

Description of Classroom Based Assessments:

CBA's are the occasions when the teacher assesses the students in the specific assessment that are set out in the subject specification. CBA's provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills. CBA's will be facilitated by the classroom teacher. CBA's will be undertaken during a defined time period within normal class contact time and to a national timetable. Students will complete one CBA in second year and the other CBA in third year in each subject. CBA's will be reported on in the Junior Cycle Profile of Achievement (JCPA) using the following descriptors:

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations

Once the second CBA is completed students in third year will complete a written Assessment Task. This task, set by the National Council for Curriculum and Assessment (NCCA), is undertaken during normal class time and will be sent to the State Examinations Commission (SEC) for marking. At the end of third year, students will sit the final SEC examination in June. A summary of the two CBA's in each subject is shown in the table below.

Subject	CBA 1	CBA 2
English	Oral Communication: Individual or group communication or presentation/performance. During a period of 3 weeks, with support/guidance by the teacher.	Collection of the Student's Texts: Two texts chosen by the student from their collection of texts
Gaeilge (Note both CBA's for this subject occur in 3rd year)	Language Portfolio: The portfolio with samples of their work may include a range of student-created texts, e.g. projects, learning logs, creative pieces (poems/songs etc. created by the student) reflective pieces, recorded material (audio-visual and visual), texts, presentations completed etc.	Communicative Task: 3-4 minutes of an oral task in the format of a presentation, role play or interview. Can be completed alone or in a group.
MFL – French or German	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. During a maximum of three weeks, with support and guidance from teacher.	Student Language Portfolio: Three items chosen by the student from their collection. Texts produced over time with support and guidance from their teacher.

Subject	CBA 1	CBA 2
Geography	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. 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.	My Geography: provides students with the opportunity to apply the knowledge and experience gained through the first Classroom-Based Assessment to undertake an active investigation into geographical aspect(s) of their local area.
History	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.	A Life in Time: Students deepen their understanding of the human condition and the motivations underpinning the achievements and follies of humankind that have shaped the world they live in.
Mathematics	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. 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.	The Statistical Investigation (SI): Students carry out an investigation that involves varying data. This data may be related to work they have encountered in other subjects or to a question they have about some quantitative phenomena of interest from the world around them.
Science	Extended Experimental Investigation (EEI): 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	Science in Society: Investigation (SSI): 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.
Visual Art	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.	Communicate and Reflect: Individual project where students choose one from a range of given themes and generate preparatory work which they present to their class for discussion and feedback. During a maximum of three months with support/guidance from the teacher.

Subject	CBA 1	CBA 2
Business	<p>Business in Action Group Project: Based on one of three options: (1) Enterprise in action (2) Economics in action or (3) Finance in action</p> <p>During a maximum of four weeks with support/guidance from teacher.</p>	<p>Presentation: Individual presentation and investigation on a business-related topic. During a maximum of three weeks, with support/guidance from teacher.</p>
Home Economics	<p>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.</p>	<p>Food Literacy Skills Brief: Students will show evidence of their research based on a selected practical food skills brief issued by the State Examinations Commission. Students will also record the feedback they receive from their teacher and peers. They will use this to reflect on their work to date as well as the possible direction/s of their practical food skills examination.</p>
Music	<p>Composition Portfolio: Two pieces chosen from their portfolio. Compositions are produced over time with support and guidance from teacher.</p>	<p>Programme Note: Students inform an audience on the content of their upcoming performance which itself will comprise the practical examination.</p>
Religion	<p>A Person of Commitment: Students undertake an investigation into a person of personal interest to them who has made a positive impact on the world with a particular focus on exploring the values, worldview and/or belief that have influenced the person.</p>	<p>The Human Search for Meaning: Students in explore artistic, or architectural, or archaeological evidence that shows ways people have engaged in religious belief/the human search for meaning and purpose in life. It aims to develop their curiosity and understanding about the many ways that humans have expressed the search for meaning – a quest that transcends cultural and generational boundaries.</p>
Engineering	<p>Engineering in Action: Students engage in practical, authentic learning experiences that gives them the experience of exploring the applications of engineering in the world around them. The Classroom-Based Assessment will ask students to research, analyse and draw conclusions on the application of engineering from their chosen engineering discipline.</p>	<p>Research and Development: Students investigate and develop their understanding of a theme related to their upcoming project, which will be issued by the State Examinations Commission. The theme will change each year and will be derived from the project the students will undertake in that same academic year.</p>

Subject	CBA 1	CBA 2
Wood Technology	<p>Wood science in our environment: Students to engage in practical, authentic learning experiences that gives them the experience of investigating a wood science-related issue within a local/global context. The Classroom-Based Assessment will ask students to research, analyse and draws conclusions on their findings.</p>	<p>Student self-analysis and evaluation: Students conduct an analysis of their coursework and skills to date in Wood Technology. Students will focus their analysis and evaluation on a range of completed tasks or on a specific completed task. Students are expected to critically review their progress and identify areas of strength and areas for improvement, with a view to informing their work for the State Examination Commission project.</p>
Graphics	<p>Communicating through sketching: Students engage in practical, authentic learning experiences giving them the opportunity to develop their skills to become competent in communicating through sketching. Students will be asked to choose a stimulus theme to graphically communicate their ideas using two-dimensional and/or three-dimensional sketching techniques. The theme is agreed between the student and the teacher and can be individual to student or broad enough to allow an entire class to respond with varying responses</p>	<p>Graphical presentation skills: Students develop and demonstrate skills in researching and investigating the domain in which the project will be situated and present their findings graphically through any appropriate graphic media. The domain will change each year and will be related to the project the students will undertake in that same academic year.</p>