













# Classroom-Based Assessment 1

## *From Process to Realisation*

	At a Glance	Resources
<b>What?</b>	<p>Classroom Based-Assessment 1 (CBA 1) 'From Process to Realisation' gives students' an opportunity to experience an approach that reflects that of a practising artist/craftsperson/designer.'</p> <p><u><a href="#">Page 13 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</a></u></p>	
<b>When?</b>	<p>The window for CBA 1 'From Process to Realisation' 2020, is between 6th January and 15th May.</p> <p>Please note: This window refers to the 2020 cohort of students. Future CBA 1 dates will be published annually by NCCA on <a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a></p>	
<b>How long?</b>	<p>You have autonomy with your students to decide the start date, finish date and duration of CBA 1 during the above dates.</p>	
<b>Themes</b>	<p>Themes will be published by the NCCA in early January on <a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a></p> <p>Themes will not be posted to schools.            Please note: Themes will change annually.</p>	
<b>Learning Outcomes</b>	<p>You may select a range of learning outcomes to be developed with your students in CBA 1 'From Process to Realisation'.</p> <p><u><a href="#">See Junior Cycle Visual Art Guidelines for Classroom-Based Assessments (Page 15)</a></u></p> <p>Please note: You are free to select learning outcomes from across the three strands. Ensure that you have addressed the elements of Visual Art.</p>	
<b>Strands</b>	<p>The strands are Art, Craft and Design.</p> <p>There are no discipline lists. You have the professional autonomy to interpret the learning outcomes to develop a Classroom-Based Assessment to suit your students' needs and context.</p> <p>In CBA 1 'From Process to Realisation' students will realise one artefact.</p>	
<b>Three-dimensional artefacts</b>	<p>Students must realise a minimum of one artefact in three-dimensions in either CBA 1 in Year 2 or for the State Certified Examination in Year 3.</p>	

<p><b>Planning</b></p>	<p>Subject department/teacher planning should support the successful implementation of the Visual Art specification.</p> <p>Planning follows on from an understanding of, and confidence in using, a learning outcomes approach.</p> <p>Successful planning will align teaching strategies and assessment methodologies with the learning outcomes set out in the specification.</p>	
<p><b>Individual or Group</b></p>  	<p>Students can choose to complete CBA 1 either individually or as part of a group.</p> <p>‘If students choose to work in a group then it is important that the group be kept to a manageable size, three students at most, so that each student can make a meaningful contribution and to better facilitate the distribution of the work and the sharing of responsibilities...so that, when the work is being assessed, the students have been able to meet the criteria as set out in the Features of Quality.’</p> <p><u>Page 13 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</u></p>	
<p><b>Deciding on the level of achievement</b></p>	<p>Features of Quality are the criteria used to assess the student work as best fitting the descriptors.</p> <p><u>You will find the CBA 1 Features of Quality on page 21 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments.</u></p>	
<p><b>Descriptors</b></p>	<p>Exceptional Above expectations In line with expectations Yet to meet expectations</p> <p><u>Page 21 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</u></p>	
<p><b>Subject Learning and Assessment Review meeting (SLAR)</b></p>	<p>A Subject Learning and Assessment Review meeting is where teachers will ‘share and discuss samples of their assessment of students’ work and build common understanding about the quality of student learning’.</p> <p>The Framework for Junior Cycle (2015) Page 8 More information on SLAR meetings see: <a href="http://www.NCCA.ie">www.NCCA.ie</a></p>	
<p><b>When does a Visual Art SLAR meeting happen?</b></p>	<p>A SLAR meeting should take place as near as possible to the completion of the Classroom-Based Assessments ‘to facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes.’</p> <p><u>Page 11 of Junior Cycle Visual Art Guidelines for Classroom-Based Assessments</u></p>	

<p><b>Who attends a SLAR?</b></p>	<p>A Visual Art SLAR meeting needs a minimum of two qualified Art teachers in attendance.</p> <p>Each teacher will bring along a range of work to discuss at the SLAR meeting. There is further information on the SLAR process on our website, <a href="http://www.jct.ie">www.jct.ie</a>.</p>	
<p><b>Feedback</b></p>	<p>Students should be informed of the descriptor they have been awarded and given feedback once the SLAR meeting has taken place.</p> <p><a href="http://www.ncca.ie">NCCA resource on Feedback www.ncca.ie</a></p>	
<p><b>Reporting</b></p>	<p>Following CBA 1 the descriptors awarded will be reported through your school's reporting procedures and the Junior Cycle Profile of Achievement (JCPA).</p>	
<p><b>Timetabling</b></p>	<p>The Framework for Junior Cycle 2015 assigns 200 hours to Junior Cycle Visual Art across three years.</p> <p>As is established practice, schools continue to have autonomy to plan their timetables, subject to meeting that minimum requirement.</p> <p>As the context varies in schools (for example the length of class time, half days etc), you can expect that timetables will differ across the school system.</p> <p><u><a href="#">See: Circular Letter 0015 /2017</a></u></p>	
<p><b>As part of Classroom-Based Assessment 1, students will:</b></p>	<ul style="list-style-type: none"> <li>• Choose their initial theme and appropriate primary sources</li> <li>• Research and explore their ideas</li> <li>• Consider the Visual Art strand through which they will generate their realised work</li> <li>• Further develop their ideas for their realised work</li> <li>• Record all work and annotations in their Visual Art sketchpad</li> <li>• Incorporate the elements of Visual Art throughout their work</li> <li>• Complete their realised work</li> <li>• Reflect on their decisions, process and realised work</li> </ul>	