


Deansrath Community College

Assessment and Reporting Policy.



This assessment policy has been approved by the Board of Management on	April 20 th 2021
Signature (Chair of Board of Management)	 (PP)
Date of review	2022
Consultation with Parents took place on	March 22 nd -April 12 th 2021
Consultation with Students' Council took place	Week of April 12 th 2021
Staff Consultation took place on	March 19 th 2021

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Updated arrangements for CBAS April 2021

Deansrath Community College has its origins in the Vocational School, Clondalkin village, Co. Dublin that opened in 1969. In 1984 students and staff transferred to a new site and building under the new name of Coláiste Chronáin. 1986 saw students and staff move again, three kilometres away to the new urban settlement of Deansrath, hence the subsequent change of name. Deansrath Community College has DEIS status.

From this new beginning, Deansrath Community College has been to the forefront of all new educational developments. The college pioneered and adopted Department of Education initiatives including new curricula, PLCs, JCSP, LCVP, LCA, established LC, JC, Transition Year, School Completion Programme and Access Programmes. Along with these initiatives, changes in how we deliver our programmes and engage with our students are constantly evolving. This is visible in our focus on mixed ability classes and team teaching. In recent years we began embedding the digital strategy in our teaching, learning and assessment practices. We as a community of learners believe that education is the key to unlocking our potential.

A characteristic of Deansrath Community College is the strong links within the local community. In 1990 Deansrath Community College was a pioneer in the introduction of the Home School Community Liaison Scheme and these strong links continue to develop. Over the past two decades, Clondalkin has become home to many people of International backgrounds and this diversity has enriched our educational experience at second and post-leaving certificate level. We have many adult students undertaking a range of courses over various adult education programmes.

Inclusion, equality, a holistic approach, respect and care for all are central facets of the characteristic spirit of Deansrath Community College.

Mission Statement

Our mission in Deansrath Community College is to create a safe learning environment within the community that acknowledges diversity, fosters mutual respect, celebrates achievement, and recognises the needs of the individual, challenging all to meet their full potential.

2. Rationale for Assessment:

Assessment is part of effective teaching and learning and it takes place for the following reasons:

- to monitor a student's progress so as to inform teaching and learning.
- to reinforce the learning carried out in the classroom.
- to provide students and parents with information regarding progress.
- to establish baseline data in relation to a student's attainment in certain subjects.
- to guide students in choosing levels in Junior Cycle and Senior Cycle.

It is school policy at Deansrath Community College to encourage and support ongoing assessment as part of the teaching and learning process.

Purpose of the Policy

This Assessment Policy outlines the importance of assessment and the key role students, parents and teaching staff play in supporting this policy document.

Aims of the Policy:

- Explain the rationale and importance of assessments
- List the different types of assessments.
- Detail the annual schedule of assessments
- Detail the reporting procedures post assessments

Assessment Policy Statement:

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement.

The school takes note of Circular 0055/2019 ‘Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to the school year 2019-2020’ in implementing this policy

DES Circular 0058/2019

The school takes note of Circular 0058/2019 which provides advice to Post Primary Schools on the appropriate use of assessment instruments /tests for Guidance and for additional and special educational needs.

DES Circular 0076/2020

The school notes the changes for the Implementation of the Framework for the Junior Cycle with particular reference to the school year 2020/2021 in implementing this policy.

ASSESSMENT

The term “Assessment” is defined as the gathering and interpretation of information related to a student’s learning abilities, learning attainment, learning strengths and learning needs.

Types of Assessment

Assessment arrangements for Junior Cycle subjects

A new dual approach to assessment has been introduced that supports student learning over the three years of junior cycle. This new approach measures and reports achievement at the end of those three years.

This dual approach reduces the focus on one externally assessed examination as a means of assessing students and increases the prominence given to classroom-based assessment and formative assessment.

This change of emphasis arises from an acknowledgement that students learn best when teachers provide feedback that helps students to understand how their learning can be improved.

Definition: *“Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited”.*

(Black, Paul; William, Dylan (2009). "Developing the theory of formative assessment". *Educational Assessment, Evaluation and Accountability*. **21** (1): 5–31

Formative assessment:

- helps students to better understand their strengths and weaknesses and to identify target areas that need work through the use of teacher feedback.
- helps teachers recognise where students are struggling and address problems appropriately.

Implementation of Formative Assessment

Deansrath Community College endeavours to implement formative assessment through the following.

- **Learning Intentions:** Teachers will share the learning intentions with students at an appropriate time in each lesson, refer back to them throughout the lesson and again at the end of the lesson where deemed necessary. This will help to clarify what the student was supposed to have learned and will assist both teachers and students in determining the levels to which the outcomes have been achieved.
- **Features of Quality/Criteria for Success:** Teachers will tell students in advance of a piece of work what exactly they will be looking for when assessing it. Teachers are aware that it is important to share this information with students beforehand so that they can strive to reach their potential.
- **Self-assessment:** Teachers will, from time to time, supervise students to correct their own work, based on a list of criteria for success. Departmental rules/guidelines are applied to suit specific subject needs. Following such methods, teachers will encourage students to reflect on their work and write down how they can improve and assist them in achieving it.

- **Peer-assessment:** Teachers will also, from time to time, supervise students to correct their peer's work, based on a list of criteria for success. Following such methods, teachers will encourage students to reflect on their work and write down how they can improve and assist them in achieving it.
- **Formative feedback:** Teachers, from time to time, will engage in comment- only feedback. It allows both the teacher and the student to identify the next steps in learning. This includes the following:
 - What the student has done well
 - Where the areas for improvement are and
 - How the improvement might be made.

Feedback

Oral feedback to students is an effective method of highlighting strengths, weaknesses and target areas for improvement. It is therefore necessary to use vocabulary appropriate to the student. It is good practice to ask the student to repeat the feedback to the teacher and also take note in their copy for future reference. Oral feedback happens frequently and can be given following homework exercises, classwork, class questioning, or examinations.

Written feedback to students happens from time to time and can be given following homework exercises, classwork, or examinations. Recording all feedback to learners in written form can impinge on valuable time for learning and teaching. Therefore, it is not expected that all feedback should be provided in written form.

In the case of school reports, feedback is short and formative. Teachers endeavour to comment on how the student can make progress.

We consider the following to be key classroom practices and strategies needed for AFL:

- a positive classroom culture and ethos, which encourages students to think and talk about their learning and which provides a safe place for open, honest and respectful

discussion.

- questioning skills, which stimulate thinking and reflecting on learning and explicit teaching of how to consciously reflect on what one knows and how to make an evaluative comment on it (see appendix 1, Bloom's Taxonomy)
- frequent identification and review of learning goals through teacher-directed discussion, clearly defining learning objectives and success criteria, thereby empowering students and enabling them to take responsibility for their learning

Summative Assessment - Assessment of Learning (AoL)

Definition:

Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner. These assessments may include, monthly/end of Topic/Chapter Test. Examinations, Mock Examinations, Aural/Oral Tests, Aptitude, Leaving and Junior Certificate Examinations, Entrance Examinations, and DEIS Testing. All summative assessment schedules and arrangements are subject to change on a year by year basis.

State Exams

The Junior and Leaving Certificate Examinations begin the first Wednesday after the June Bank Holiday Monday each year. The exact timetable of examinations is usually available from the previous January. The school will strive to ensure that all 3rd and 6th Year students participate (as directed by the State Exams Commission) in the many assessments that make up the Junior Certificate/Cycle and Leaving Certificate Examinations. These assessments, which may include orals, aural, course work, practical work, portfolio work, CBAS, Assessment Tasks amongst others, will be conducted in accordance with the regulations set down by the State Examinations Commission.

House Examinations.

Year Group	Schedule of formal Assessments	Length of Examinations
First Year	Christmas and Summer	1-1.5 hours
Second Year	Christmas and Summer and CBAS as scheduled.	1.5 hours
Third Year	November and February Mock Examinations	Mocks as per papers
Transition Year	Continuous assessment using a credit system	Christmas Examinations in Core Subjects.

LCA	Christmas, summer, mocks and key assignments.	1- 1.5 hours
Fifth Year	Christmas and Summer and two assessments throughout the year with reports posted home.	1.5 hours
Sixth Year	Christmas and Mocks in February	2 hours and times as per State Examinations

Transition year students

Transition Years are continuously assessed throughout the year based on a credit system. Students can be awarded up to 400 credits during the year from various sources. These include Subject Assignments, Christmas exams, Reflective Journal, Portfolio Interviews, Attendance and Punctuality. Christmas reports are issued and final cumulative credits are awarded at Transition Year Graduation. Transition Year is focused on experiential learning and personal development. All formative assessment assignments include detailed success criteria. Transition Year assessments may involve the following: external certification, portfolio, project, oral presentation, multimedia, self and peer evaluation. Transition Year subject teachers have scheduled meeting time twice a year for assessment planning and evaluation.

Digital Assessment

Definition

Any assessment using digital technology as a medium, instrument or subject matter of learning.

The vision of the Deansrath Community College **Digital Learning Plan** ([SharePoint/StaffArea/SSE/DEIS/DEISCommittees/DigitalLearningPlan](#)) is to “make sure that technology enhances rather than impairs learning, administration and wellbeing”

Planning Context

Assessment is at the core of all digital planning in Deansrath Community College. The Digital Learning Plan is produced annually. Evaluation of previous plans and initiatives provide indicators for improvement.

Examples of Using Digital Technology to Enhance Assessment

- Using digital technology to enhance student/teacher collaboration

- (One Note VLE, SharePoint, Outlook)
- Using digital technology to enhance effectiveness of instruction
(Mirroring, IWBs)
 - Using digital technology to enable student autonomy
(iPads to prepare CBAs)
 - Using digital technology to enhance collective and individual professional practice
(Locally devised CPD)
 - Using digital technology to enhance learning support functions
(Cloud technology)
 - Using digital technology to improve communication
(Social Media, Office 365)
 - Using digital technology to enhance wellbeing
(AUPs, Social Media Consent)

Psychometric Tests

The following tests are administered to incoming First Years students by the Guidance Counsellor and the AEN Co-ordinator on First Year Assessment Day:

- CAT 4 Level E – Verbal, Numerical, Non-Verbal, Spatial

When the results of the tests become available appropriate action is taken in line with A.E.N. Policy. Students with numeracy and/or literacy issues are identified and applications made to the DES for low incidence hours where necessary. Exceptionally able students are also identified and resources allocated.

DATS are administered in December or January of third year and are used to guide subject options for career pathways.

Results of psychometric tests, CAT and DATS are available to teaching staff in the A.E.N. folder on the school network.

DEIS Testing

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DEIS Testing takes place annually (In the first week of the academic year) for all year groups and for all students. Students absent on the day of assessment are noted and will be provided with another opportunity to sit the assessment.

Standardised Tests in English and Maths are used. (Access English Test and Access Maths Test). The tests are reused each year as they are recommended Assessment tools and it also allows for monitoring of student progress each year they are administered.

All teaching staff have access to these results. Results are inputted on a data base and uploaded on a secure school platform. Results of these tests are not formally reported but are communicated to parents/guardians in discussion with the AEN Co-ordinator. Results may be used to access additional supports for students.

AEN and Assessments

Teachers will endeavour to use a variety of formats and methodologies for assessments in order to meet the needs of all students including those with additional education needs. Teachers will differentiate for all examinations to accommodate students with AEN. During the mock examinations Reasonable Accommodations will be provided for students requiring extra support where appropriate. As of 2019, it is no longer necessary to administer cognitive ability assessments for the purpose of Reasonable accommodation at the Certificate Examinations. RACE Guidelines are subject to change and may be found at <https://www.examinations.ie>

New Junior Cycle

In September 2020 all subjects are assessed under new subject specifications, and in June 2022 all subjects will be examined by the State Examinations Commission (SEC). The state exams will be no longer than 2 hours, the results will form a part of the Junior Cycle Profile of Achievement (JCPA). This offers students a more complete report on progress throughout the Junior Cycle. Wellbeing will be reported on for the first time in 2021 under the areas of CSPE, SPHE and P.E.

The JCPA will also include descriptors awarded for levels of achievement in classroom-based assessments, short courses and other learning experiences. The Assessment Task mark will be included in the final examination grade and both are graded by the SEC. The grading of new subjects will be as follows in State Exams:

Grading of the Final Examination:

Distinction	$\geq 90\%$ to 100%
Higher Merit	$\geq 75\%$ and $< 90\%$
Merit	$\geq 55\%$ and $< 75\%$
Achieved	$\geq 40\%$ and $< 55\%$
Partially Achieved	$\geq 20\%$ and $< 40\%$
Not graded	$\geq 0\%$ and $< 20\%$

Classroom Based Assessment (CBA)

Classroom-Based Assessments will emphasise the importance of formative assessment in supporting teaching and learning. In each subject, students will undertake two Classroom-Based Assessments facilitated by their teacher.

One Classroom-Based Assessment will take place in Second Year and a second Classroom-Based Assessment in Third Year. Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination.

A particular purpose of the Classroom Based Assessments will be to facilitate developmental feedback to students during their engagement with the assessment task and at the end of the process.

Examples of CBAs include oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.

Marking of CBAs.

There are four descriptors of achievement for classroom-based assessment as follows:

- Exceptional.
- Above expectations.
- In line with expectations.
- Yet to meet expectations.

Teachers develop an understanding of the above descriptors by attending Subject Learning

Assessment Review (SLAR) meetings. This is when teachers come together in subject departments meetings to discuss the quality of the students' work. The SLAR meetings play a key role in helping teachers to understand standards and expectations. Minutes of these meetings will be emailed to the Principal by the SLAR Facilitator.

The descriptors will also be included on the Junior Cycle Profile of Achievement (JCPA) that the students receive from the school after the Junior Cycle.

Assessment Task (AT)

The written Assessment Task, marked by the SEC, relates to the learning outcomes of the second Classroom-Based Assessment. The written Assessment Task may require the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment.

The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the SEC for marking along with the script for that subject in the state-certified examination. Marks for the Assessment Task in each subject will be incorporated into the presentation of the grade for that subject.

Further details and the specifications for the Classroom-Based Assessments are available on the Assessment Toolkit at www.juniorcycle.ie

Reporting Procedures Non Standardised Reports

Student Journal

The teacher may communicate the outcome of any assessment to the parents/guardian of a student by writing the result or a note in the student journal.

Parent Teacher Meetings.

There are Parent Teacher Meetings and Parent Tutor Meetings for all year groups throughout the academic year. At these meetings it will be possible for teachers to communicate the outcomes of varying assessment to parent/guardians that generate an accurate picture of the student's progress. Teachers will use the Parent Teacher Meeting Template.

Standardised Written Reports.

Formal written reports are posted to parents/guardians of students and distributed at the Parent Tutor Meeting on at least two occasions during the academic year.

Teachers will record all marks on VS Ware and in their Teacher Diary as appropriate.

Reports are generated throughout the academic year for various year groups. These reports will be posted to parents/guardians and are available to staff. Teachers will make a written comment per pupil per subject, these comments will be as detailed and constructive as possible. These reports will be developmental in nature and give the student feedback for improvement. Comments will be made on progress during the year and should not be confined to simply reporting on examination results. Year Heads/AYMS will read the reports and comment on progress, they will also ensure that the reports are of the expected quality. Students who have reached 18 years will receive these reports directly. Students over 18 may request in writing that nominated adult(s) may continue to receive reports and other personal data on the same or similar basis as was communicated prior to attaining adulthood.

State Examinations

Reporting on State Examinations will follow the procedures of the State Examinations Commission. Students will be offered opportunities to engage in other areas of learning that may be reported on in the Junior Cycle Profile of Achievement.

Informed Consent:

Parents will be informed of the purposes of assessment prior to enrolment. A letter will be available for signing to indicate consent for assessment instruments with a copy of frequently asked questions. A copy of this Assessment and Reporting Policy will be published on the School Website.

General Data Protection Regulation GDPR

Deansrath Community College will endeavour to comply fully with the requirements of GDPR.

Storage of Assessment Data

Deansrath Community College stores data online and on paper. All online data is encrypted and password protected. Paper Data is kept for the time required and stored in locked filing cabinets.

Any member of staff who needs assessment data for the purposes of enhancing the educational experience of the student and providing a targeted response will have access to this data. Parents/Legal Guardians will have access to data of students under the age of eighteen. Students over eighteen receive assessment data directly.

The data is stored for the time the student is in school.

Deansrath Community College is aware of obligations of access of stored data under:

- The Freedom of Information Act 1997
- The Freedom of Information (Amendment) Act 2013
- The DATA Protection Acts 1988 and 2003
- GDPR 2018

Interpretation of Assessment Results

Any sharing of information regarding assessment must be in line with the school policy on confidentiality and data sharing.

The results of standardized tests may be shared with the relevant members of school staff in order to plan to meet the educational, emotional, behavioural and wellbeing needs of the student.

Occasionally this information may need to be shared with external agencies including NEPS, CAMHS and the Inspectorate.

Results should never be used in isolation, but rather in conjunction with other information that may already be available about the student, e.g. from parents, primary schools and teachers.

It is important to avoid early labelling as the performance of students may be the result of many factors, such as home culture, and other factors which can put a student at a disadvantage in standardised testing.

Staff roles and responsibilities in relation to this policy.

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The subject teacher has a specific role in providing a range of assessment types, providing formative and summative feedback to students and parents.

Year Heads use assessments such as DATS to inform class groupings and subject options

AYM: uses assessments to provide feedback to students to facilitate positive learning outcomes.

Exam Secretary organizes the State Examinations in the school.

AEN Co-ordinator uses Assessment to identify the learning needs of students and to provide supports for students. Assessment is also used to identify students for RACE in the State Examinations and to supplement the application process.

EAL Co-ordinator uses assessments to provide targeted support for students who have English as an additional language.

Management of the School support the assessment policy with the allocation of resources.

Guidance Counsellor: administers assessment instruments, interprets results and provides guidance re career options.

Special Needs Assistances assists students in their care with all school work including assessments.

Programmes Co-ordinator oversees the provision and suitability of assessments across the Programme areas.

Communication, involvement and dissemination

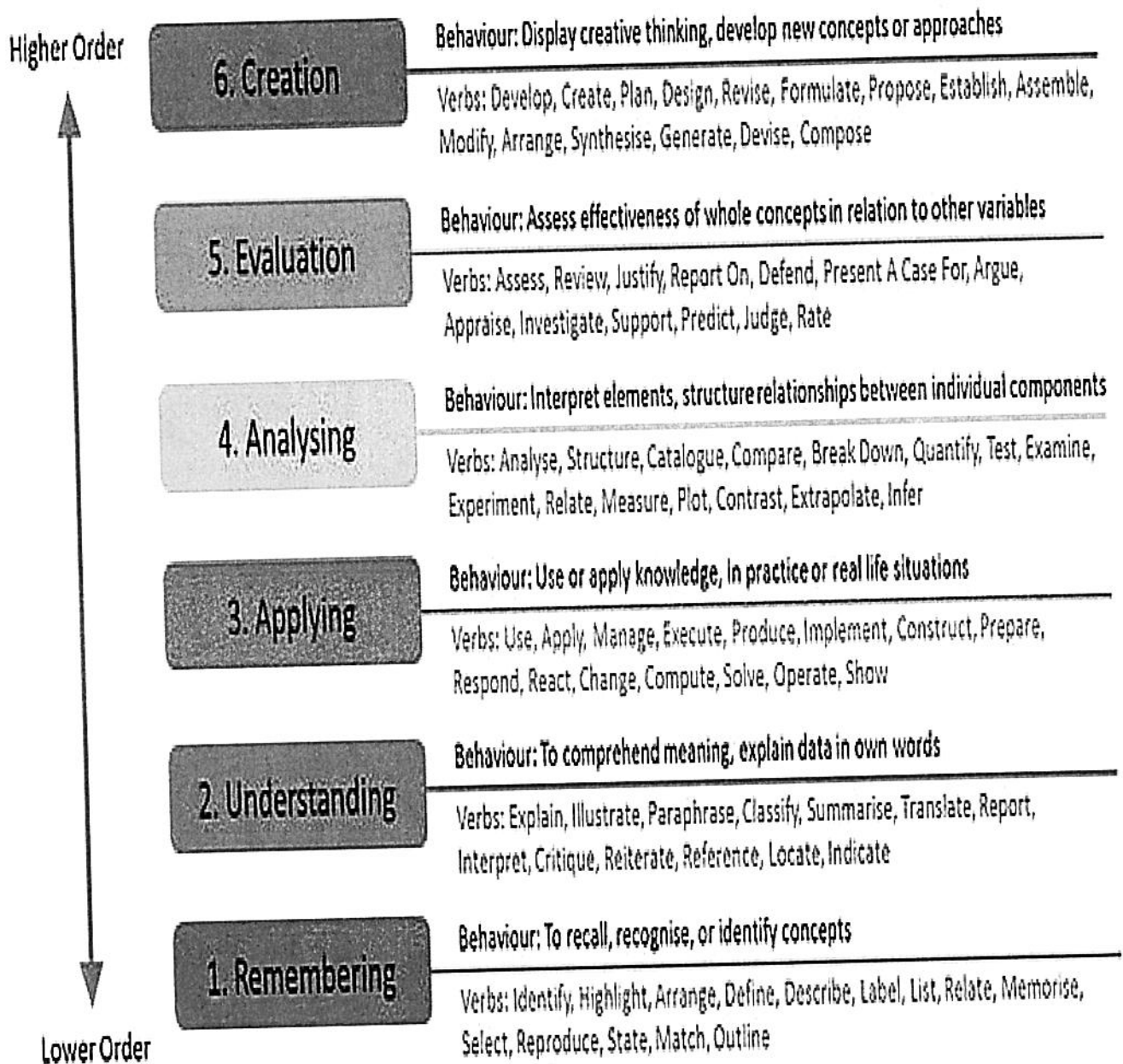
A subgroup from the SSE Core Team formulated this policy. There was consultation with all the partners, parents, students, and staff.

Evaluation

We are committed to monitoring and evaluating the effectiveness of this policy in view of pupil feedback, staff feedback, parental feedback and in line with legislation and current guidelines.

- Appendix 1 Bloom's Taxonomy
- Appendix 2 SLAR Guidelines from NCCA
- Appendix 3 Revised Arrangements for CBAS April 2021

Bloom's Taxonomy - Cognitive



Subject Learning and Assessment Review Meetings

- play a key role in developing a collegial professional culture and build confidence about the judgements that teachers make about student performance.
- help to ensure consistency and fairness within and across schools in the assessment of student learning.
- help teachers to reflect on the evidence of work and to share the learning and teaching strategies supporting that work.

SLAR Meeting will take approximately two hours. One teacher of each subject in the school will be allocated two additional hours by school management to facilitate the preparation for and coordination of each SLAR meeting. Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a SLAR meeting with another school. Teachers will share the role of facilitation during SLAR meetings on a rotational basis.

Before the SLAR meeting:

1. Review relevant NCCA annotated examples (www.curriculumonline.ie)
2. Assess students' work based on the Features of Quality
 - a. Make an initial judgement while watching and listening to a student as to whether his/her oral communication is at 'Yet to meeting expectations'.
 - b. If the student has met the basic threshold of 'In line with expectations', move through the Descriptor levels until one is reached where the student's oral communication matches all or nearly all of the Features of Quality at that level.
3. Record the Descriptor allocated to each student (teachers may wish to record any other point that may be useful to refer to during or after the SLAR meeting).
4. Identify one sample of students' work for each Descriptor, where feasible. This work will be recorded once.

During the SLAR meeting:

1. Facilitator asks one member of staff to introduce a sample of work he/she has assessed to be at 'Yet to meet expectations'.
2. The teacher provides a short introduction.
3. The Facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the judgement is confirmed, this is noted by the facilitator.
4. If there is lack of agreement, the Facilitator should share some relevant annotated NCCA examples.
5. While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when to move to the next example.
6. At least two samples for each Descriptor should be discussed. Each teacher should have at least one of his/her examples discussed during the meeting.
7. The process is repeated at each level Descriptor.

8. Teachers will keep a note of the decisions made during the meeting for the students' work they have already assessed, particularly in relation to the Descriptors where their judgement did not align with the majority of teachers.
9. Any significant issues that arose in the SLAR should be highlighted in the facilitator's report.

After the SLAR meeting:

1. Teachers consider the assessment of their students' work and where necessary makes the appropriate adjustments to their provisional assessments.
2. The facilitator generates a short report and submits it to the principal.
3. The facilitator may ask teachers to contribute some of their examples of student work to a bank of examples.



NCCA

An Chomhairle Náisiúnta
Curraim agus Measúnachta
National Council for
Curriculum and Assessment

Revised arrangements for the completion of Classroom Based Assessments for students in 2nd year in 2020/2021 (cohort of students 2019 – 2022)

April 2021

Students experienced disrupted periods of learning in 2020 and in 2021 because of school closures introduced to curtail the COVID-19 pandemic. Despite the best efforts of teachers and schools to mitigate the effects of disrupted schooling, the learning experience of students varied. In this context, for the cohort of students who are currently in second year, there is a change in the arrangements regarding the Classroom-Based Assessments they are required to complete. The following assessment arrangements for Classroom-Based Assessments and related Assessment Tasks will now apply:

- ✦ In the exceptional circumstances arising from school closures, and recourse as a consequence to remote teaching and learning, each student must complete a minimum of one CBA in each subject and one CBA in each short course. Students from this cohort will not be required to complete Assessment Tasks.
- ✦ School management, following consultation with relevant teachers (and where feasible, discussion with students), have autonomy to decide whether to complete one or two CBAs in each subject. These decisions will be taken in light of the factors arising from the COVID-19 pandemic and their impacts on students and schools, which vary from school to school and in respect of which schools themselves are best positioned to decide
- ✦ There will be some exceptions to the choices made by schools:
 - to ensure assessment of oral communications skills, students must complete CBA 2:
Communicative Task in Irish and CBA 1: Oral Communication in Modern Foreign Languages;
 - as they are linked in each case with the final examination in the subject, students studying Visual Art, Home Economics, Music, Applied Technology, Engineering, Graphics and Wood Technology must complete CBA 2.

Whilst these arrangements for CBAs are a response to a specific challenge, they also aim to encourage school autonomy; acknowledge teaching and learning decisions made at school level during school closures and ensure, as far as possible, that CBAs completed by students in 2020/2021, including during the recent period of school closures, and 2021/2022 can be recognised and reported on.

Key dates for Classroom-Based Assessment 1

Students in 2nd year in 2020/2021 (student cohort 2019 – 2022)

The window within which schools can schedule Classroom-Based Assessments (CBAs) and Subject Learning and Assessment Review (SLAR) is provided below. Classroom-Based Assessments should be completed within the time period allocated (e.g. 3 weeks, 4 weeks) as specified in the Assessment Guidelines for each subject. The Subject Learning and Assessment Review should take place no more than a month after completion of the CBA. Where necessary, key dates for Classroom-Based Assessments and Subject Learning and Assessment Review may be amended in light of particular circumstances schools may encounter due to COVID-19.

Classroom-Based Assessment 1 in Visual Art, Applied Technology, Engineering, Graphics and Wood Technology (optional¹)

Latest date for completion	Friday 14 th May 2021
Latest date for award of provisional descriptors by the teacher	Wednesday 19 th May 2021
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Wednesday 26 th May 2021

Classroom-Based Assessment 1 in English, Science, Business Studies, Home Economics, Mathematics, History, Geography, Music, Religious Education, Jewish Studies, Classics (optional)

Latest date for completion	Friday 1 st October 2021
Latest date for award of provisional descriptors by the teacher	Friday 8 th October 2021
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Friday 22 nd October 2021

Classroom-Based Assessment 1 in Modern Foreign Languages (required)

Latest date for completion	Friday 3 rd December 2021
Latest date for award of provisional descriptors by the teacher	Friday 10 th December 2021
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Friday 17 th December 2021

Classroom-Based Assessment 1 in Gaeilge (optional)

Latest date for completion	Friday 3 rd December 2021
Latest date for award of provisional descriptors by the teacher	Friday 10 th December 2021
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Friday 17 th December 2021

¹ Students complete a minimum of one Classroom-Based Assessment per subject. However, note above certain exceptions to the choices to be made by schools.

Key dates for Classroom-Based Assessment 2

Students in 3rd year in 2021/2022 (student cohort 2019 – 2022)

Classroom-Based Assessment 2 in Applied Technology, Engineering, Graphics and Wood Technology (required)

Latest date for completion	Friday 8 th October 2021
Latest date for award of provisional descriptors by the teacher	Friday 15 th October 2021
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Friday 22 nd October 2021

Classroom-Based Assessment 2 in Visual Art (required)

Latest date for completion	Friday 19 th November 2021
Latest date for award of provisional descriptors by the teacher	Friday 26 th November 2021
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Friday 3 rd December 2021

Classroom-Based Assessment 2 in Gaeilge, Home Economics, Music (required)

Latest date for completion	Friday 11 th March 2022
Latest date for award of provisional descriptors by the teacher	Friday 18 th March 2022
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Friday 25 th March 2022

Classroom-Based Assessment 2 in English, Science, Business Studies, Modern Foreign Languages, Mathematics, History, Geography, Religious Education, Jewish Studies, Classics (optional²)

Latest date for completion	Friday 25 th March 2022
Latest date for award of provisional descriptors by the teacher	Friday 1 st April 2022
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Friday 8 th April 2022

² Students complete a minimum of one Classroom-Based Assessment per subject. However, note above certain exceptions to the choices to be made by schools.

Notes re: Classroom-Based Assessments in school year 2020/2021 and 2021/2022

Students complete Classroom-Based Assessments with support and guidance from their teachers. Detailed information about the formats, topics and timeframe for completion of CBAs in each subject and short course is included in the relevant Guidelines for the Classroom-Based Assessments, which are available on www.curriculumonline.ie/Junior-cycle. Whilst Classroom-Based Assessments are designed to take place under the guidance of the teacher in a classroom context, schools have flexibility in the school year 2020 – 2021 and 2021 – 2022, in light of changing circumstances which may arise due to COVID-19, to support students to complete CBAs in school and/or remotely.

Particular attention is drawn to the following:

- Key dates for CBA2s linked to final examination components (Visual Art, Home Economics, Music, Applied Technology, Engineering, Graphics and Wood Technology) are provisional until dates for project, performance and practical components for school year 2021/2022 are confirmed. In the interim, teachers should work to the dates provided in this guidance.
- With the exception of circumstances which may arise due to COVID-19, students complete CBAs primarily during class time, with support and guidance from the teacher.
- The selection of activities and topics for CBAs should be guided by what is practical and safe at the time in line with public health advice.
- Students who cannot attend school due to circumstances arising from COVID-19 can be facilitated to research, create and complete their CBA remotely, with support and guidance from the teacher.
- Adjustments to how schools conduct CBAs and/or deploy the support of digital technologies - in line with schools' child protection, acceptable use and GDPR policies - may be necessary.
- As teacher/student interaction, including conversation and responses to unscripted questions, is integral to the communicative task in Gaeilge (CBA2) and oral communication in Modern Foreign Languages (CBA1), students should interact with the teacher when completing this CBA. Digital tools may be used to support this interaction.
- In Visual Art, one CBA must usually be presented in 3D. This requirement is waived for students in third year in 2021/22.
- In Physical Education short course, students in third year in 2021/22 are required to complete a minimum of one Classroom-Based Assessment.
- In Business Studies, for students in second year in 2020/2021, CBA1 in Business Studies is an individual report. For more information see <https://www.curriculumonline.ie/Juniorcycle/Junior-Cycle-Subjects/Business-Studies/>