Some important considerations in preparation for the Classroom-Based Assessment in Graphics 2020/2021

This document relates to Classroom-Based Assessment 1 (CBA 1) entitled ***Communicating through sketching*** in Graphics within the academic year 2020/2021, but also addresses some important considerations for CBA 2 in Graphics.

1. What are the Classroom-Based Assessments in Graphics?
There are two Classroom-Based Assessments in Graphics. They are assessed at a common level. The Classroom-Based Assessments for Graphics are:

CBA 1: Communicating through sketching – *undertaken in year 2 during a maximum of 3 weeks*

CBA 2: Graphical presentation skills – *undertaken in year 3 during a maximum of 3 weeks*

Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 7

2. When do the Classroom-Based Assessments in Graphics take place?
The Classroom-Based Assessments in Graphics are scheduled to be undertaken by students in a defined time period within class contact time to a national timetable as advised by the National Council for Curriculum and Assessment (NCCA) in the school calendar.
Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 7

The arrangements for 2020/2021 Classroom-Based assessments can be accessed here

3. Can students work together on CBA 1 (Communicating through sketching)?
Students can collaborate, but each student must present an individual piece of work.
Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 8

4. Does the student submission for CBA 1 follow a prescribed format/layout?

As part of their final submission, students will present the Classroom-Based Assessment in a suitable format, to be decided upon in agreement with the teacher that captures the students' work throughout the Classroom-Based Assessment.
Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 8

The students are required to capture their Classroom-Based Assessment using any format that is appropriate for presenting their solution. As part of the final submission, the following should be visible:

- Evidence of the research of ideas conducted by the student
- Identified geometric concepts
- The two-dimensional and/or three-dimensional sketched representation(s)

Any work accompanying the sketched representation(s) can be presented in any suitable format/s.

Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 13

5. Can all students within a class group undertake the same topic for CBA 1?
The Graphics Guidelines for the Classroom-Based Assessments suggest that the students curiosity should be fostered to explore topics and ideas that are of interest to them and they should be encouraged to identify relevant links between classroom learning and everyday life– each student must present an individual piece of work.

Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 9

6. When should the Features of Quality be shared with students for CBA 1?
At an appropriate moment in their learning, students should be familiarised with the Features of Quality that will be used to judge the quality of their work.

Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 10

The use of formative assessment practices throughout the students' learning journey will scaffold students in developing their understanding of quality in their work and support their understanding of the Features of Quality when the CBA is being undertaken. The use of success criteria for ongoing assessments will best support this development.

7. What provisions should be made for students with special educational needs (SEN)?
Where a school judges that a student has a specific physical or learning difficulty, reasonable supports may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. These supports e.g. the support provided by a special-needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 6

8. Should feedback on CBA 1 be provided to students?
Providing effective feedback is a crucial step in *Communicating through sketching* to support learning. Students will be informed of the Descriptor they have been awarded once the SLAR meeting has taken place and its outcomes have been processed. However, effective feedback goes beyond the naming of the Descriptor awarded. Feedback on the strengths of the student's work, and on areas for improvement can be used to support their future learning.

Junior Cycle Graphics, Guidelines for the Classroom-Based Assessments, Page 17

9. How long should CBA 1 material be stored for?
Once the SLAR is completed, provisional descriptors have been reviewed and final descriptors awarded, the work is given back to the student and does not need to be stored.

10. Is there any flexibility around the timing of CBA 1 given the current situation in schools?
The NCCA have published a document containing information regarding Classroom-Based Assessments for the school year 2020/2021. This document can be accessed by scanning or clicking the QR code across.

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NOTE: This document is a summary of important considerations in preparation for the Classroom-Based Assessments. For full details on the Classroom-Based Assessment teachers are encouraged to refer to the:
Junior Cycle Graphics Guidelines for the Classroom-Based Assessments.