

Information Sheet for DCC Students undertaking CBA1s in 2019

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. 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 which is now called the Junior Cycle Profile of Achievement (JCPA). The relevant subject teachers will explain the procedures behind the Classroom-Based Assessments in detail as students approach the beginning of the CBA period, but they will have been teaching them the relevant skills since the beginning of first year.

Here are the dates for CBA1s for students undertaking second year in 2018/'19;

Subject	Title	Date begins;	Date ends;
English CBA1	<i>Oral Communication</i> <i>Students will research and prepare a three-minute speech on an agreed topic that demonstrates their language and presentation skills either individually or in a group.</i>	April-exact date to be confirmed but it is a four week process	It will be completed by: 20/05/2019
Business Studies CBA1	<i>Business in Action</i> <i>This is a group research project where students will gather and evaluate business data and recommend actions from their findings.</i>	04/03/2019	12/04/2019
Science CBA1	<i>Extended Experimental Investigation</i> The student conducts an experiment and produces a project based on their hypotheses and findings. The topics are limited so they must consult carefully with their teacher.	04/03/2019	12/04/2019
Modern Foreign Languages- French/German/Spanish	<i>Oral Communication</i> This is very similar to the English CBA but it is more likely that students will demonstrate their skills in an interview or role-play format.	April-exact date to be confirmed but it is a four week process	It will be completed by: 20/05/2019
Visual Art	<i>'From Process to Realisation</i> <i>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.</i>	07/01/2019	12/04/2019

Please be aware that in 2018/'19 there are only CBAs in selected subjects.

DCC School Policy around the Classroom-Based Assessments (CBAs)

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 nationally set timetable. Parents should be aware that teachers must input results promptly after the CBA final dates and have very little leeway to give any form of extension.
2. DCC realises that students may have to attend important extra-curricular events during the CBA timeframes. In this instance, a student's absence from class needs to be sanctioned by Miss Julieanne Collins (Deputy Principal) and the 'yellow form' filled out ahead of time. Students should take personal responsibility to catch up on any work missed due to such absences.
3. The CBA descriptors are awarded and moderated by the relevant subject department in DCC. The descriptors for the CBA1s are reported in each student's JCPA but they do not form part of their final Junior Cycle grade.

While it is necessary to establish rules around the CBAs 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. The CBAs are reported on using the following descriptors;

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

Most students will receive the 'In-Line with Expectations' descriptor. It is important that both teachers and parents affirm to each student that it is not only the grade that matters but also what they have actually learned about themselves throughout the CBA experience. In particular they should reflect about how their project work or experiments have helped them engage with their subjects and how the feedback they have received will enable them to progress further in the future.