



Junior Cycle Profile of Achievement (JCPA)

CBA: Classroom-Based Assessments

AT: Assessment Task

SLAR: Subject Learning & Assessment Review

The new Junior Cycle spreads assessment throughout the three years of Junior Cycle giving students the opportunity to demonstrate their learning away from the exam hall. The CBAs will take place in second year and third year. Each CBA is different, but they focus around project work, presentations and experiments. They are a form of continuous assessment and the results of CBAs will be recognised on each student's official Junior Cycle certificate; the Junior Cycle Profile of Achievement (JCPA). Subject teachers will explain the Classroom-Based Assessment procedures in more detail in second year, but you will find that teachers will practice the skills required for the CBAs throughout Junior Cycle. The CBAs are reported on using the following descriptors;

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

If a CBA is not completed/submitted by a student in a particular subject, this will be recorded as '**NOT REPORTED**' on their official Junior Cycle Profile of Achievement (JCPA). This means that the student did not complete the required CBA for Junior Cycle Assessment.

Subject Learning & Assessment Review (SLAR)

Following the completion of a CBA in each subject a "Subject Learning & Assessment Review" (SLAR) meeting is organised. During this meeting teachers compare their assessment of students' work and ensure a common approach across the school that aligns to a national standard.

Assessment Tasks (AT). (Not for 2021-2022 cohort)

In third year after completing the CBA2 each student will complete a short classroom assessment called the Assessment Task. This is worth 10% of the final grade in that subject. It is marked by the State Examination Commission and takes place within the normal school timetable.

Classroom-Based Assessments (CBAs) and Assessment Tasks

1. As CBAs are reported on in each student's Junior Cycle Profile of Achievement (JCPA) it is vital that students and parents note the dates of the CBAs and do their very best to ensure student's attendance within the set timetable. Parents should be aware that that teachers must input results promptly after a CBA has been completed.
2. Students may have to attend important extra-curricular events during the CBA timeframes; therefore, **they should take responsibility** themselves to catch up on any work missed due to such absences.
3. Students should note that while they may be allowed to attend important extra-curricular activities during the CBAs, they must attend for their Assessment Tasks.

While it is necessary to establish rules around the CBAs and ATs, it is also important to reflect on how they both support and consolidate each student's learning. The CBAs will allow each student to work over a period of time supported by the feedback from their teachers and others, ensuring that they can produce their best work.



2nd YEAR CBAs 2021/2022

Subject	Duration	Description	Proposed Dates
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. Students' are given an opportunity to experience an approach that reflects that of a practising artist/craftsperson/designer. Completed during a maximum of four months with support/guidance from teacher.	January 6 th – May 12 th
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 <u>or</u> recycle or upcycle a creative textile item for an individual or the home.	Nov 29 th – Feb 18 th
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 Completed during a maximum of four weeks with support/guidance from teacher.	Feb 28 th – March 25 th
Geography	3 weeks	Geography in the news: Response to a media source. Structured inquiry through a response to a recent geographical event(s).. 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.	January 10 th – January 28 th
Religious Education	3 weeks	Person of Commitment: During a period of three weeks, with support/guidance by the teacher, students will research and report on a person whose religious beliefs or worldview have had a positive impact on the world, past or present.	January 24 th – February 11 th
History	3 weeks	The Past in My Place: Display which can be completed by a group, pair or individually. Students will be required to research a project on a local historical monument, event or key personality.	February 28 th – March 18 th
Science	3 weeks	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.	January 31 st - March 18 th (Wider window to allow for lab availability)
Maths	3 weeks	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.	February 28 th – March 15 th
English	3 weeks	Oral Communication: Individual or group communication or presentation/performance. Completed during a period of 3 weeks, with support/guidance by the teacher.	April 25 th – May 13 th
MFL – French or German	3 weeks	Oral Communication in the target language: Individual or pair work e.g. an interview, role-play, presentation (accompanied by question-and - answer session) or conversation in response to stimulus material.	May 2 nd – May 20 th
Music	N/A	Composition Portfolio: Students choose two pieces from their portfolio. Compositions are produced over time with support and guidance from teacher.	<u>Deadline</u> 13 th May



3rd Year CBAs 2021/2022

Subject	Duration	Description	Proposed Dates
Geography	3 weeks	Geography in the news: Response to a media source. Structured inquiry through a response to a recent geographical event(s).. 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.	Mon Sept 13 – Fri Oct 1st
Maths	3 weeks	The Statistical Investigation (SI) gives students an opportunity to 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.	Mon 29 th Nov – Fri Dec 17 th
Home Economics (CBA2)	3 weeks	Food Literacy Skills Brief: This is an individual submission. Students will utilise the design brief process to research, generate ideas and possible solutions for their food literacy skills brief, drawn from a list of briefs issued by the State Examinations Commission.	Mon 8 th Nov – Fri Nov 26 th
Visual Art (CBA2)	3 months	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 teacher	<u>Deadline</u> November 14 th
Science	3 weeks	The Science in Society Investigation (SSI) gives students an opportunity to explore a scientific topic or issue. It is an individual research project comprising of three activities: initiating research, communicating, and evaluating	Mon 4 th Oct – Fri 22 nd Oct
Gaeilge (CBA2)	N/A	Communicative Task: 3-4 minutes of an oral task in the format of a presentation, role play or interview.	Mon 17 th Jan – Fri Feb 4 th
Music (CBA2)	2 weeks	Programme Note: Individual or group programme note in chosen format. Completed during a maximum of 3 weeks, with support and guidance from teacher.	Mon 28 th Feb - Mar Fri 11 th
Religion	3 weeks	The human search for meaning is designed to support students in exploring artistic, architectural, or archaeological evidence that shows ways people have engaged in the human search for meaning and purpose in life.	Mon 7 th Mar - Fri 25 th Mar