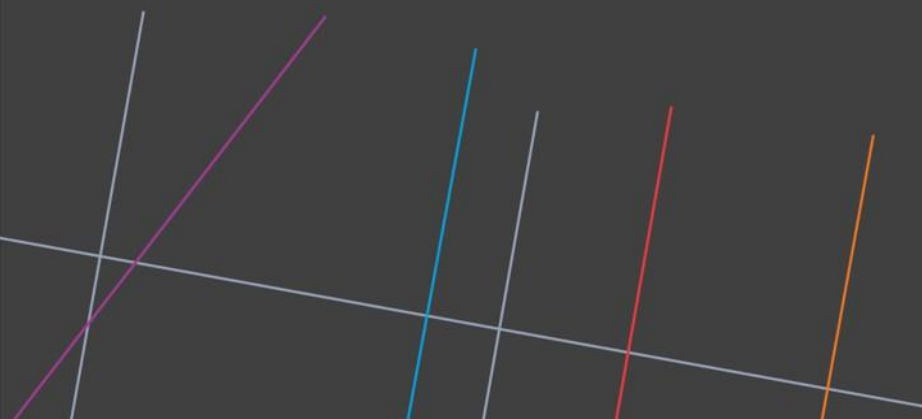




An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE**
for teachers

Classroom-Based Assessment 2

Student self-analysis and evaluation



An Roinn Oideachais
Department of Education



About this resource:

This resource has been designed as a support for Applied Technology teachers as their students engage with

Classroom-Based Assessment 2: *Student self-analysis and evaluation*

Note: It is recommended that you view this resource in conjunction with the *Guidelines for the Classroom-Based Assessments for Applied Technology*.

Applied Technology

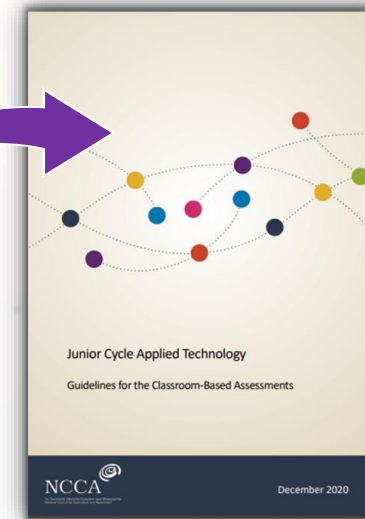
The Guidelines for the Classroom-Based Assessments in Applied Technology have been updated and are available under the 'Assessment Guidelines' tab.

Under the current Framework for Junior Cycle, students have access to a suite of technology subjects: Engineering, Wood Technology, Graphics and Applied Technology

Junior Cycle Applied Technology aims to develop the students' curiosity of the technological world while integrating the necessary subject knowledge with the disciplinary skills to investigate and solve real-life problems.

View Specification PDF

CBA Revised Arrangements



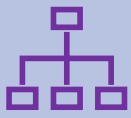
Applied Technology section of www.curriculumonline.ie:

<https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Applied-Technology/>

In this resource, we will...



appreciate the role of Classroom-Based Assessment 2
in Applied Technology



explore the structure of Classroom-Based Assessment 2:
Student self-analysis and evaluation

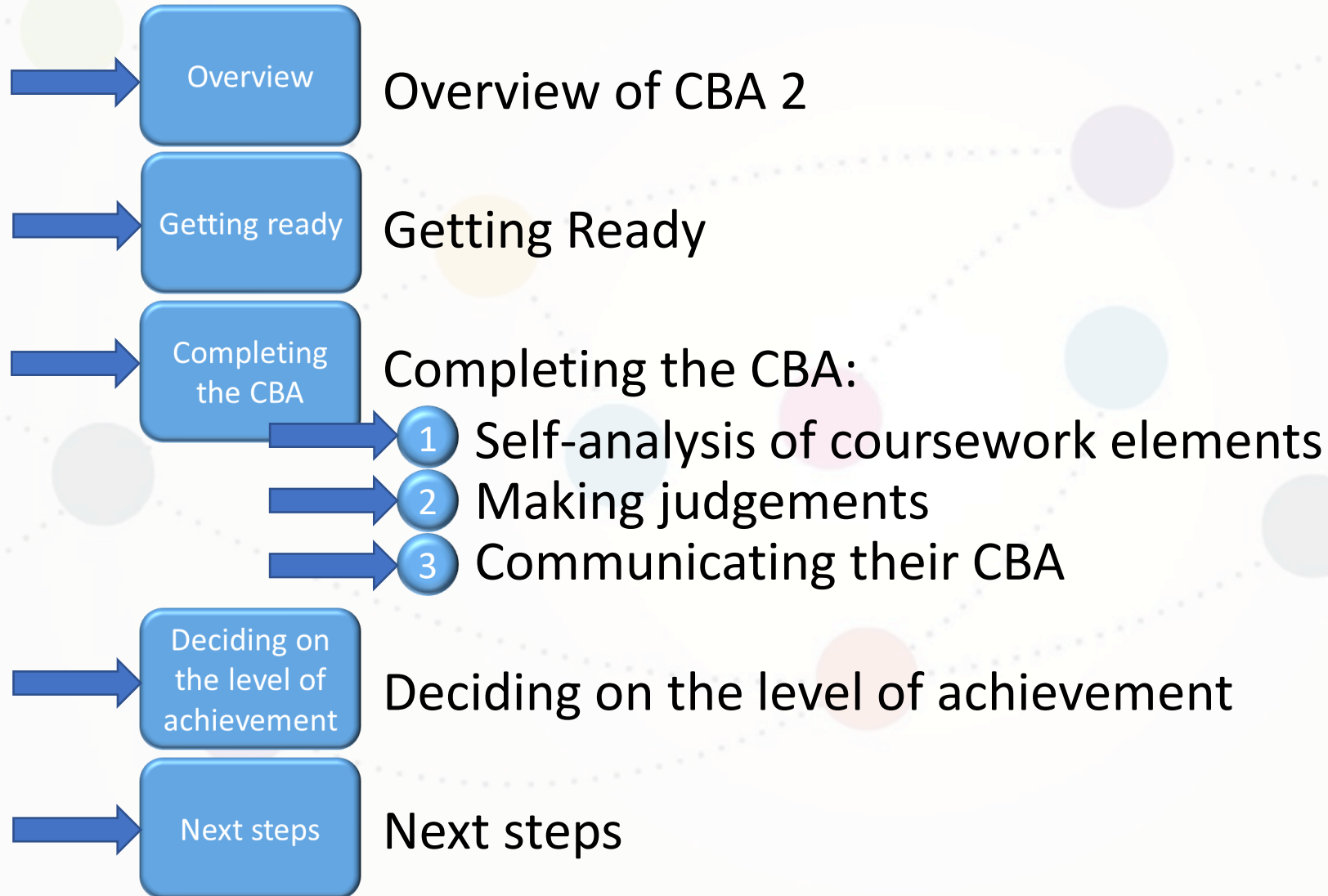


consider the importance of the Subject Learning and Assessment
Review process for Classroom-Based Assessments

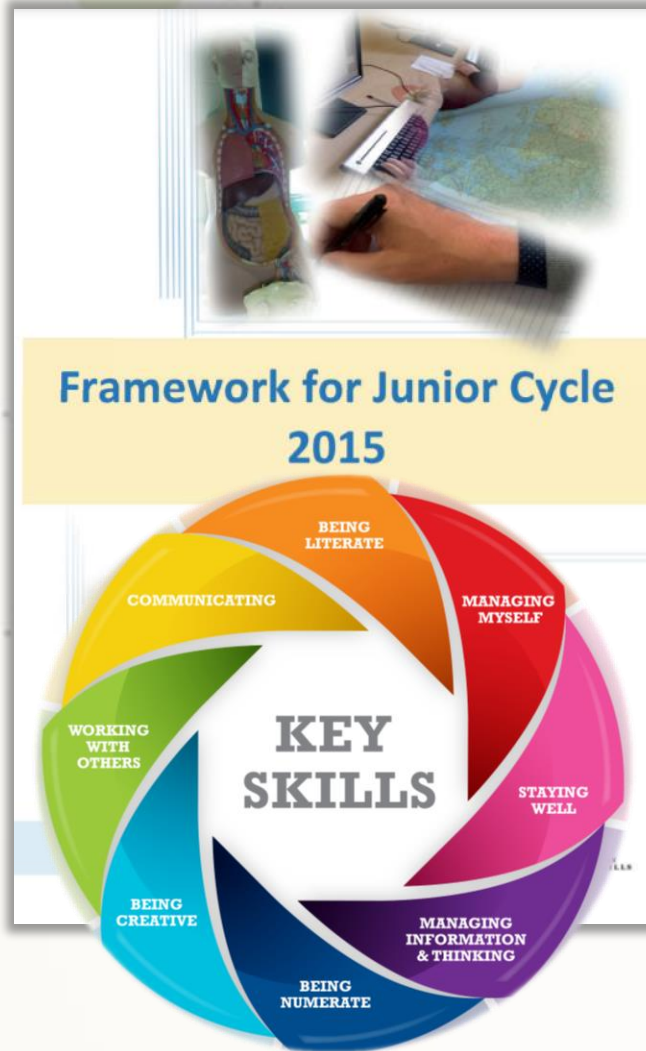


Home Page

Click on the tiles/buttons below to access each section.



Classroom-Based Assessments

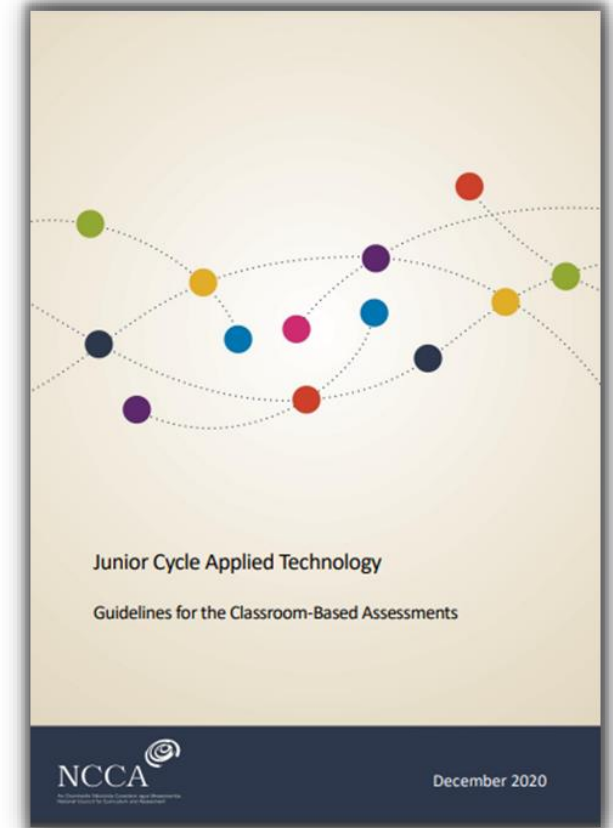


‘These curriculum and assessment arrangements will promote a focus on active and collaborative learning. In particular, learners will be enabled to use and analyse information in new and creative ways, to investigate issues, to explore, to think for themselves, to be creative in solving problems and to apply their learning to new challenges and situations.’

Framework for Junior Cycle 2015, page 7.

Overview

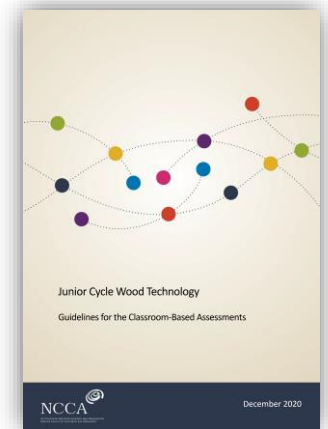
Classroom-Based Assessment 2: *Student self-analysis and evaluation*



Classroom-Based Assessment 2:

Student self-analysis and evaluation

Classroom-Based Assessments	Format	Student preparation
Student self-analysis and evaluation Year 3	Individual analysis of their own skills Response may be presented in a wide range of formats	During a maximum of 3 weeks with support/guidance from teacher



Classroom-Based Assessment 2:

Student self-analysis and evaluation



...analysis and evaluation on a range of completed tasks or on a specific task

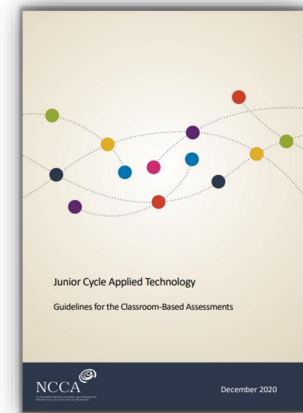
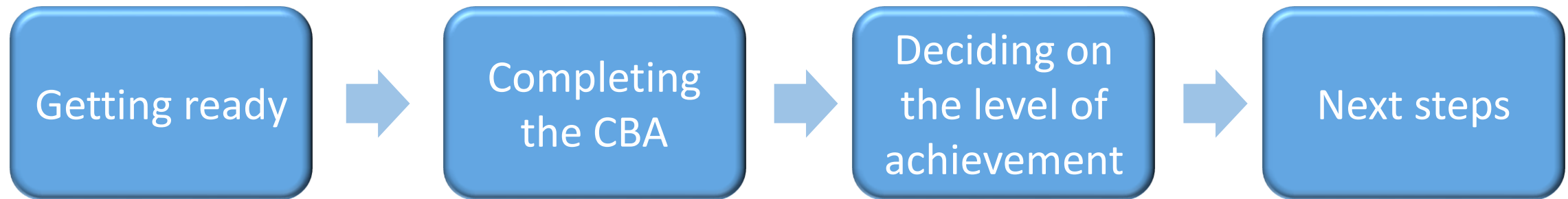


...review their progress and identify areas of strength and areas for improvement



...evaluate their findings to offer constructive direction for the upcoming project.

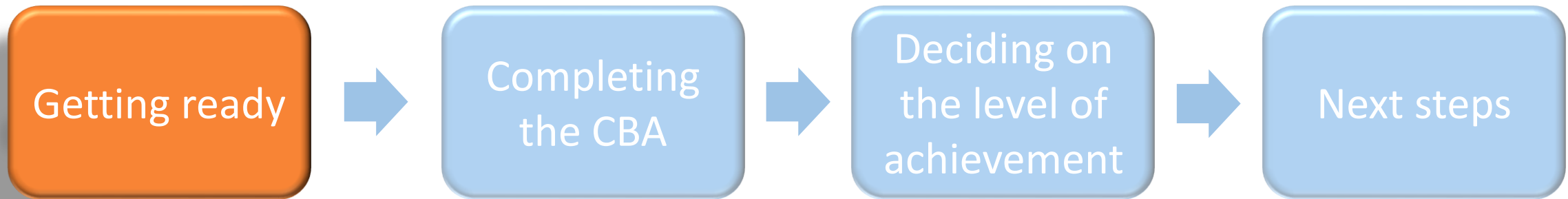
Guidelines for completion of the Classroom-Based Assessment



Guidelines for the Classroom-Based Assessments, page 20.



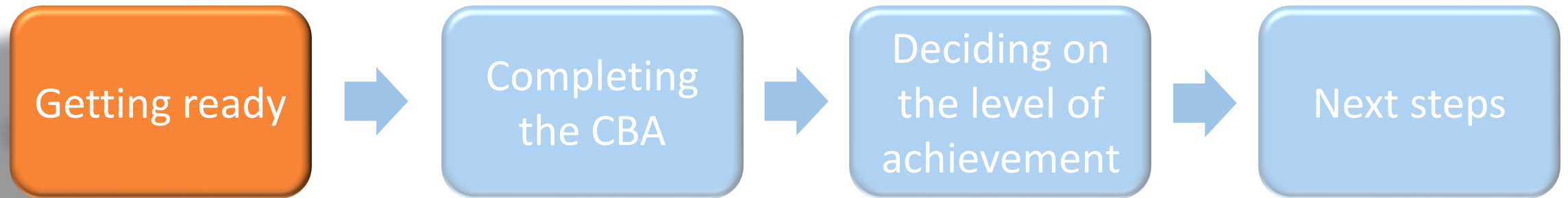
Getting ready



*‘As part of the ongoing teaching, learning and assessment of the learning outcomes for Applied Technology, students should have **opportunities to develop evaluation skills** that allows them to review their work/tasks/artefacts in order to inform future work which will help them to engage meaningfully with **Student self-analysis and evaluation.**’*



Getting ready



*'...students should retain some **evidence of projects** they would have completed throughout first and/or second year to offer them supporting stimulus to conduct their analysis and evaluation.'*

Guidelines for the Classroom-Based Assessments, page 22



What evidence of projects could be retained?



An electronic copy of a portfolio



A picture of the project



Any documented feedback from the teacher

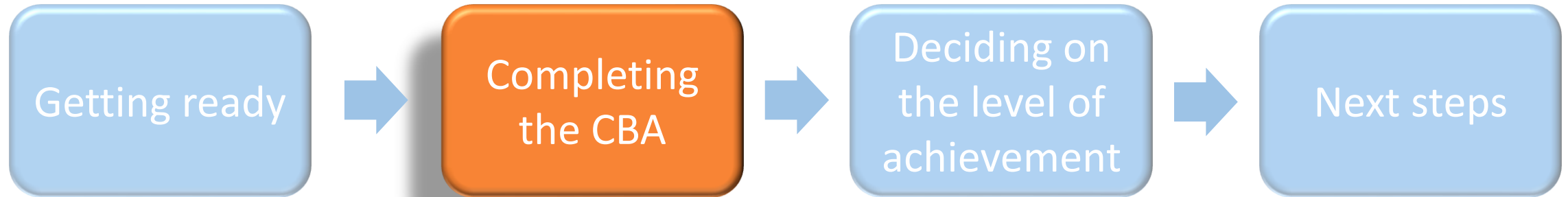


Copies of the research presented as part of project work



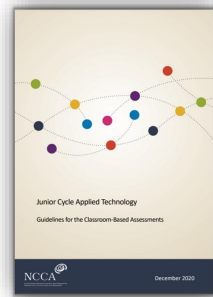
Note: these are only a sample of what could be used as stimulus for this Classroom-Based Assessment.

Completing the CBA



What do we need to do to complete the CBA?

Guidelines for the Classroom-Based Assessments, page 22.

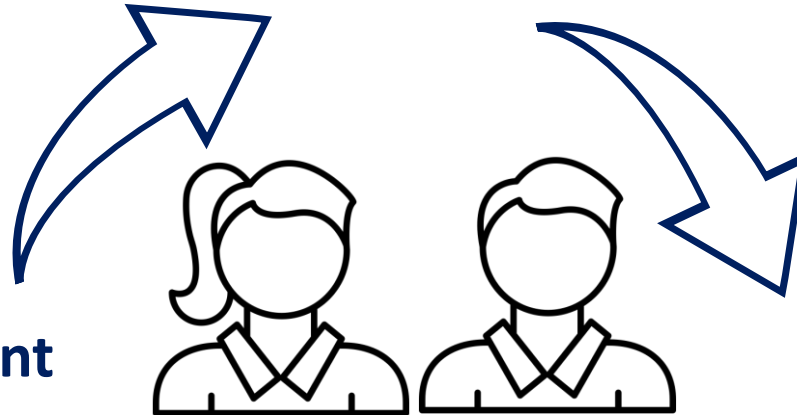


Areas of activity for CBA2

Students will engage in, and document the three areas of activity which contribute to the generation of their evidence of learning and achievement:



3. Communicating their Classroom-Based Assessment



1. Self-analysis of coursework elements

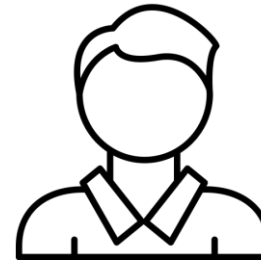


2. Making Judgements

1. Self-analysis of coursework elements

Students should identify a range of coursework elements, that allows them to make observations and a self-analysis on the development of their skills to date

What is coursework?



What are coursework elements?

Here are some examples:



Conducting research



Analysing findings



Presenting work



Sketching skills



Bench skills



Machine skills



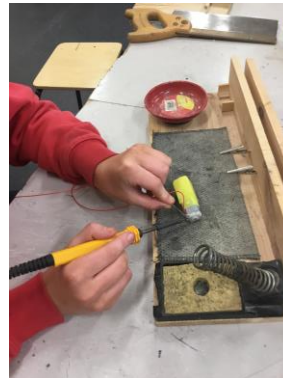
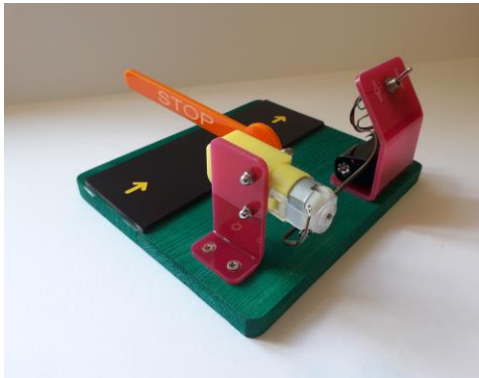
Final finishing

1. Self-analysis of coursework elements

Summary

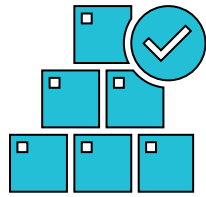
Students should engage in the following activities:

- Retain some evidence of projects
- Identify a range of coursework elements
- make **observations** and **self-analyse their skills progression to date**

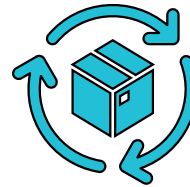


2. Making Judgements

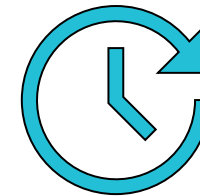
Once students have conducted their self-analysis in relation to their skills progression to date



Areas of strength

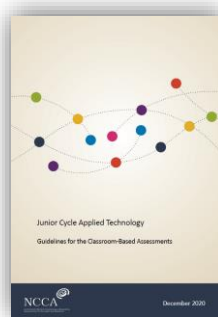


Areas of improvement



Inform future work

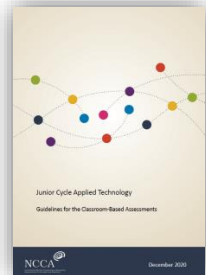
Their judgements are intended to inform future decisions in terms of **areas of strength** and **areas for improvement**.



3. Communicating their Classroom-Based Assessment



‘The information should be presented in their **own words to demonstrate personal understanding** ... Students should be encouraged to identify which information **best communicates their work** and choose the most **suitable medium** in which to present it.’



3. Communicating their Classroom-Based Assessment



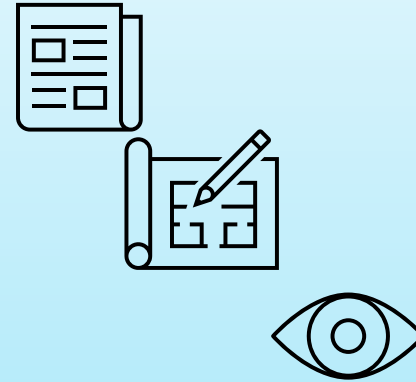
Written Form

- Report Style
- Handwritten
- Typed



Digital Form

- Blog
- Video
- Slide presentation



Visual Form

- Graphics presentation
- Display



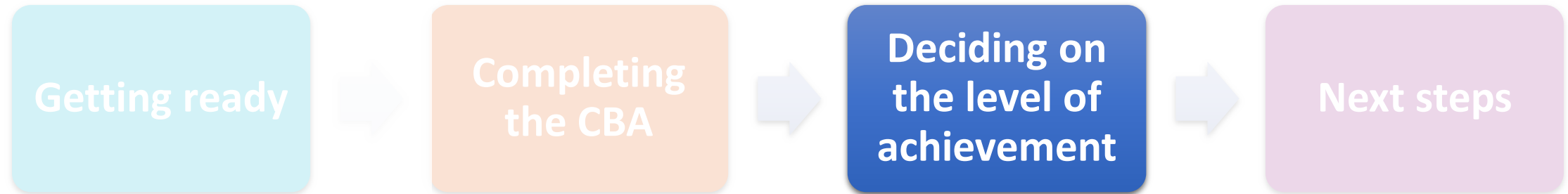
Audio Form

- Podcast
- Voice-over

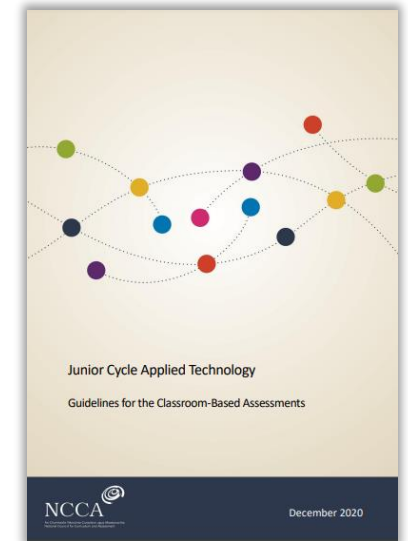
‘The student’s response to their Classroom-Based Assessment can be produced in any format that is appropriate for capturing their reflection.’



Deciding on the level of achievement

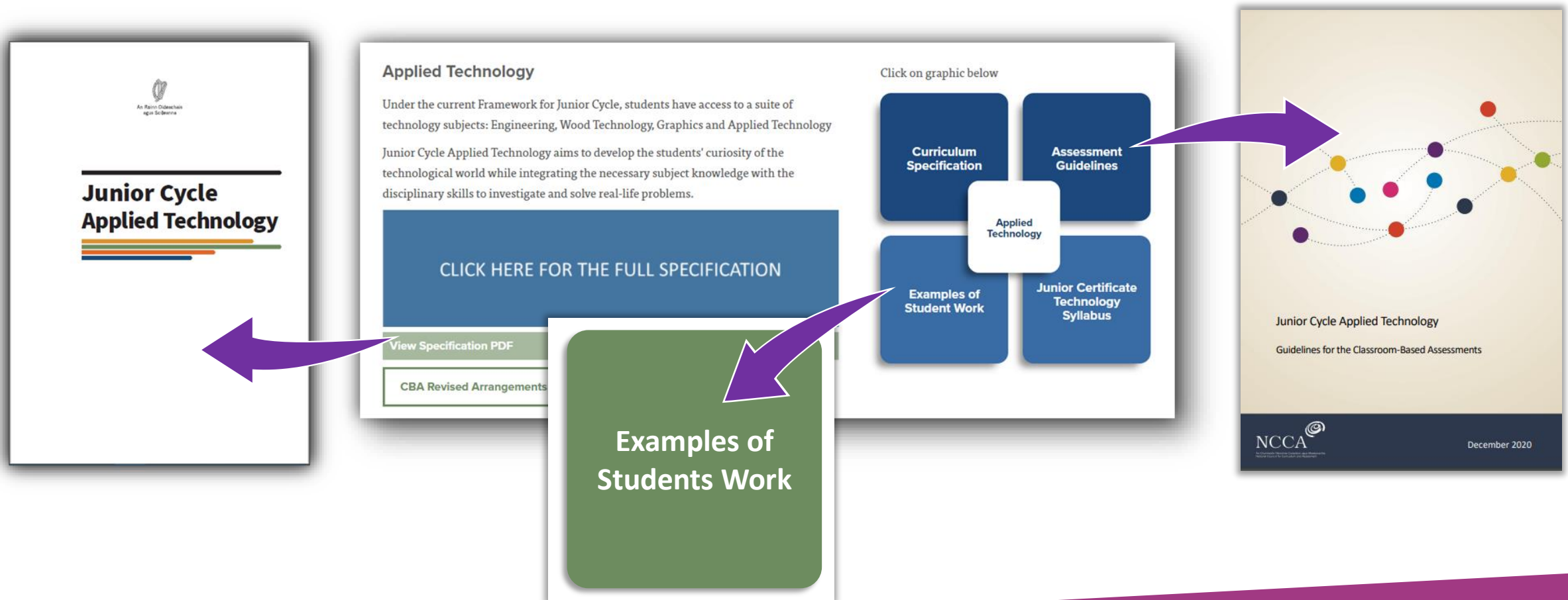


What will support teachers in this work?



What will support teachers in this work?

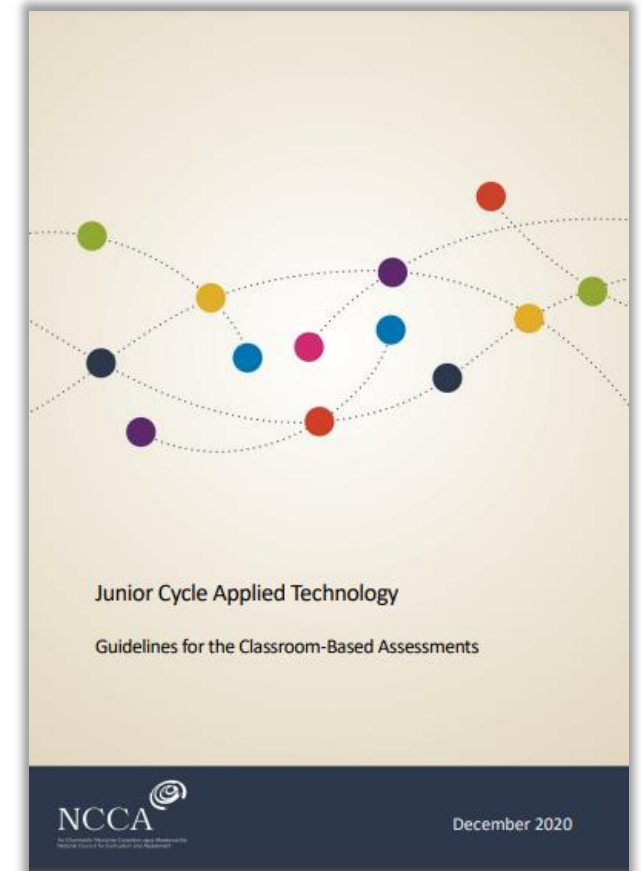
Information available at www.curriculumonline.ie



CBA 2 - *Student self-analysis and evaluation*

There are **four level descriptors of achievement** in each Classroom-Based Assessment:

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

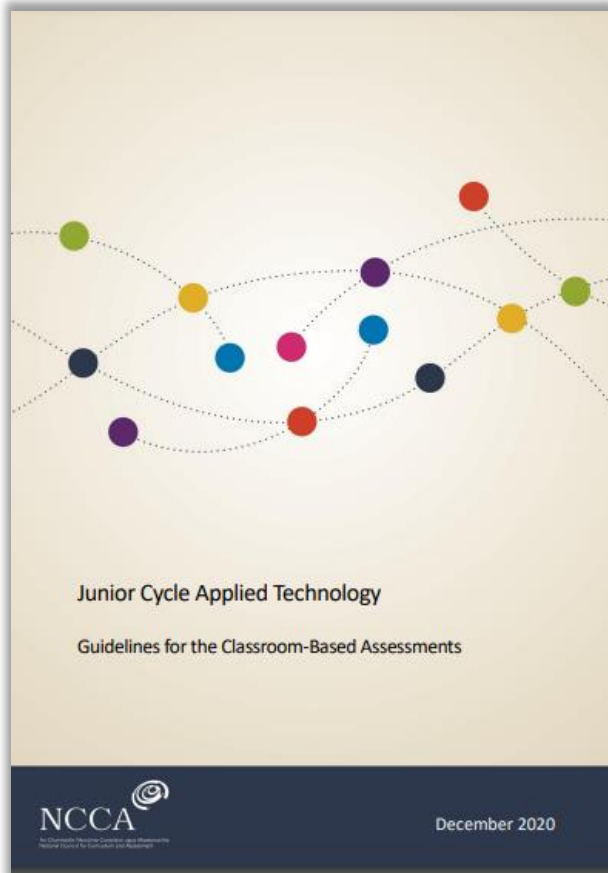


Guidelines for the Classroom-Based Assessments, page 25.



Features of Quality:

CBA 2 - *Student self-analysis and evaluation*



Features of Quality: Student self-analysis and evaluation	
<p>Exceptional</p> <p>A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<ul style="list-style-type: none"> The student has identified a broad range of coursework elements, that allowed them to make insightful detailed observations and a comprehensive self analysis on the development of their skills to date. Critical judgements were made on areas of strengths and areas for improvement and demonstrated an exceptional level of awareness of how these would inform future work. The presentation of the findings is of an excellent standard; using a highly effective medium which allowed for a critical consideration of what information best communicates their Classroom-Based Assessment.
<p>Above expectations</p> <p>A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.</p>	<ul style="list-style-type: none"> The student has identified a broad range of coursework elements, that allows them to make detailed observations and some in depth self analysis on the development of their skills to date. Judgements made on areas of strengths and areas for improvement were detailed and demonstrated a very high level of awareness of how these would inform future work. The findings are presented to a very high standard, using an effective medium, with careful consideration of what information accurately communicates their Classroom-Based Assessment
<p>In line with expectations</p> <p>A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<ul style="list-style-type: none"> The student has identified a range of coursework elements, that allows them to make valid observations and some relevant self analysis on the development of their skills to date. Judgements made on areas of strengths and areas for improvement were clear and demonstrated some awareness of how these would inform future work. The findings are well presented, using an appropriate medium, with careful consideration of what information best communicates their Classroom-Based Assessment.
<p>Yet to meet expectations</p> <p>A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<ul style="list-style-type: none"> The student has identified a very small range of coursework elements, providing a limited observation and self-analysis on the development of their skills to date. Judgements made on areas of strengths and areas for improvement were unclear and demonstrated limited awareness of how these would inform future work. The findings are presented in an unsuitable format resulting in an ineffective communication of their Classroom-Based Assessment.



Features of Quality:

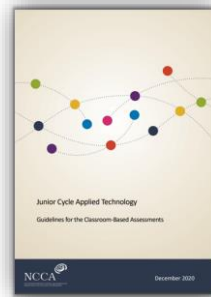
CBA 2 - *Student self-analysis and evaluation*

In line with expectations

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Guidelines for the Classroom-Based Assessments, page 26.



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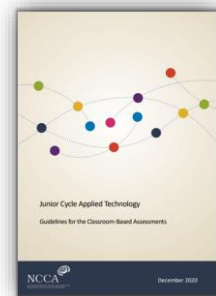
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3. Communicating their CBA

1. Self-analysis of coursework elements



2. Making Judgements



In line with expectations

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1. Self-analysis of coursework elements

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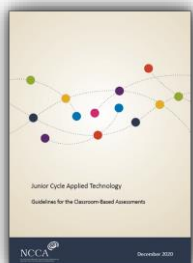
Areas of Activity for CBA 2

Self-analysis of coursework elements

Making judgements

Evaluating their Classroom-Based Assessment

Junior Cycle Applied Technology Guidelines for the Classroom-Based Assessments: Feature of Quality Pg 16

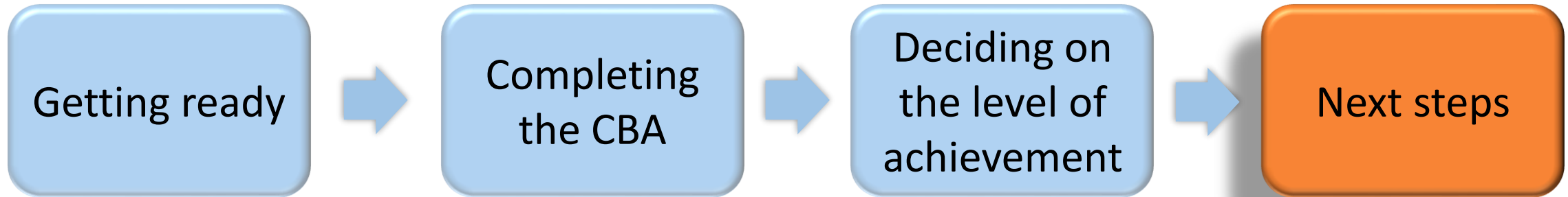


Features of Quality

This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.



Next steps



- Subject Learning and Assessment Review meeting
- Recording and reporting results from Classroom-Based Assessments
- Using feedback



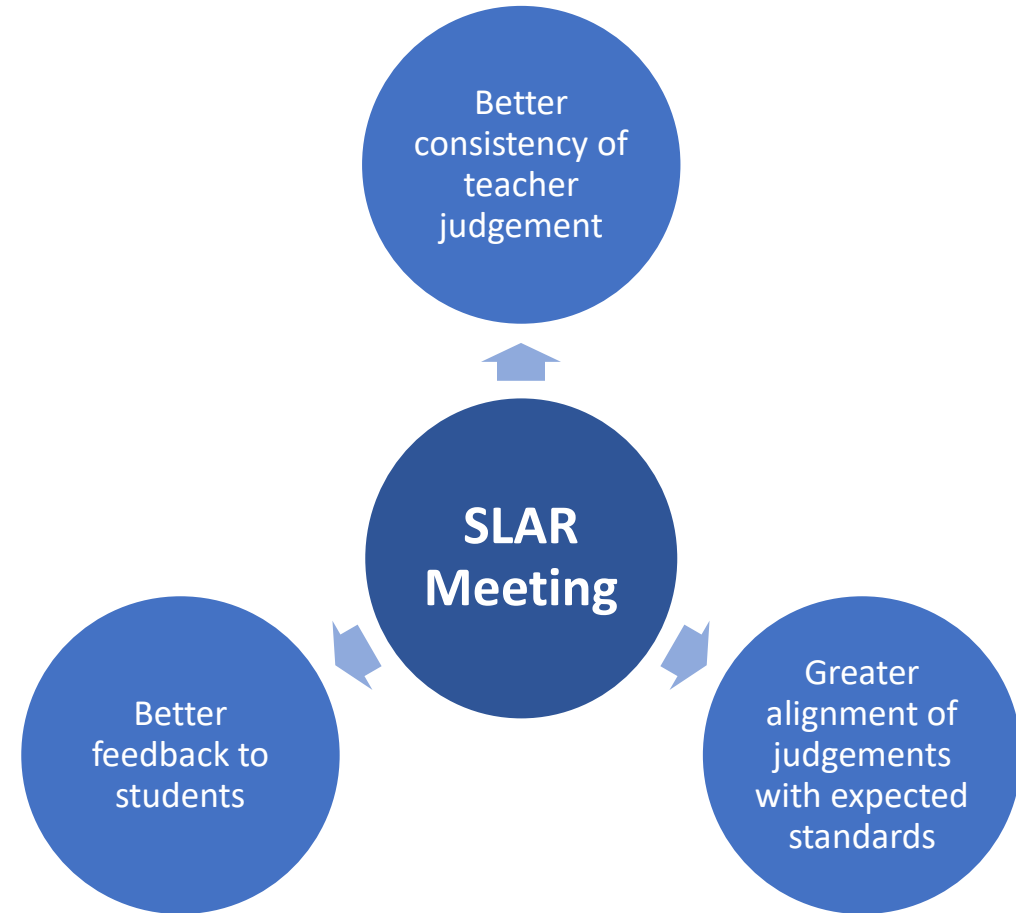
Guidelines for the Classroom-Based Assessments, page 28.



Purpose of the SLAR process

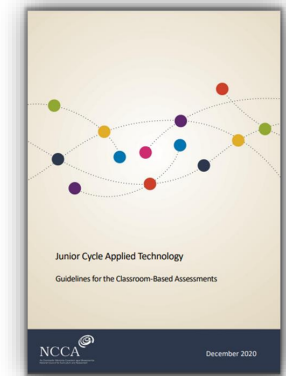
'It will play an important role in helping teachers to develop an understanding of standards and expectations by enabling them to reflect on the evidence of students' work and to share the learning and teaching strategies supporting that work.'

Guidelines for the Classroom-Based Assessments, page 32.



Subject Learning and Assessment Review meeting

- Teachers discussing student work at structured meeting
- Develop an understanding of standards and expectations
- One teacher will be allocated two additional hours to prepare for and coordinate each review meeting (Facilitator).



Guidelines for the Classroom-Based Assessments, page 28.





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Subject Learning and Assessment Review Process

Before a SLAR meeting:



Students: Upon completion of their CBA, submit their learning log.



Teacher: Carry out a provisional assessment of their students' work based on the Features of Quality and award a provisional descriptor.

During a SLAR meeting:



Subject Department: Discuss samples of their students' work to support consistency of judgement and to develop a common understanding about the quality of student learning against common, externally set Features of Quality.

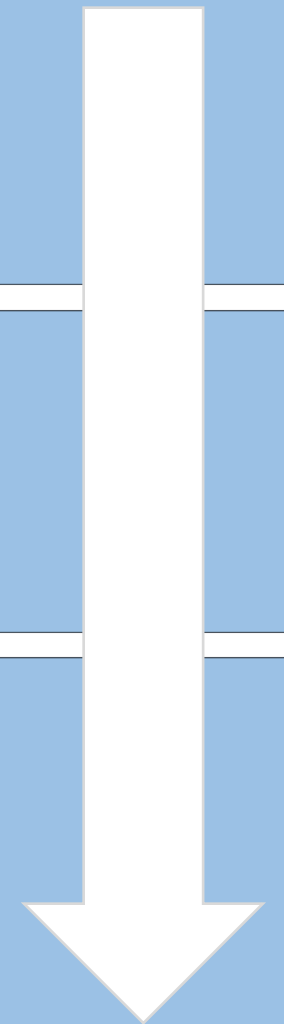
After a SLAR meeting:



Teacher: Based on the outcomes of the meeting, re-considers the judgements they have made of their student's work, if necessary, and award a final descriptor.



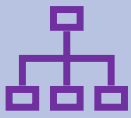
Teacher: Record and report results from Classroom-Based Assessments, and provide students with effective feedback.



In this resource, we...



appreciated the role of Classroom-Based Assessment 2
in Applied Technology



explored the structure of Classroom-Based Assessment 2:
Student self-analysis and evaluation



considered the importance of the Subject Learning and Assessment
Review process for Classroom-Based Assessments



An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE**
for teachers

Classroom-Based Assessment 2

Self-analysis and evaluation

Thank you for engaging with this resource.



An Roinn Oideachais
Department of Education

