






Junior Cycle Assessment:

As part of the new Junior Cycle students will be assessed in several new ways:

- Each subject will have a final exam in 3rd Year (90% of the final JC grade)
- In 3rd Year students will complete an Assessment Task in each subject (10% of the final JC Grade).
- Generally students will also be assessed through two Classroom Based Assessments (CBA's), one in 2nd Year and another in 3rd Year
- These CBA's will not form part of the final JC percentage mark, but will be noted on each students certificate with a descriptor (see below)
- Below is a mock-up of how the new certificate will look.

 JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2017
John Kelly		DOB: 21 June 2001
STATE CERTIFIED FINAL EXAMINATIONS Examination number: 456985		Classroom-Based Assessments - English
English (O)	Distinction	Oral Communication: Above expectations Collection of Texts: In line with expectations
Irish (O) ⁽²⁾	A	Classroom-Based Assessments - Short Courses
Mathematics (H)	B	Coding: In line with expectations
History (H)	C	Physical Education: Above expectations
Geography (H)	D	Artistic Performance: Exceptional
French (O) ⁽²⁾	C	Philosophy: In line with expectations
Business Studies (H)	B	
Science (H)	B	
C.S.P.E. (C)	A	
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; <ul style="list-style-type: none"> • 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	Year Head	Roll Number: 60090Q
Ms Mary Ryan 	MR Jack Quigley 	Anytown Secondary School Anytown, Co. Anytown V94HXW5 
This JCPA recognises and records achievements in Junior Cycle.		

- As more subjects come online final grades in each subject will switch from the letter grade system of A, B, C, D, E, F, N/G to a system of descriptors:
 - Distinction
 - Higher Merit
 - Merit
 - Achieved
 - Partially Achieved
 - Not Graded

- CBA's will also use a descriptor system for student results
 - Exceptional
 - Above expectations
 - In line with expectations
 - Yet to meet expectations
 - Not reported
- Further background and details on the new Junior Cycle structure can be found by clicking on these links:
 - [Parent CBA link #1](#)
 - [Parent CBA link #2](#)

Reporting on Classroom-Based Assessments in 2018

For the current school year 2nd Year students will receive the traditional end of term Summer report for their subjects. In addition to this will be a second page outlining the descriptors they received in Science, English and Business Studies.

As the implementation of the new Junior Cycle continues across the remaining subjects our the formats of our reports will change to reflect this series of changes.

Classroom-Based Assessments: General Information

Classroom-Based Assessments 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.

Classroom-Based Assessments (CBAs) are best described as the occasions when the teacher assesses the students using the specific tasks set out in the curriculum specification for each subject. They are completed within the teaching time allocated for each subject.

In the 2017-2018 academic year the following CBA's will be taking place:

BY CLICKING ON THE LINKS IN THE TABLE BELOW YOU CAN ACCESS MORE DETAILS ON THE SPECIFICS OPF EACH SUBJECT

SUBJECT	YEAR GROUP	CBA	ASSESSMENT PERIOD
English	3 rd Year	Assessment Task	23rd – 27th April
	3 rd Year	CBA #2 – Collection of Student Texts	20th April [deadline]
	2 nd Year	CBA #1 – Oral communication	27th April - 18th May
Business Studies	2 nd Year	CBA #1 – Business in Action	12th March - 20th April
Science	2 nd Year	CBA #1 – Extended Experimental investigation (EEI)	20th April - 18th May

The CBAs and the Features of Quality, which support teacher judgement, are set out in Assessment Guidelines for each subject. The assessment is similar to the ongoing assessment that occurs every day in every class.

In the case of Classroom Based Assessment the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. Students prepare for the Classroom-Based Assessment over specified periods of time in second and third year. The results of other projects, homework, or tests undertaken by the students in the course of their normal classwork do not add up to the award of a descriptor for the Classroom-Based Assessment.

Deciding the level of achievement for the Classroom-Based Assessments

There are four level descriptors of achievement for each CBA; teachers use the Features of Quality, set out in THE Assessment Guidelines for each subject to decide the level of achievement in each CBA.

The Features of Quality are the criteria used to assess the student work as best fitting one of the following descriptors:

EXCEPTIONAL describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

ABOVE EXPECTATIONS describes a piece of work that reflects all of the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of activity of the investigation, and the work is praised for its rigour. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

IN LINE WITH EXPECTATIONS describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

YET TO MEET EXPECTATIONS describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

NOT REPORTED describes when a student has not submitted any piece of work for assessment

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement. The teacher will read the Features of Quality (starting with *Yet to meet expectations*) until they reach a descriptor that best describes the work being assessed. Where it is not clearly evident which descriptor should apply, teachers must come to a judgement based on the evidence from the student's work to select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.

The teachers in each subject will meet during a Subject Learning and Assessment Review ([SLAR information link](#)). Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally set Features of Quality. Greater understanding of standards and expectations will develop over time as teachers come together in professional discussion to reflect on the quality of their own students' work, informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the National Council for Curriculum & Assessment (NCCA). During this meeting teachers will review their initial descriptors awarded to students to check for consistency with the Features of Quality.