

CBA

Changing approach to assessment

The most significant change in the new Junior Cycle is in the area of assessment. A dual approach to assessment, involving classroom-based assessment across the three years and a final externally assessed, state-certified examination can enable the appropriate balance between preparing students for examinations and facilitating creative thinking, engaged learning and better outcomes for students. This approach will recognise and value the different types of learning that take place in schools and will allow for a more rounded assessment of the educational achievements of each young person.

CBAs are a pause in the students' learning that both supports and consolidates their learning. The grade at the end of the three years is no longer the only marker of your daughter's achievements. The CBAs will allow your daughter to work over a period of time supported by the feedback from their teachers and others, ensuring that they can produce their best work. What is important for them in the CBA experience, is what they have actually learned about themselves throughout the CBA experience. Here, it is important for your daughter to reflect upon how it has helped them to engage with the subject and their personal growth while examining the feedback as a tool to enable them to progress further in the future.

The CBAs 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

How are CBAs reported on?

- The Junior Cycle class will receive their Junior Certificate results in the month of September when they are in Transition Year.
- The results of these CBAs will be reported on in the Junior Cycle Profile of Achievement (JCPA) which is issued by December.