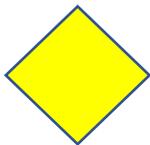


# Classroom-Based Assessments for Third Year cohort 2018-21

## A Synopsis for School Leaders

This synopsis represents an overview of the Classroom based assessments taking place in all Junior Cycle Subjects and the Wellbeing short courses for the current third year cohort 2018-21. The information has been taken from the most recent subject assessment guidelines. ***For a full understanding of these classroom-based assessments, it is important to read the relevant subject assessment guidelines in full available on [www.curriculumonline.ie](http://www.curriculumonline.ie).*** These assessment guidelines provide schools with the autonomy to complete the Classroom-Based Assessments so that they can suit the particular needs, contexts, and circumstances of students. A school supports the completion of the assessments by, among other actions, ensuring that the **NCCA Guidelines for the Classroom-Based Assessments** are provided to teachers.



***The school management and its teachers, in discussion where feasible with students, will choose which CBA to complete for each subject.***



***Students must complete these CBAs***

**Classroom Based Assessment One**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
English 	CBA One Oral Communication	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.	In completing the Oral Communication CBA, students may use the following formats: 1. Performance 2. Presentation 3. Interview 4. Response to stimulus material Oral Communication can be completed by the student as an individual or as a member of a group.	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.

**Classroom Based Assessment Two**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
English 	CBA Two: The Collection of the Student's Texts	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.	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.	The collection is developed across second year and third year. The CBA is completed in three-week period.

**Classroom Based Assessment One**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Business Studies 	CBA One Business in Action	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 about, 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.	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.	To be completed within a four-week window

**Classroom Based Assessment Two**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Business Studies 	CBA Two Oral Communication Presentation	This Classroom-Based Assessment helps students to apply course learning to their daily lives, integrate theoretical ideas to 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: <ul style="list-style-type: none"> <li>▪ Investigating</li> <li>▪ Making informed judgements</li> <li>▪ Communicating.</li> </ul>	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 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	To be completed within a three-week window

Classroom Based Assessment One				
Subject	Title	Student Learning	How will students demonstrate their learning?	Length of Classroom based assessment
Science 	CBA One Extended Experimental Investigation	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.	Through submitting a report and research records in a format of their choosing	3 weeks
Classroom Based Assessment Two				
Subject	Title	Student Learning	How will students demonstrate their learning?	Length of Classroom based assessment
Science 	CBA Two Science in Society Investigation	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.	Through submitting a report and research records in a format of their choosing	3 weeks
Classroom Based Assessment One				
Subject	Title	Student Learning	How will students demonstrate their learning?	Length of Classroom based assessment
Gaeilge	An Phunann Teanga (Language Portfolio)	Through their language portfolio 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 text.	Students choose three pieces of work from 2 <sup>nd</sup> and 3 <sup>rd</sup> year to demonstrate the development of their language skills. They include at least one piece of recorded oral work and at least one piece for which literature was a stimulus. Each piece is accompanied by a reflective note demonstrating the student's self-awareness as a learner	While the language portfolio is built up as part of normal classwork across 2 <sup>nd</sup> and 3 <sup>rd</sup> Year and demonstrates the student's learning journey, the CBA is completed in a three-week period.

**Classroom Based Assessment Two**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Gaeilge 	Tasc Cumarsáideach (Communicative Task)	Learning centres on the development of 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 development of 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.	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: a presentation, an interview, role-play, a conversation in response to a stimulus, a performance or demonstration of a creative piece of their own (e.g. poem, song, dramatic piece or story) to best illustrate their oral and interactive competencies.	While the student's communicative skills are developed over three years, the student researches and presents CBA 2 in a three-week period.

**Classroom Based Assessment One**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Visual Art	From Process to Realisation	Students may work individually or 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)	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. Complete and present a realised artefact (2-dimensional artefact, 3-dimensional artefact, instillation, site-specific sculpture, animation, film etc...)	Themes issued on the first date back to school in January. The teacher has the autonomy to decide the start date, duration and finish date to suit their students and context within this window.

**Classroom Based Assessment Two**

Subject	Title	Student Learning	How will students demonstrate their learning?	Length of Classroom based assessment
Visual Art 	Communicate and Reflect	Students will work individually The third year of Visual Art will involve a project brief issued by 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 will: Research, experiment and develop ideas and techniques from a range of primary sources based on theme/s in the brief. Develop their ideas and skills primarily through two strands not carried out in CBA 1	Completed by students on an individual basis. 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 they will take it in for the state–certified final assessment.	In third year, students work from a project brief. The project brief is issued by SEC and is carried out in <b>two phases</b> during the year, started beginning of September. The <b>first phase</b> , which constitutes CBA 2. The window opens early September to mid Dec. The teacher has the autonomy to decide the start date, duration and finish date to suit their students and context within this window. <b>Phase 2</b> involves separate work to be submitted to the State Examinations Commission

**Classroom Based Assessment One**

Subject	Title	Student Learning	How will students demonstrate their learning?	Length of Classroom based assessment
MFL 	Oral Communication	The purpose of this Classroom-Based Assessment is for the student to demonstrate the skills of oral production and oral interaction. However, other skills may be developed, e.g. reading, writing, listening, basic research. The student will focus on an aspect of the target language country(ies) or culture; or on a simulation of an experience in a target language country; or on a topic or stimulus of interest. Students may work individually, in pairs or in a group.	In completing the oral communication activity students may use any one of the following formats: <ul style="list-style-type: none"> <li>• Interview</li> <li>• Role-play</li> <li>• Presentation</li> <li>• Conversation in response to stimulus material.</li> </ul> The teacher asks a number of questions, irrespective of the format chosen, to help gauge student comprehension and	Three weeks.

			capacity to respond to simple, unscripted questions, appropriate to the age and stage of language learning.	
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**Classroom Based Assessment Two**

<b>Subject/Short Course</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
MFL	The Student Language Portfolio	Students learn a lot from the process of language acquisition when they are taught how to use a portfolio to document and reflect on their learning. They need to develop confidence in interaction and an awareness of the process of language acquisition.	The student language portfolio will include a broad range of items, such as written texts, projects, audio-visual materials, learning logs, 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 each student choosing three texts from the portfolio to submit for assessment, one of which will be in oral format.	Whilst students begin 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 the purposes of assessment and reporting in the JCPA.

**Classroom Based Assessment One**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
History 	The Past in my Place	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 into a historical aspect or theme relating to the locality, place or personal/family history of the student.	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	Three-week window

**Classroom Based Assessment Two**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
History 	A Life in Time	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.	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.	Three- week window

**Classroom Based Assessment One**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Geography 	Geography in the News	Students will undertake a structured inquiry into a recent geographical event of significance on a local, national or global scale, reported in the media and analyse the significance of this event through the lens of the three elements: processes, patterns, systems and scale, geographical skills and sustainability.	Students will demonstrate their learning by producing a report which can be completed individually or within groups, focusing upon their structured inquiry that is based upon a recent media source relating to a geographical event. Students may shape their response using different formats which is decided upon with their teacher.	Three-week window

**Classroom Based Assessment Two**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Geography 	My Geography	Students undertake a structured inquiry into a geographical aspect(s) in a local area. Students explore and analyse if and how the elements (processes, patterns, systems and scale, geographical skills and sustainability) manifest themselves in the	Students will demonstrate their learning by producing a report, individually or in groups, on their structured inquiry based upon their investigation into geographical aspect(s) of a local	Three-week window

		geographical aspect(s). As part of data gathering, students are encouraged to engage in geographical investigations, including field work.	area. Students may shape their response using a range of different formats, to be decided upon in agreement with their teacher.	
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**Classroom Based Assessment One**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Mathematics 	Mathematical Investigation	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.	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 about the format of their report and possibilities to collaborate.	Three-week window

**Classroom Based Assessment Two**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Mathematics 	Statistical Investigation	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.	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 about the format of their report and possibilities to collaborate.	Three-week window

**Classroom Based Assessment One**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Home Economics	Creative Textiles	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.	Students will: Make a textile item for an individual or the home <b>or</b> Recycle or 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.	8-10 weeks, dependent on access to appropriate and specific resources.

**Classroom Based Assessment Two**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Home Economics	Food Literacy Skills Brief	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.	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 not stated in Assessment Guidelines. Linked to the SEC practical food skills examination. <b>NO ASSESSMENT TASK</b>



**Classroom Based Assessment One**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Music	Composition Portfolio	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	The learning is on the developmental nature and process of creating and composing music. There is no restriction on the types, styles, genres, choices the students	Learning begins from Year One. As per Assessment Guidelines: will take place towards the end of Year Two

		chosen audience, students will learn how to bring an idea from concept to realisation.	make. Two pieces from the portfolio will be presented in written, digital, visual, audio or any other format for assessment purposes.	
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**Classroom Based Assessment Two**

<b>Subject</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Music 	Programme Note	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.	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.	Learning begins from Year One. As per Assessment Guidelines: will take place 2 weeks in advance of the practical examination, towards the end of term 2 or the start of term 3, in Year Three. No more than 3 weeks to complete.

**Short Course Classroom- Based Assessments**

<b>Short Course</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Physical Education	Choice from six potential physical activity assessments (e.g. Personal Physical Activity Programme, Team Orienteering Event,	Each strand of the short course has an associated assessment. Students should complete a minimum of two assessments, ideally one assessment in each year of the short course. The assessments are designed to encourage students to strive for overall improvement in the selected physical activity.	<u>Examples</u> <u>Personal Physical Activity Programme:</u> Students are assessed on their ability to plan for, implement and evaluate their personal physical activity programme, designed to meet their personal improvement goals over a focused period of time. <u>Performance Assessment in Dance/Gymnastics:</u> Students are	This varies for each of the six, but in each case the assessment is an integral part of the normal teaching and learning that happens in PE class

	Performance Assessment in Athletics)		assessed on their final group performance in dance or gymnastics.	
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**Classroom Based Assessment One**

<b>Short Course</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Social Personal and Health Education	The Classroom-Based Assessment will be designed in consultation with the students based on learning outcomes in more than one strand of the course	Students will complete one Classroom-Based Assessment. A particular purpose of the Classroom-Based Assessment will be to facilitate developmental feedback to students during their engagement with the task and at the end of the process.	The Classroom-Based Assessment can be produced in written, digital, visual or audio formats and it may be supported in these formats through the use of an interview or presentation.	It will take place over approximately 6 hours of class time in 2 <sup>nd</sup> or 3 <sup>rd</sup> year.

**Classroom Based Assessment One**

<b>Short Course</b>	<b>Title</b>	<b>Student Learning</b>	<b>How will students demonstrate their learning?</b>	<b>Length of Classroom based assessment</b>
Civics, Social and Personal Education	Citizenship Action Record	Students will undertake at least three actions as part of their learning in CSPE and create a citizenship action record for one of these actions. The students will research their chosen issue/topic, plan the action that will take, complete the action and then reflect on their learning as part of the action.	Students have choice in how they present their Citizenship Action Record. It can be produced in written, digital, visual and/or audio formats and it may be supported through the use of an interview or presentation. The students must demonstrate their learning in relation to the action and their reflections on the action.	6-8 hours of class contact time. This will vary depending on the timetabling structure of CSPE in 2 <sup>nd</sup> or 3 <sup>rd</sup> year

Classroom Based Assessment One				
Short Course	Title	Student Learning	How will students demonstrate their learning?	Length of Classroom based assessment
Level 2 Learning Programme short course	Caring for animals	This short course aims to develop the student's knowledge, as well as cognitive, social and practical skills in the context of learning about and caring for an animal of interest.	The Classroom-Based assessment for this short course is a <b>Presentation</b> . This can include any format – conversation, interview, role-play, spoken, signed or electronic which allows learning to be presented by the student. Students may work in pairs or groups but it should be clear that each student has made a meaningful contribution to the preparatory work and the presentation itself.	Students prepare for the Classroom-Based Assessment over a suggested period of time in second or third year. The Classroom-Based Assessment should begin after work in the four strands has been completed. The length of presentation for the Classroom-Based Assessment should reflect the student's capacity. As a guideline, it should not exceed three minutes.
Classroom Based Assessment One				
Short Course	Title	Student Learning	How will students demonstrate their learning?	Length of Classroom based assessment
Level 2 learning programme short course	CSI: Crime Scene Investigation	This short course is designed to develop the student's science process skills at an elementary level: observing, recalling, retelling, naming, labelling, sequencing, classifying and measuring, in addition to skills needed for following procedures and problem-solving.	In preparation for the Classroom-Based Assessment the student is presented with an unfamiliar mock crime scene (physically/orally/using sign language/visually/in written format). The student listens/reads/observes closely and identifies one or more pieces of physical evidence which could be tested to help solve the crime in this new case.	Students prepare for the Classroom-Based Assessment over a suggested period of time in second or third year. The Classroom-Based Assessment should begin after work in the fourth strand has been completed. (approximately 15-20 hours of class time).