The background of the slide is filled with numerous diagonal streaks in various colors including blue, green, pink, and purple. A semi-transparent grey rectangular box is positioned on the left side of the slide, containing the title text.

JUNIOR CYCLE
& CLASSROOM
BASED
ASSESSMENTS
(CBAS)





New Junior Cycle Timeline Phasing of Subjects from 2014 - 2023



A Vision for Junior Cycle

“Junior cycle places **students at the centre** of the educational experience, **enabling** them to **actively participate** in their communities and in society and to be **resourceful** and **confident learners** in all aspects and stages of their lives.”



NCCA

Key Messages of Framework for Junior Cycle 2015

Flexible programme for student learning

Balance between knowledge and skills

Dual approach to assessment

Reporting a broader picture of learning

Student wellbeing is central to the
Framework

Supporting continuity and learning - building
on primary school



Framework for Junior Cycle
2015



DEPARTMENT OF EDUCATION AND SKILLS



What skills do students need to be *21st C Learners* and *Active Citizens* in a 21st C society?



What
learning
looks like
now.

Active & Engaging

Collaborative

Promotes Critical Thinking

Respectful

Inclusive and Accepting

Holistic

What is the purpose of education in Junior Cycle

Help students become better learners and develop a love of learning.

Provide a solid foundation for further study.

To develop skills for learning and life.

To support learning through improved reporting to both students and parents.



Key Skills

Key Skills

8 Key Skills to be taught in all subjects.

Allows students to be more active engaged with learning

Take greater ownership of their learning

Have a critical engagement with digital technology

Be encouraged to problem solve and think critically and creatively

Key Skills

MANAGING MYSELF

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

STAYING WELL

- Being healthy, physical and active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

COMMUNICATING

- Listening and expressing myself
- Using language
- Using numbers and data
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

BEING CREATIVE

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

WORKING WITH OTHERS

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

MANAGING INFORMATION AND THINKING

- Being curious
- Gathering, recording, organising, and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

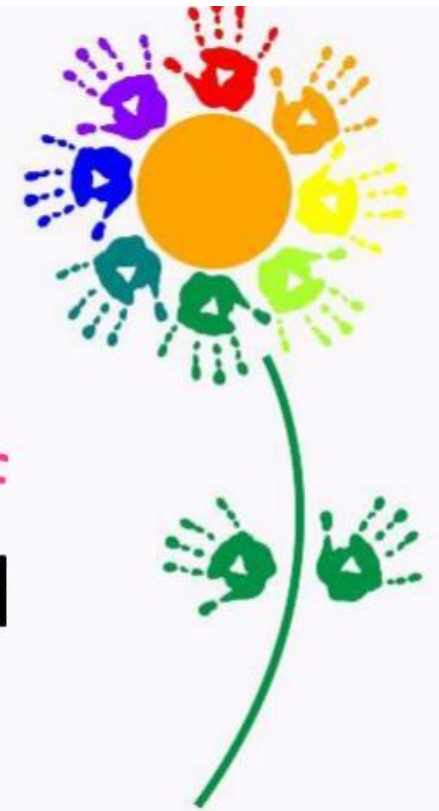


**STUDENT
WELLBEING IS AT
THE HEART OF THE
VISION OF A NEW
JUNIOR CYCLE.**



Why is Wellbeing Important?

Student wellbeing is present when the students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.



INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Wellbeing in CCC

SPHE

CSPE

PE

Digital Media
Literacy

Wired for
Wellbeing

Weekly reflections
on Wellbeing
Indicators in the
school journal.

Classroom- Based Assessments (CBAs)

- Students will complete two CBAs throughout Junior Cycle: 1 in Second Year and 1 in Third Year
- CBAS will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination.
- The tasks will cover a broad range of activities including oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.
- A particular purpose of the Classroom- Based Assessments will be to facilitate developmental feedback to students.

What is the purpose of CBAs?

- Provides a more engaging learning experience.
- Quality reporting back to parents and students throughout the Junior Cycle years.
- Assessment to support learning.
- Provides a purposeful second year.
- An emphasis on Key Skills, Wellbeing Indicators and preparation for life.
- A sound preparation for learning at Senior Cycle and beyond



What is the purpose of CBAs?

Assessment in support of learning

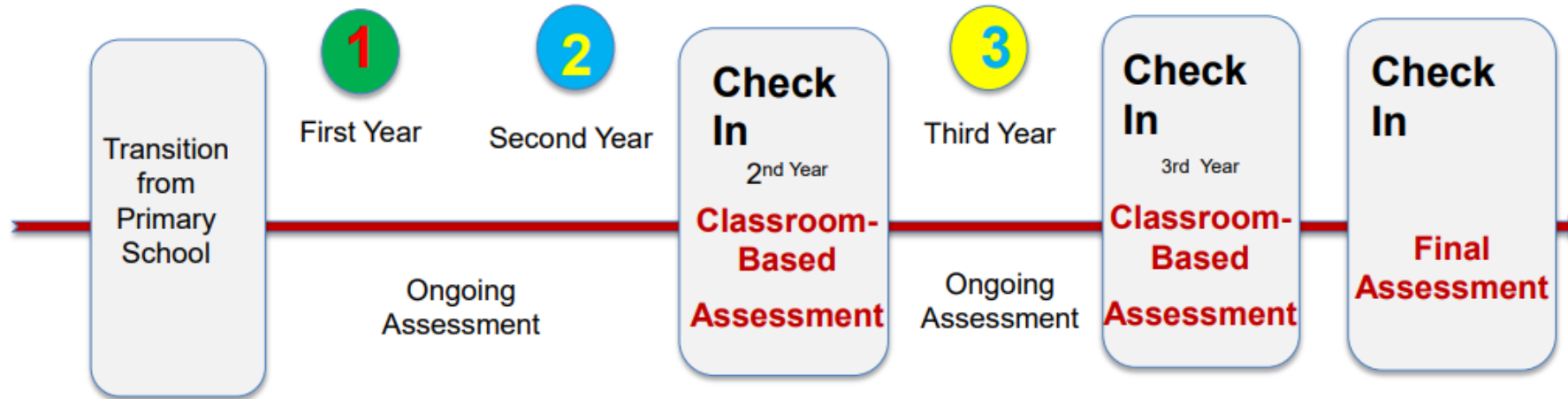
Assessment focused on offering effective feedback

Greater variety of assessment activity - “fit for purpose” and relevant to students

Teachers talking to teachers about assessment.

Building capacity, knowledge and confidence in assessment.

The Assessment Journey



Ongoing assessment that supports student learning

Levels of achievement in CBAs

- Exceptional= Very high standard, strengths of the work far outstrip its flaws, which are minor
- Above expectations= Of a high standard, some aspect of the work in need of further attention..
- In line with expectations= A good understanding of the issue, some areas needing further attention
- Yet to meet expectations= Falls someway short, fundamental shortcomings that need to be addressed



Features of Quality

Described below are the Features of Quality for Geography in the news (CBA 1).

	Yet to Meet Expectations	In Line with Expectations	Above Expectations	Exceptional
Geographical Questions	Engages with few geographical questions	Engages with some important geographical questions	Effectively engages with key geographical questions	Comprehensively engages with key geographical questions
Geographical Significance	No consideration of geographical significance	Some consideration of geographical significance	Consideration of geographical significance	Analysis of geographical significance
Sustainability	No consideration of sustainability	Some consideration of sustainability	Consideration of sustainability	Analysis of sustainability
Conclusions	Draws limited or no conclusions	Draws some interesting, though not always relevant conclusions	Draws relevant conclusions	Draws insightful, relevant conclusions
Processes	Shows little or no awareness of the processes active in the chosen geographical event	Shows some awareness of the processes active in the chosen geographical event	Demonstrates very good awareness of the processes active in the chosen geographical event	Demonstrates a comprehensive awareness of the processes active in the chosen geographical event
Patterns	Shows little or no awareness of the patterns active in the chosen geographical event	Shows some awareness of the patterns active in the chosen geographical event	Demonstrates very good awareness of the patterns active in the chosen geographical event	Demonstrates a comprehensive awareness of the patterns active in the chosen geographical event
Systems	Shows little or no awareness of the systems active in the chosen geographical event	Shows some awareness of the systems active in the chosen geographical event	Demonstrates very good awareness of the systems active in the chosen geographical event	Demonstrates a comprehensive awareness of the systems active in the chosen geographical event
Detailed, informed, well-organised and creative (understanding)	Haphazard or poorly organised and lacks sufficient detail to demonstrate understanding of the chosen geographical event	Organised to a purpose and includes details and information which demonstrate good understanding of the chosen geographical event	Very detailed and informed and is well-organised to a very clear purpose	Exceptionally detailed, informed, well-organised and creative

SLAR - SUBJECT LEARNING & ASSESSMENT REVIEW MEETINGS

Teachers attend two SLAR meetings. One after CBA1 in 2nd Year and one after CBA2 in 3rd Year.

Meetings: Two hours in length

Purpose: to develop a shared understanding of national standards by using the four grade descriptors



Assessment Tasks

- The written Assessment Task is worth 10% of the final grade and is marked by the State Examinations Commission.
- It may require the student to demonstrate an understanding of the knowledge and skills developed during the second CBA.
- The written Assessment Task may also provide an opportunity for students to refer to skills and competences that were developed and describe ways in which their learning might be applied to new situations.
- The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the SEC for marking along with the script for that subject in the state-certified examination.
- Exception of practical subjects.

Second Year CBAs

Subject	Duration	
English	3 weeks	Oral Communication: Individual or group communication or presentation/performance. During a period of 3 weeks, with support/guidance by the teacher.
Science	3 weeks	Extended Experimental Investigation (EEI): A student will, over a three-week period, formulate a scientific hypothesis, <u>plan</u> 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.
Business	4 weeks	Business in Action Group Project: Based on one of three options: <ul style="list-style-type: none"> • Enterprise in action • Economics in action • Finance in action During a maximum of four weeks with support/guidance from teacher.
Visual Art	4 months	From Process to Realisation: Group or individual project where students choose to work from one of a range of given themes to develop their ideas and create a realised work. During a maximum of four months with support/guidance from teacher.
Home Economics	8-10 weeks	Creative Textiles: This is an individual project. Students will produce evidence of the application of the design brief process to one of the following options:
		Make a creative textile item for an individual or the home or recycle or upcycle a creative textile item for an individual or the home.

Second Year CBAs

Maths	3 weeks	<p>Mathematical Investigation: A report may be presented in a wide range of formats. A student will, over a three-week period, follow the problem-solving cycle to investigate a mathematical problem.</p> <p>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.</p>
Music	N/A	<p>Composition Portfolio: Two pieces chosen from their portfolio. Compositions are produced over time with support and guidance from teacher.</p>
Geography	3 weeks	<p>Geography in the news: Structured inquiry through a response to a recent geographical event(s). Response to a media source. Response may be presented in a wide range of formats.</p> <p>At the end of a three-week period students will report on their inquiry, based on a recent media source, relating to a geographical event.</p>
Religious Education	3 weeks	<p>A Person of Commitment: Each student or group of students will identify one person. Students will engage with their chosen person across four stages of activity: Enquiry into their chosen person and formulating questions; Exploration of their chosen person; Reflection and action; Reporting on a Person of Commitment.</p>
History	3 weeks	<p>The Past in My Place: Display which can be completed by a group, pair or individual. During a maximum of 3 weeks with support/guidance from teacher.</p>

Second Year CBAs

MFL – French	3 weeks	Oral Communication in the target language: Individual, pair or group communication using an interview, role-play, presentation (accompanied by question-and - answer session) or conversation in response to stimulus material.
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		During a maximum of three weeks, with support and guidance from teacher.
Engineering	3 weeks	Engineering in Action: Students will act as engineers to investigate real life applications of the principles and processes of engineering. Students can focus their investigation through the lens of a specific strand, a combination of two strands or can adopt an integrated approach across all three strands. The students will communicate their findings through any appropriate media.
Wood Technology	3 weeks	Wood Science in our environment: Students will explore/research <u>a</u> wood sciencerelated issue within a local/global context and present their findings of the issue. The student can communicate their findings through any appropriate media
Graphics	3 weeks	Communicating through sketching: Students will be asked to graphically communicate their ideas using two-dimensional and three-dimensional sketching techniques in response to a chosen stimulus theme. Students can communicate their work through any appropriate media.
<u>Gaeilge</u>		CBA1 completed in 3 rd Year



Second Year: Classroom Based Assessment (CBA) Key Dates 2022-2023

September-Mid Term	November-Christmas	January-February Mid-Term	February-Easter Break	Easter-Summer
25 th Aug-28 th Oct	7 th Nov- 21 st Dec	5 th Jan- 10 th Feb.	20 th Feb-31 st March	17 th April-2 nd June
No CBAs scheduled as per NCCA guidelines.	<p>*Home Economics: CBA 1: window opens (10 weeks)</p> <p>*Geography: CBA 1: 7th Nov-24th Nov Xmas Exam: Reflection</p> <p>*CSPE: CBA: 7th Nov-24th Nov</p> <p>*History: CBA 1: Starts 7th of Dec</p>	<p>*History: CBA 1: Ends 12th Jan</p> <p>*Visual Art: CBA 1: window starts (<u>4 month</u> period)</p> <p>*Business: CBA 1: 5th Jan-26th Jan</p> <p>*DMT CBA 1: 23rd Jan-10th Feb</p> <p>*Science: CBA 1 23rd Jan-10th Feb</p> <p>*Home Economics: CBA 1 ongoing</p>	<p>*Maths: CBA 1 20th Feb-10th March</p> <p>*English: CBA 1: 13th March- 31st March</p> <p>*Visual Art: CBA 1 ongoing</p> <p>*Home Economics: CBA 1 ends</p>	<p>*Religious Education: CBA 1: 17th April- May 5th</p> <p>*Music: CBA 1: Portfolio due by 12th May</p> <p>*MFL: CBA 1: 24th April-12th May</p> <p>*SPHE CBA: 1st May-19th May (Exception to NCCA deadline_</p> <p>*Visual Art: CBA 1 ongoing</p>

Reporting on Assessment

Junior Cycle aims to build on reporting carried out at Primary level.

Reporting will happen in first, second and third-year

First-year reporting will focus on student learning and self-development

Second and third-year reporting will include the school-based components that will form part of the Junior Cycle Profile of Achievement.

The Junior Cycle Profile of Achievement (JCPA)



Reports on:



All CBAs completed in Second & Third Year.



State Examination Grades



Other Areas of Learning



Other Areas of Wellbeing

Descriptors

- The way in which students are graded has also changed.
- Instead of A, B, C, D, E, F and NG, the descriptors listed below will now be used

State Examination

Distinction	90+
Higher Merit	75-89%
Merit	55-74%
Achieved	40-54%
Yet to be achieved	20-39%
Not Graded	<19%

Classroom-Based Assessments

Exceptional
Above expectations
In line with expectations
Yet to meet expectations



State Certified Final Examinations

Irish L2 (H)	Achieved
Mathematics (H)	B
English (H) ⁽⁴⁾	Achieved
Business Studies (C)	Distinction
French (C)	Higher Merit
Geography (H)	A
History (H)	C
Science (C)	Higher Merit
Visual Art (C)	Higher Merit

Classroom-Based Assessments - Subjects

IRISH L2	Language Portfolio	In line with Expectations
	Communicative Task	Above Expectations
ENGLISH	Oral Communication	In line with Expectations
	The Collection of the Student's Texts	Above Expectations
BUSINESS STUDIES	Business in Action	Above Expectations
	Presentation	In line with Expectations
FRENCH	Oral Communication	Above Expectations
	Student Language Portfolio	Above Expectations
SCIENCE	Extended Experimental Investigation	In line with Expectations
	Science in Society Investigation	Above Expectations
VISUAL ART	From Process to Realisation	In line with Expectations
	Communicate and Reflect	Exceptional

Other Areas of Learning

Mary took part in a school drama performance, learned to express herself and build her communication skills.

Mary participated in the school Science Competition (*Let's Explore*) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.

Mary through her role as Class Representative learned to communicate effectively as a voice for the students in her class.

Mary worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.

Mary was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.

Classroom-Based Assessments - Short Courses

Digital Media Literacy	Above Expectations
Philosophy	In line with Expectations

Wellbeing

CSPE	Not Reported
SPHE	Not Reported
PE	Above Expectations

Other Areas of Wellbeing

In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.

Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.

As part of the school's Wellbeing Programme, Mary participated in *Lockers* where she learned about the influence of social media, peer pressure and stereotypes in the digital world.



State Certified Final Examination

Irish L2 (O)	Merit
English (H)	Merit
Mathematics (H)	Achieved
History (C)	Merit
Geography (C)	Merit
Spanish (C)	Merit
Business Studies (C)	Merit
Science (C)	Merit
Graphics (C)	Higher Merit
Religious Education (C)	Higher Merit

Classroom-Based Assessments - Subjects

Irish L2	Language Portfolio	Not Reported
	Communicative task	In Line with Expectations
English	Oral Communication	In Line with Expectations
	The Collection of the Student Texts	Not Reported
Mathematics	Mathematical Investigation	Not Reported
	Statistical Investigation	In Line with Expectations
History	The Past in My Place	Above Expectations
	A Life in Time	Not Reported
Geography	Geography in the news	Above Expectations
	My geography	Not Reported
Spanish	Oral Communication	In Line with Expectations
	The Student Language Portfolio	Not Reported
Business Studies	Business in action	In Line with Expectations
	Presentation	Not Reported
Science	Extended Experimental Investigation	Not Reported
	Science in Society Investigation	In Line with Expectations
Graphics	Communicating through sketching	Not Reported
	Graphical presentation skills	Above Expectations
Religious Education	A Person of Commitment	In Line with Expectations
	The human search for meaning	Not Reported

Other Areas of Learning



Hannah developed the key skill of 'Staying Well' and engaged with the Wellbeing Indicator 'Active' through her involvement with the Hockey Team in 1st and 2nd Year.

Hannah developed the key skill of 'Communicating' through her role as Class Captain for Rang Valentia in 3rd Year. This role saw her engage with the Wellbeing Indicator of 'Responsible' as she worked on the student council representing her peers.

Hannah demonstrated the key skills of 'Being Literate and 'Managing Information and Thinking' through her involvement in the Debating Society club in 1st and 2nd year.

Hannah developed the key skill of 'Working with Others' and engaged with the Wellbeing Indicator 'Responsible' by participating in the Sticks and Stones Anti-Bullying Workshop.

Classroom-Based Assessments - Short Courses

Wellbeing

CSPE (Civic, Social, Political Education)

SPHE (Social, Personal, Health Education)

Physical Education

Other Areas of Wellbeing



There are three pillars to the Wellbeing programme: Civic, Social & Political Education; Physical Education; & Social, Personal and Health Education. Hannah followed a programme that provided opportunities to enhance her physical, mental, emotional, and social wellbeing. It supported her in developing important life skills & building a strong sense of connectedness to Castleknock Community College and to the wider community.

Junior Cycle Geography

CBAAs and Assessment



Assessment Layout

Classroom-Based Assessment (CBA)
1: Second Year: 3 week period in this
term Jan-Feb: result on JCPA.

Classroom-Based Assessment (CBA)
2: Third Year: 3 week period in the
1st term: result on JCPA.

Assessment Task: completed in Third
Year based on CBA2: 10% of final
grade.

Final Examination: common level
paper set by State examinations
Commission in June 2021.

Classroom-Based Assessments	Format	Student preparation	Completed
Geography in the news Structured inquiry through a response to a recent geographical event (s)	<i>Response to a media source</i> Response may be presented in a wide range of formats Individual or group	At the end of a three-week period students will report on their inquiry, based on a recent media source, relating to a geographical event	Second term of Year 2
My geography Structured inquiry into a geographical aspect (s) in a local area	<i>Geographical investigation</i> Response may be presented in a wide range of formats Individual or group	Students will, over a three-week period, investigate geographical aspects in a local area	First term of Year 3

Table 1: Classroom-Based Assessments for Geography

Geography in the News

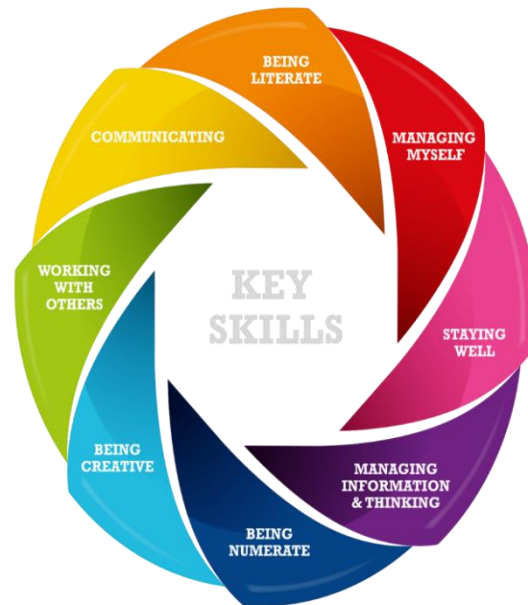
- Students curiosity should be fostered to explore topics and ideas that are of interest to them
- They should be encouraged to identify relevant links between classroom learning and everyday life.

GEOGRAPHY
IN THE NEWS



Structured Inquiry process

- A process which involves students asking questions, gathering data, evaluating and interpreting their findings and presenting information.



Student Choice on Presentation



WRITTEN FORM



DIGITAL FORM



VISUAL FORM



AUDIO FORM

CBA 2: My Geography

Student undertake an active investigation into a geographical aspect(s) of their local area.







Encourages student to relate the subject and the skills they have learnt to their local area



Name: _____

Traffic Survey

Use tally marks to record the traffic you see driving on the road.

cars 	
buses & coaches 	
lorries 	
vans 	
bicycles 	
motorbikes 	

Student Choice on Presentation



WRITTEN FORM



DIGITAL FORM




VISUAL FORM



AUDIO FORM

Assessment Task & Final Exam

Assessment Task: completed in Third Year based on CBA2: 10% of final grade.



Final Examination: common level paper set by State examinations Commission in June 2021.



Questions