

Some important considerations in preparation for the Classroom-Based Assessment in Engineering 2020/2021

This document relates to Classroom-Based Assessment 1 (CBA 1) titled **Engineering in Action** in Engineering within the academic year 2020/2021, but also addresses some important considerations for CBA 2 titled **Research and development** in Engineering.

1. What are the themes of the Classroom-Based Assessments in Engineering?

There are two Classroom-Based Assessments in Engineering. They are assessed at a common level. The Classroom-Based Assessments for Engineering are:

CBA 1: Engineering in action – undertaken in year 2 during a maximum of 3 weeks

CBA 2: Research and development – undertaken in year 3 during a maximum of 3 weeks

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 8

2. When do the Classroom-Based Assessments in Engineering take place?

The Classroom-Based Assessments in Engineering are scheduled to be undertaken by students in a defined time period within class contact time to a national timetable as advised by the National Council for Curriculum and Assessment (NCCA) in the school calendar.

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 8

The key dates for 2020/2021 Classroom-Based Assessments can be accessed [here](#)

3. Can students work together on CBA 1 (Engineering in action)?

Students can collaborate, but each student must individually present a piece of work.

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 8

4. Does the student submission for CBA 1 follow a prescribed format/layout?

Students will capture the various stages of the Classroom-Based Assessment 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 Classroom-Based Assessment. 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.

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 9

Students should be encouraged to identify which information best communicates their work and choose the most suitable medium in which to present it.

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 14

5. Can all students within a class group undertake the same topic for CBA 1?

The Engineering Guidelines for the Classroom-Based Assessments suggest that the students explore topics and ideas that are of interest to them and should be encouraged to identify relevant links between classroom learning and everyday life – each student must present an individual piece of work.

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 10

6. When should the Features of Quality be shared with students for CBA 1?

At an appropriate moment in their learning, students should be familiarised with the Features of Quality that will be used to judge the quality of their work.

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 11

The use of formative assessment practices throughout the students' learning journey will scaffold students in developing their understanding of quality in their work and support their understanding of the Features of Quality when the CBA is being undertaken. The use of success criteria for ongoing assessments will best support this development.

7. What provisions should be made for students with special educational needs (SEN)?

Where a school judges that a student has a specific physical or learning difficulty, reasonable supports may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. These supports e.g. the support provided by a special-needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 7

8. Should feedback on CBA 1 be provided to students?

Providing effective feedback is a crucial step in 'Engineering in action' to support learning. Students will be informed of the Descriptor they have been awarded once the SLAR meeting has taken place and its outcomes have been processed. 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 <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>.

Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments, Page 19

9. How long should CBA 1 material be stored for?

Once the SLAR is completed, provisional descriptors have been reviewed and final descriptors awarded, the work is returned to the student and does not need to be stored.

10. Is there any flexibility around the timing of CBA 1 given the current situation in schools?

The NCCA have published a document containing information regarding Classroom-Based Assessments for the school year 2020/2021. This document can be accessed by scanning or clicking the QR code across.



NOTE: This document is a summary of some important considerations in Preparation for the Classroom-Based Assessments. For full details on the Classroom-Based Assessments, teachers are encouraged to refer to the:

[Junior Cycle Engineering, Guidelines for the Classroom-Based Assessments.](#)