

Classroom Based Assessments (CBAs): Features of Quality

Under the new Junior Cycle framework, 2nd and 3rd year students will complete CBAs in most of their subjects. The CBAs take place according to a national timetable. Upon completion, subject teachers meet to discuss and review CBAs, applying features of quality to each individual CBA. The features of quality are externally set, by the National Council for Curriculum and Assessment (NCCA). Based on subject specific features of quality, CBAs are awarded a descriptor by the teacher.

Descriptors:

The following descriptors are used to describe the work presented:

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| Descriptor |
| Exceptional |
| Above expectations |
| In line with expectations |
| Yet to meet expectations |
| Not reported |

The features of quality for each subject are outlined below. Over time, all subjects will be examined under the new framework. As this happens, this document will be updated with further information.

The calendar for completion of the CBAs in 2018/19 is included with the general school calendar, available on our website.

| Subject | Descriptor | | | |
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| | Exceptional | Above expectations | In line with expectations | Yet to meet expectations |
| English CBA 1 – Oral Communication | <ul style="list-style-type: none"> • The student’s communication is remarkable for its fluency and its control of material used. • The communication is imaginatively shaped to a very clear purpose. • The student’s engagement with the audience/listener is compelling and sustained. | <ul style="list-style-type: none"> • The student’s communication is clear and convincing, and material has been very well chosen. • Communication is fully shaped to its intended purpose. • Engagement with the audience/listener is highly effective. | <ul style="list-style-type: none"> • Communication is clear and convincing for the most part, showing knowledge of the subject of the communication. • Communication is shaped to a purpose. • Engagement with the audience/listener is reasonably well sustained. | <ul style="list-style-type: none"> • Communication is unconvincing although some knowledge of the subject of the communication is shown. • The purpose of the communication is often unclear. • Engagement with the audience/listener is haphazard or poorly sustained. |
| English CBA 2 – The Collection of the Student’s Texts | <ul style="list-style-type: none"> • The student’s texts shows creativity and command of the chosen genre. • The writing is highly competent, marked by original ideas, and imaginative word choices are perfectly suited to the purpose of the text. • The work is fully shaped for its intended receiver/audience. | <ul style="list-style-type: none"> • The student’s text shows very good control of the chosen genre. • The writing is consistently competent, and effective word choices are very well matched to the purpose of the text. • The work is clearly shaped with the receiver/audience in mind. | <ul style="list-style-type: none"> • The student’s text shows good awareness of the chosen genre. • The writing is generally competent, and word choices match the purpose of the text well. • Content and development of ideas reveal consistent awareness of the receiver/audience. | <ul style="list-style-type: none"> • The student’s text shows little awareness of the chosen genre. • The writing lacks competence and word choices may be inappropriate to the intended purpose of the text. • Content and development of ideas reveal little awareness of a receiver/audience. |

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| Business Studies CBA 1 - Business in Action | <ul style="list-style-type: none"> The student uses a highly effective research method to collect data and demonstrates a high level of analysis of his/her data findings. The evaluation of the collective research findings is of excellent quality, demonstrating a consideration of different points of view and the credibility of sources of information. The action plan demonstrates ambition and creativity and is based on a sound, evidence-based judgement of all the information available to the student. It is completed to a very high standard. The project is completed to a very high standard, is very comprehensive and represents information in a variety of different formats e.g. visual, | <ul style="list-style-type: none"> The student uses an effective research method to collect data and demonstrates a good analysis of the data findings. The evaluation of the collective research findings is of very good quality, demonstrating some consideration of other points of view and the credibility of sources of information. The action plan demonstrates an evidence-based judgement of the information available to the student. It is completed to a high standard. The project is complete and presented in a clear and organised manner, with some scope for improvement. | <ul style="list-style-type: none"> The student uses an acceptable research method to collect data although the analysis of the data findings lacks depth. The evaluation of the collective research findings is sufficient, although there is limited consideration of other points of view and the credibility of sources of information. The action plan is completed to a good standard displaying a reasonably sound judgement of the evidence. The project has some omissions but overall is complete and is presented in an organised manner. The individual Student Reflection provides some evidence of how the | <ul style="list-style-type: none"> The student uses an ineffective research method to collect data and the analysis of the data findings is cursory. The evaluation of the collective research findings is poor, demonstrating little consideration of other points of view or the credibility of the sources of information. The action plan demonstrates a judgement of the evidence, though the evidence on which it is based is flawed in places. The project provides a very basic summary of information, but omits important elements and lacks clarity in its presentation. |

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| | <p>written, with little scope for improvement.</p> <ul style="list-style-type: none"> The individual Student Reflection describes clearly, and in detail, how the student engaged at an exceptional level in all stages of the project. It presents a meaningful reflection on his/her experience of group work. | <ul style="list-style-type: none"> The individual Student Reflection demonstrates how the student engaged fully in all stages of the project. It presents some reflection on his/her experience of group work. | <p>student engaged at some stages of the project. Reflections on his/her experience of group work are limited.</p> | <ul style="list-style-type: none"> The individual Student Reflection demonstrates limited engagement by the student in the project. The reflection on his/her experience of group work is very narrow |
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| Business Studies CBA 2 – Presentations | <ul style="list-style-type: none"> The student communicates eloquently and very confidently, displaying a very comprehensive knowledge of the topic, and the presentation is very well structured. The support material chosen displays creativity and is used very effectively to captivate the audience. The student's reflections on the topic are of excellent quality, demonstrating clearly how the student's point of | <ul style="list-style-type: none"> The student communicates clearly, competently and with confidence, displaying a very good knowledge of the topic, and the presentation is well structured. The support material is well chosen to interest the audience, displaying some creativity. The student's reflections on the topic are of very good quality. | <ul style="list-style-type: none"> The student communicates well displaying a good knowledge of the topic but lacks some confidence and the presentation is unclear in places. The support material chosen is appropriate but not used to its full potential. The student displays an ability to reflect on their own perspective of the topic. | <ul style="list-style-type: none"> The student does not communicate clearly or confidently, displaying a very limited knowledge of the topic, and the presentation lacks structure. The support material chosen is used in a basic manner. The student's reflections on the topic are narrow and of poor quality. |

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| | view has developed or evolved over time. | | | |
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| Science CBA 1- Extended Experimental Investigation | <ul style="list-style-type: none"> • Forms a testable hypothesis or prediction with justification. • Describes considerations related to reliability and fairness. • Outlines appropriate safety considerations, and describes the method used to accurately collect and record good quality, reliable data in a manner that could be easily repeated. • Uses an innovative approach that truly enhances the work. • Records a sufficient amount of good quality data. • Presents data in the most appropriate way using relevant scientific terminology and informative representations; calculations, if any, are | <ul style="list-style-type: none"> • Forms a testable hypothesis or prediction with justification. • Identifies the variable to be measured and the variable to be changed. • Outlines appropriate safety considerations, and describes the method and equipment used to collect and record data. • Records a sufficient amount of good quality data. • Displays data neatly and accurately, using relevant scientific terminology and informative representations; calculations, if any, are performed to a high degree of accuracy. | <ul style="list-style-type: none"> • With limited guidance, forms a testable hypothesis/prediction. • Describes a safe method used to collect data-some of the steps are understandable but lack some detail. • Records raw/primary data. • Displays data on simple tables, charts or graphs, allowing for some errors in scaling or plotting. • States a relationship between the variable. • Draws a conclusion based on data collected, identifies some features of the investigation that could be improved and suggests improvements. | <ul style="list-style-type: none"> • Uses a given investigation question. • Is directed in using equipment to collect and record data. • Data collection method described is not repeatable. • Displays data on incomplete tables, charts or graphs, allowing for significant errors in scaling or plotting. • Comments on the investigation without making a conclusion/refinement to the investigation. |

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| | <p>performed to a high degree of accuracy.</p> <ul style="list-style-type: none"> • Describes the relationships between the variables. • Provides a justified conclusion supported by the data; identifies and explains any anomalous data. • Uses relevant science knowledge to assess and describe whether the hypothesis has/has not been supported. • Describes in detail the strengths and weaknesses of their own investigations, including appropriate improvements and or refinements, or explains fully why no further improvements could reasonably be achieved. | <ul style="list-style-type: none"> • Describes the relationships between the variables. • Draws a conclusion consistent with the data and comments on whether the conclusion supports the hypothesis. • Identifies the strengths and weaknesses of the investigation and suggests appropriate improvements, or explains why the procedures were of sufficient quality. | | |
| Subject | Descriptor | | | |
| | Exceptional | Above expectations | In line with expectations | Yet to meet expectations |
| Science CBA 2 – Science in Society Investigation | <ul style="list-style-type: none"> • Chooses an interesting or novel topic and research question. • Finds information about the topic from a large | <ul style="list-style-type: none"> • Chooses an interesting or novel topic and research question. | <ul style="list-style-type: none"> • Chooses a topic and research question with some teacher guidance. | <ul style="list-style-type: none"> • Chooses a topic but is given the research question. |

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| | <p>number of varied and balanced sources, and gives a complete reference list.</p> <ul style="list-style-type: none"> • Evaluates the reliability (relevance, accuracy and bias) of the sources. • Considers the quality of the information collected from the different sources. • Clearly positions the topic as science in society; explains the relevant science and the impact of the topic on society and/or the environment. • Presents the investigation in a very well-structured way (that is clear and easy to read) using relevant scientific terminology and informative representations; uses an innovative approach that truly enhances the work. • Explains different sides of the argument in detail. • Evaluates all the information; views on the | <ul style="list-style-type: none"> • Finds information about the topic from a number of balanced sources, and gives a complete reference list. • Discusses the reliability and quality (relevance, accuracy and bias) of the sources. • Positions the topic as science in society; explains the relevant science and the impact of the topic on society and/or the environment. • Presents the investigation in a well-structured (that is clear and easy to read), using relevant scientific terminology and informative representations. • Explains different sides of the argument. • Evaluates most of the information, understanding how particular sources | <ul style="list-style-type: none"> • Finds some useful sources of information about the topic and gives a complete reference list. • Gives some consideration to the reliability or quality (relevance, accuracy and bias) of the sources. • Mentions in passing the impact of the topic on society and/or the environment. • Presents the investigation in a structured way using relevant scientific terminology. • Explains different sides of the argument. • Evaluates most of the information, understanding that particular sources might bias scientific practices. | <ul style="list-style-type: none"> • Is directed to sources of information about the topic. • Uses very few sources with little evidence of what the sources are. • Presents the investigation using some scientific terminology. • Presents the investigation in a way that is somewhat structured. • Evaluates some of the information. • Gives a personal opinion without explanation or a link to the original question. |
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| | <p>chosen topic are considered and discussed in depth.</p> <ul style="list-style-type: none"> • Links the information to the topic under investigation. • Reviews all the information using science explanations. • Gives a personal opinion which is justified by referring to the information evaluated. | <p>might bias scientific practices and knowledge.</p> <ul style="list-style-type: none"> • Links the information to the topic under investigation. • Reviews most of the information using science explanations. • Gives a personal opinion linking the information to the argument. | <ul style="list-style-type: none"> • Gives a personal opinion with some explanation. | |
| Subject | Descriptor | | | |
| | Exceptional | Above expectations | In line with expectations | Yet to meet expectations |
| Visual Art CBA 1 – From Process to Realisation | <ul style="list-style-type: none"> • The work submitted shows an excellent use and understanding of all five elements of Visual Art. • The quality of development in terms of ideas and skills is excellent. • Evidence of engagement with the artistic process is demonstrated at a consistently high level throughout all stages of the work and in the reflection. | <ul style="list-style-type: none"> • The work submitted shows a very good use and understanding of all five elements of Visual Art. • The quality of development in terms of ideas and skills is very good. • Evidence of engagement with the artistic process is demonstrated at a very good level throughout all stages | <ul style="list-style-type: none"> • The work submitted shows a good use and understanding of all five elements of Visual Art. • The quality of development in terms of ideas and skills is good. • Evidence of engagement with the artistic process is demonstrated at a good level throughout all stages of the work and in the reflection. | <ul style="list-style-type: none"> • The work submitted shows a basic use and understanding of all five elements of Visual Art. • The quality of development in terms of ideas and skills is basic. • Evidence of engagement with the artistic process is demonstrated at a basic level throughout all stages of the work and in the reflection. |

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