

Parents Presentation Classroom Based Assessments CBA's and Assessment Tasks

11th September 2018.

New Junior Cycle Subjects

▶ 3rd year -

- ▶ English
- ▶ Science
- ▶ Business Studies

• 2nd year-

- English
- Science
- Business Studies
- Irish
- Art
- French
- German

Short Courses

- ▶ 2nd year
 - ▶ CSPE
 - ▶ PE

What is a Classroom Based Assessment (CBA)? - School Based

- ▶ Varies with different subjects.
 - ▶ Presentation
 - ▶ Investigation
 - ▶ Report on texts
 - ▶ Business in Action
 - ▶ Design and Make in Art
 - ▶ Group/Individuals

What is an Assessment Task (AT)? Completed in class and marked by State Exams Commission

- ▶ Report on aspect of course or Classroom Based Assessment.
- ▶ Completed in approximately 1.5 hours
- ▶ Graded by State Examinations Commission
- ▶ 10% of Junior Cycle Mark.

Timetable for Classroom Based Assessments - 3rd year - see School Journal

Subject	Dates for CBA	Date for Assessment Task
English	Period to 30/11/2018	3rd Dec to 7th Dec
Business Studies	12th Nov to 7th Dec	10th Dec to 14th Dec
Science	7th Dec to 25th Jan	28th Jan to 1st Feb

Timetable for Classroom Based Assessments - 2nd year - see School Journal

Subject	Dates for CBA
English	29th April to 20th May
Business Studies	4th March to 12th April
Science	4th March to 12th April
French	29th April to 17th May
German	29th April to 17th May
Art	7th January to 12th April
Gaeilge	CBA's in 3rd year

Short Courses

- ▶ CSPE
- ▶ PE

- ▶ Compete a Classroom Based Assessment in 2nd and 3rd year.

Grading of Subjects

► Revised Subjects

Grade Descriptor	Percentage
Distinction	≥ 90 to 100
Higher Merit	≥ 75 and < 90
Merit	≥ 55 and < 75
Achieved	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40
Not Graded (NG)	≥ 0 and < 20

• Existing Subjects

Grade Descriptor	Percentage
A	≥ 85 to 100
B	≥ 70 and < 85
C	≥ 55 and < 70
D	≥ 40 and < 55
E	≥ 25 and < 40
F	≥ 10 and < 25
Not Graded (NG)	≥ 0 and < 10

Grading of Classroom Based Assessments

- ▶ Graded by Subjects Teachers against nationally devised Success Criteria.

Exceptional

Above Expectations

In Line with Expectations

Yet to Meet Expectations

Junior Cycle Profile of Achievement (JCPA)

- ▶ Sample on next slide



Mary Kelly

DOB: 21/06/2001

**STATE CERTIFIED
FINAL EXAMINATIONS**

Examination number: 456985

English (O) Partially Achieved

Mathematics (O) ⁽⁴⁾ B

History (O) ⁽⁶⁾ C

Geography (H) ⁽⁴⁾ C

Home Economics (O) ⁽⁴⁾ A

Classroom-Based Assessments - English

Oral Communication In line with expectations

Collection of Texts In line with expectations

Classroom-Based Assessments - Short Courses

Chinese Language and Culture In line with expectations

Personal Project: Caring for Animals (level 2) Achieved

CSI: Exploring Forensic Science (level 2) Achieved

Digital Media Literacy In line with expectations

Priority Learning Units

Communicating and Literacy Achieved

Living in the Community Achieved

Numeracy Achieved

Personal Care Achieved

Preparing for Work Achieved

Other Areas of Learning

The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as;

- Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.
- Specific learning opportunities that do not form part of subjects or short courses, i.e; leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.
- Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA i.e; engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.

Principal

Mrs. Mary Smith

Year Head

Mr. John Smith

Roll Number: 76476F

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Anytown Secondary School

▶ Further information

Well-Being

- ▶ Wellbeing in junior cycle is about young people feeling confident, happy, healthy and connected.
- ▶ Wellbeing is one of the **principles** that underpins junior cycle education. It is also reflected in a number of the statements of learning
- ▶ Wellbeing is also incorporated within a number of the key skills, in particular *Staying Well, Communicating, Working with Others and Managing Myself*.
- ▶ This area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing
- ▶ Guidance provision may also be included in the hours available for Wellbeing
- ▶ Assessment in Wellbeing is focused on gathering evidence of students' learning *about* and *for* wellbeing. It is expected that most of the assessment activities in the area of Wellbeing will be classroom based and formative in nature.



KEY
SKILLS

BEING
LITERATE

MANAGING
MYSELF

STAYING
WELL

MANAGING
INFORMATION
& THINKING

BEING
NUMERATE

BEING
CREATIVE

WORKING
WITH
OTHERS

COMMUNICATING

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 and do I make right choices?



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

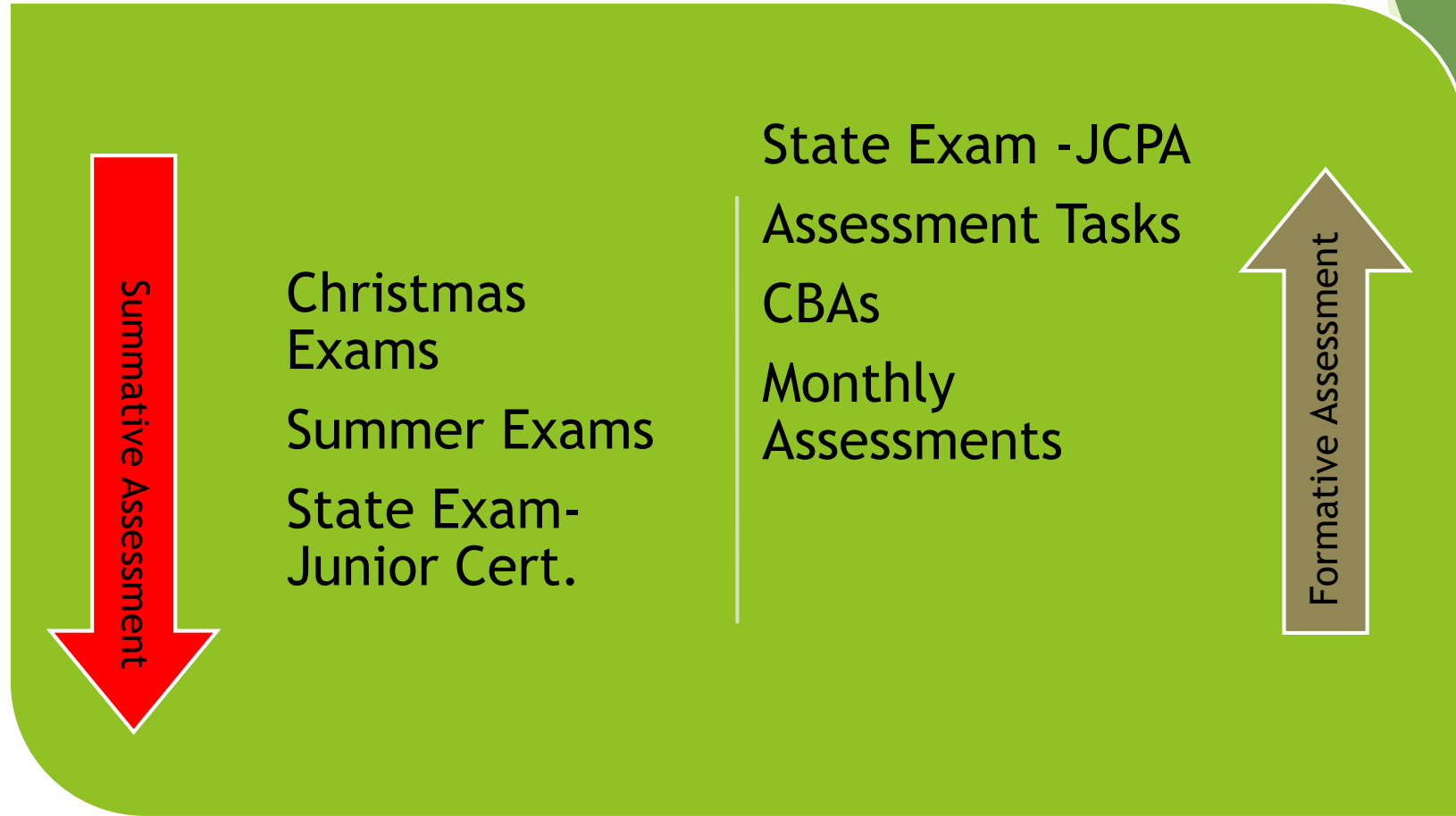
- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



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?

Assessment



- *We remember*
- *10% of what we read*
- *20% of what we hear*
- *30% of what we see*
- *50% of what is discussed with others*
- *80% of what we experience personally*
- *95% of what we teach to someone*

William Glasser