and plans for it accordingly.

Students may work in pairs or groups but it should be clear that each student has made a meaningful contribution to the planning, purchasing of ingredients and preparation of the meal itself. While students can work in pairs/groups, it will be the student's individual role and contribution to the completion of the healthy meal that is the focus of reporting in the JCPA.

The complexity of the meal prepared for the Classroom-Based Assessment should reflect the student's capacity.

### **Preparation**

Students studying this course have many opportunities to acquire knowledge and skills about healthy and unhealthy food and drink. They visit shops in their locality where they purchase ingredients and sample food and drink that they may or may not be familiar with. Practical skills in using money, selecting ingredients, packing bags and storing food, are also developed. Safety and hygiene related to food preparation and the use of cooking implements are highlighted. Students also have time to

develop and refine their own eating and drinking skills and appropriate etiquette in different dining contexts. They also consider their own dietary needs and those of others. Practice in sequencing and planning also help in the preparation for the Classroom-Based Assessment.

Students use different forms of text to learn about menus, restaurant logos, shopping lists and signs in shops. As part of their CBA they may choose to present the meal using text to list ingredients and why they made the choices they did.

Students may need support in preparing for the A healthy meal assessment and this is provided according to the individual needs of each student. Teachers also take into consideration those students who have specific dietary requirements themselves such as the consistency of food, allergies or intolerances.

## Advice for students

- Pick a meal/food that you like
- You may collaborate with peers but will be assessed individually
- Ensure you have everything you need before you start
- Ask questions if there is anything you don't understand or are unsure about.

## Deciding on the level of achievement: Features of Quality

### **Features of Quality**

Classroom-Based Assessments are common level assessments. There are two descriptors at level 1: **Successfully Completed** and **Progress Achieved**.

The teacher's judgement on whether the student's work in the Classroom-Based Assessment is awarded the Successfully Completed descriptor is based on the Features of Quality for A healthy meal, set out in these guidelines. The evidence of work for the award of Successfully Completed should closely match all or nearly all the criteria for that level within the Features of Quality for A healthy meal set out in these guidelines, and the teacher's judgement should be that the student's work is 'on balance' deserving of the descriptor.

The features of quality are the criteria used to assess the student's work.

## **Features of Quality: A healthy meal**

### **Successfully Completed**

- The plan for the meal demonstrates knowledge of healthy food(s) and drink(s).
- Attention has been paid to safety and hygiene during the preparation of the meal.
- A meal has been successfully prepared.
- The meal is presented using a form of text.

In the case of awarding the Progress Achieved descriptor, the student will have benefited from accessing some learning outcomes in the short course and there will be evidence to support this award.

### **Using feedback**

Providing effective feedback is a crucial step to support learning. Students will be informed about whether or not they have been awarded the Successfully Completed or Progress Achieved descriptor once the teacher's judgement has been reached. However, effective feedback goes beyond the naming of the descriptor awarded. Feedback on the strengths of the student's work, and on areas for improvement can be used to support their future learning. Further information on the use of feedback can be found at <http://juniorcycle.ie/Assessment>.

### **Querying a result**

Queries in relation to the awarding of the descriptor for the Classroom-Based Assessment, where they arise, will be dealt with by the school.