



NCCA

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

Junior Cycle Physical Education

Guidelines for the Classroom-
Based Assessment

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Introduction

This document, Junior Cycle Physical Education: Guidelines for the Classroom-Based Assessments, provides:

- General information on Classroom-Based Assessments
- Detail of the nature and scope of the Classroom-Based Assessments described in the specification for the Junior Cycle Physical Education
- The Features of Quality used to describe the level of achievement in the Classroom-Based Assessments
- Guidelines for schools, teachers and students on completing the Classroom-Based Assessments

These guidelines should be used in conjunction with the specification for Junior Cycle Physical Education and the NCCA's online assessment support material. A detailed outline of assessment in Junior Cycle can be found in the Framework for Junior Cycle 2015, which can be accessed at [A Framework for the Junior Cycle \(ncca.ie\)](http://ncca.ie)

Classroom-Based Assessments: General Information

Classroom-Based Assessments (CBA) are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the curriculum specification. They are completed within the time allocated for physical education, which is a minimum of 135 hours. The Classroom-Based Assessments and the Features of Quality, which support teacher judgement, are set out in these guidelines.

Although the assessment is similar to the ongoing assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and Assessment Review (SLAR) and is used in the school's reporting to parents and students. Students prepare for the Classroom-Based Assessments over specified periods of time in second and third year. The results of other projects, homework, or assessments undertaken by the students in the course of their normal classes do not add up to the award of a descriptor for the Classroom-Based Assessment.

Deciding on the level of achievement

There are four level descriptors of achievement in each Classroom-Based Assessment: *Exceptional*, *Above expectations*, *In line with expectations*, and *Yet to meet expectations*. All work submitted is judged to fit one of these four descriptors.

Teachers use the Features of Quality, set out in these guidelines, to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment 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.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher 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.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment 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.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. 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 shortcomings that need to be addressed.

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement. The teacher should read the Features of Quality (starting with Yet to meet expectations) until they reach a descriptor that best describes the work being assessed. Where it is not clearly evident which quality descriptor should apply, teachers must come to judgment, based on the evidence from the student, to select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution pattern, as the students work is being judged only against the Features of Quality rather than other students' performances.

Teacher judgements about the quality of student work, with the aim of arriving at a shared understanding of standards and expectations, are supported by annotated examples of student work published on curriculum online: [Physical Education | Curriculum Online](#); by the features of quality in these guidelines; and by collaboration and discussion with colleagues during Subject Learning and Assessment Review meetings.

The autonomy of the school in preparing students for the Classroom-Based Assessments

These guidelines set out a range of options for the Classroom-Based Assessments so that they can suit the particular needs and circumstances of students and the school. Students and teachers have a choice of topics and formats for both the Physical Activity for Health and Enjoyment and My Performance assessments. A variety of possibilities are presented as to how the CBAs can be conducted, the nature of the task itself and the role the teacher plays in facilitating the students' assessment.

How the school supports the completion of the assessments

The school supports the completion of the assessments by:

- Ensuring that the NCCA Specification and Guidelines for the Classroom-Based Assessment are provided to teachers
- Supporting teachers in recording the level Descriptors awarded to each student
- Retaining records and pieces of work, as appropriate, for the purposes of Subject Learning and Assessment Review.
- Applying the guidelines for Subject Learning and Assessment Review
- Applying inclusive assessment practices and ensuring accessibility of assessment for all students
- Reporting the outcomes of Classroom-Based Assessments to students and their parents/guardians as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Reasonable support

To facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessment should be viewed as part of teaching and learning, and not solely for assessment purposes. It is envisaged that teachers will guide, support and supervise throughout the process.

Reasonable support may include:

- Clarifying the requirements of the task
- Using annotated examples of student work to clarify the meaning and interpretation of the Features of Quality to students
- Providing instructions at strategic intervals to facilitate the timely completion of the assessment
- Providing supports for students with special educational needs (SEN)

Inclusive assessment practices

Schools facilitate inclusive assessment practices whether as part of ongoing assessment or Classroom- Based Assessments. 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 the CBAs so that the student can demonstrate their level of achievement. 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 school year.

Classroom-Based Assessments in Physical Education

There are two Classroom-Based Assessments in Physical Education. They are assessed at a Common Level. They relate to specified learning outcomes and link to important aspects of the development of students as competent, confident and autonomous physical activity participants in a range of physical activities. Both Classroom-Based Assessments relate to expectations of learning through the Strands and Elements within the specification.

The CBA is to be scheduled by schools, to be undertaken by students in a defined time period within class contact time. The Classroom-Based Assessments for physical education and indicative timings are outlined in Table 1 below.

Classroom-Based Assessments	Format	Student Preparation
Physical Activity for Health and Enjoyment	The programme can be presented in a variety of formats and media.	During the six-week period in Second Year, students will design and implement a programme based on personal goals to improve their physical activity engagement. At the end of the six -week period students will report on their programme based on the plan implemented and evaluation of its success.
My Performance	Performance is completed during class time	A student will, over a six-week period in Third Year, decide how best to demonstrate competent skill level through a chosen physical activity area. At the end of the six -week period students will demonstrate their skill level by way of a class-based performance.

Table 1: Classroom-Based Assessments for physical education

Classroom-Based Assessment 1: Physical Activity for Health and Enjoyment

The Junior Cycle Physical Education specification aims to develop students as competent, confident and autonomous physical activity participants in a range of physical activities. The specification promotes an integrated approach to learning, and sets out learning outcomes in three interconnected strands to ensure that students are equipped with the knowledge and skills to make informed decisions on their involvement in physical activity either through the pursuit of recreational participation or sport. CBA 1: Physical Activity for Health and Enjoyment aims to motivate students to pursue an active and healthy lifestyle by providing an opportunity to plan for, implement and evaluate a personal physical activity programme.

CBA 1: Physical Activity for Health and Enjoyment comprises of four areas of activity: generating a personal profile, reflecting on the profile and setting goals for improvement, designing a personal Health and Enjoyment programme and reflecting on the successes and challenges encountered in implementing their personal programme.

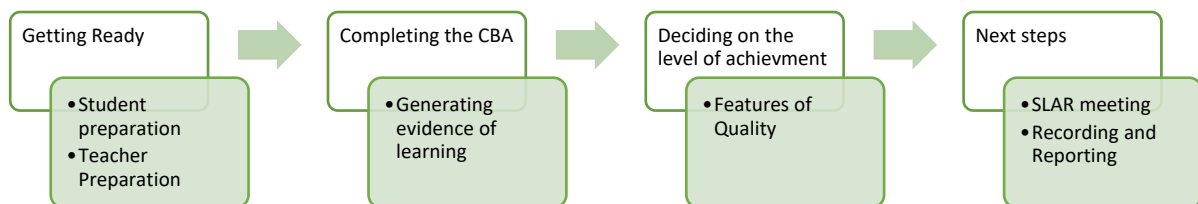


Figure 1: Process for conducting CBA 1

CBA 1: Physical Activity for Health and Enjoyment promotes student engagement through:

- Choice about the aspects of health on which to focus
- Choice of formats to present their programme
- The possibilities for student collaboration.

Getting ready

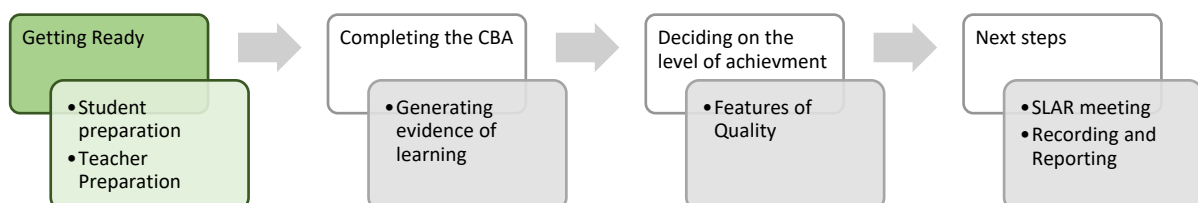


Figure 2: Process for conducting CBA 1 – Getting Ready

Student preparation

Students should have developed sufficient knowledge, skills and understanding over the course of first/second year to undertake CBA 1: Physical Activity for Health and Enjoyment. As part of ongoing teaching, learning and assessment of the learning outcomes for Junior Cycle Physical Education, students should have opportunities to develop an awareness of factors that contribute to a healthy lifestyle and to make meaningful, relevant and worthwhile decisions to inform the pursuit of a healthy lifestyle. As students' progress through junior cycle, they should be encouraged to reflect on issues such as lifestyles habits (i.e. how they experience physical activity in their lifestyles, the kinds of physical activities that they enjoy, the duration and frequency of physical activity) as well as the factors that influence their engagement with a healthy lifestyle (i.e. habits, nutrition, water intake, motivation, sense of self and personal preference).

In preparation for their CBA, students should be supported in identifying strategies for improving their physical activity engagement. This may involve identifying strategies they could implement to ensure their success and how to address possible barriers to physical activity engagement they may encounter.

While the Classroom-Based Assessment is summative, it is envisaged that throughout junior cycle, formative assessment by teachers, the students themselves and their peers is used to support understanding. From an early stage, through their engagement with the learning, particularly supported by the Elements as outlined in the specification and through active task-based learning experiences, students should be familiar with underpinning principles of physical activity participation. Students' experience of the CBA will also be benefited by an ongoing approach to assessment using success criteria. At an appropriate moment in their learning, students should be familiar with the Features of Quality which will be used to judge the quality of their Physical Activity for Health and Enjoyment assessment.

Teacher Preparation

It is important to set the dates for implementation of the CBA as early as possible. The key date to establish at the outset is the timing of the Subject Learning and Assessment Review meeting. In order to become familiar with the CBA , it will be helpful to:

- Review the Junior Cycle Physical Education specification and the [Assessment Toolkit](#).
- Discuss the CBA with colleagues and plan any teaching and revision that may be required.
- Download and view annotated examples of CBA 1: Physical Activity for Health and Enjoyment when available.

Completing CBA 1:Physical Activity for Health and Enjoyment

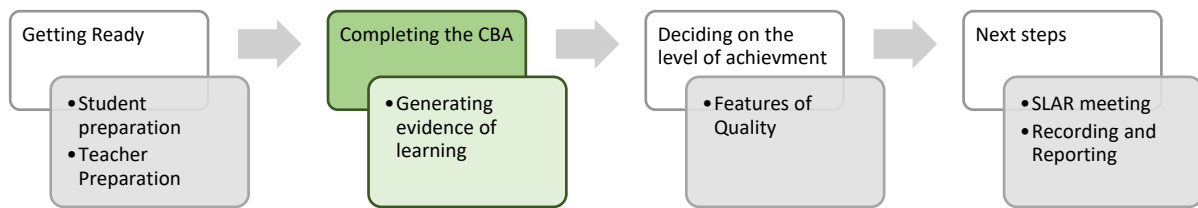


Figure 3: Process for conducting CBA 1 – Completing the CBA

As they progress through the interconnected strands of physical education, students learn about different ways to be physically active, ways to improve participation, ways to incorporate healthy physical activity habits into everyday lives and to reflect on what helps and/or hinders their physical activity. This CBA will see students, through physical activity participation, over the course of six weeks, design and reflect on their personal programme through 4 distinct stages. These stages contribute to the generation of their evidence of learning and achievement in CBA 1:Physical Activity for Health and Enjoyment. Students are encouraged to implement their plan to improve their physical activity for health and enjoyment in their everyday lives outside of their physical education class. It is suggested that students are allocated time in their Physical Education class, before or after physical activity to reflect and report on their experiences.

- Generating a personal profile
- Reflecting on a personal profile and setting goals for improvement
- Designing a programme for improvement
- Reflecting on the successes and challenges encountered in implementing a the programme

During the first two weeks students will be afforded a number of opportunities to generate a personal profile and identify goals. Over the next four weeks students will implement their programme. Students are encouraged to undertake a personal reflection at the end of each week. After the initial 2 weeks students should be supported in a 'check in' where they have the opportunity to review goals.

On completing their programme, students should reflect on the successes and challenges encountered in implementing their personal physical activity programme. Questions such as the following could be used to support student reflection:

- How do my interests and skills align with a healthy life?
- In what areas do I see the potential for improvement in my physical activity?
- Which aspects of my profile am I most proud of, and why?
- How can I address the weaknesses identified in my profile?
- What specific goals can I set to enhance the strong points of my profile?
- What are the short-term and long-term goals I can set based on my profile reflections?
- How will I measure the progress towards each goal?

- What resources or supports might I need to achieve these goals?
- What activities bring me joy and contribute to my physical well-being?
- How can I incorporate these activities into a regular routine?
- What are some obstacles that could prevent me from following my Health and Enjoyment programme, and how can I overcome them?
- What successes have I achieved since implementing my personal programme?
- What challenges have I encountered, and how have I addressed them?
- How has my approach to health and enjoyment improved through this process?

Evidence of learning

The following evidence is required:

- A report

Students will report on their programme in a format of their choice. Under the guidance of the teacher, students will choose a format that is best suited to their abilities and interests. The report is generated throughout the 6 weeks and finalized at the end of the CBA. Students are encouraged to include a range of multi-media including photographs, drawings, video to illustrate their programme. When planning the content of their report, students should be familiar with the Features of Quality used to judge the level of achievement of their work.

The report should:

- Provide an overview of personal profile, programme for improvement including identified goals and reflection on the plan.
- Be presented in a variety of ways depending on the interests of the students and/or school resources, i.e. oral presentation, hand written, digital format etc.
- Adhere to appropriate limits. These may differ depending on specific format taken i.e. a maximum 1000 words, a maximum duration of 5 minute video or presentation.

These are guidelines to best support a school in providing for an individual approach for their students while still ensuring the integrity of the assessment and the manageability of the process. Depending on the chosen format some reports may involve differing criteria in relation to evidence provided but nonetheless present all the information comprehensively. All evidence submitted will be used to judge the student's level of achievement against the relevant Features of Quality set out on p. 15.

Deciding on the level of achievement

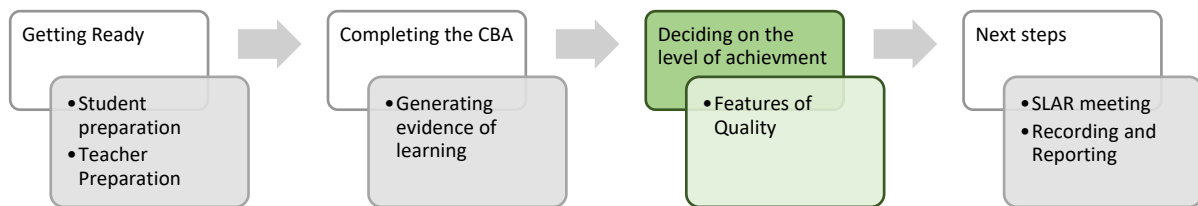


Figure 4: Process for conducting CBA 1 – Deciding on the level of achievement

Features of Quality

Key Features of Quality in support of student and teacher judgement for the Physical Activity for Health and Enjoyment CBA are described here. The Features of Quality are the criteria used to assess the student work as best fitting one of the four Descriptors. These Features of Quality will be applied to authentic examples of student work. Arising from this process

- adjustments may be made to the Features of Quality
- amended Features of Quality, where necessary, will be published in the assessment guidelines and annotated examples of student work will be published on [Physical Education | Curriculum Online](#)

Before using the Features of Quality below it may be helpful to review the information on:

- Making 'on-balance' judgements (p. 6)
- Inclusive assessment (p. 8).

Features of Quality: Physical Activity for Health and Enjoyment

Exceptional

- Personal profile is an exceptionally honest, accurate, considered and comprehensive representation of themselves i.e. student's profile is individualised and unique to the student.
- The programme goals for improvement are underpinned by scientific principles and aligned to the personal profile.
- The personal plan is clearly linked to the goals for improvement and the student demonstrates a range of strategies used including evidence of why particular decisions were made.
- Student's reflection is very insightful and provides an informed view of how they will apply their learning to future life.

Above expectations

- Personal profile is an honest, accurate, considered and comprehensive representation of themselves i.e. student's profile is individualised and unique to the student.
- The programme goals for improvement are underpinned by relevant information and aligned to the personal profile.
- The personal plan is linked to the goals for improvement and the student demonstrates some strategies used including evidence of why particular decisions were made.
- Students reflection is somewhat insightful and provides evidence to show how it will be applied in the future.

In line with expectations

- Personal profile is honest and accurate and sufficient i.e. student's profile is individualised and unique to the student.
- The programme goals for improvement are sufficient, although there is limited consideration of scientific principles, and aligned to the personal profile
- The personal plan is linked to the goals for improvement, and the student demonstrates limited evidence of strategies used and why decisions were made.
- Students reflection is sufficient and provides evidence to support students ability to apply learning in future.

Yet to meet expectations

- Personal profile is a basic summary of personal information
- The programme goals for improvement are unrealistic and do not align to the student.
- The students provides basic information and omits important information on strategies applied and evidence of decisions made
- The student's reflection is limited.

Next steps

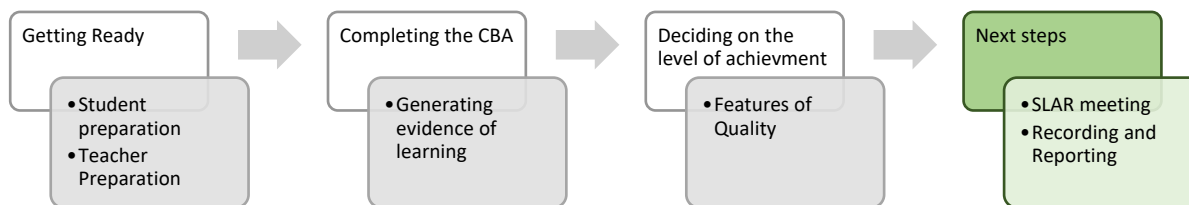


Figure 5: Process for conducting CBA 1 – Next steps

Subject Learning and Assessment Review meeting

Shared understandings of standards within junior cycle will arise through professional discussion in Subject Learning and Assessment Review (SLAR) meetings where staff bring their own examples of student work and compare their judgements with other colleagues and with annotated examples of student work provided by the NCCA. Over time, this process will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

Samples of Physical Activity for Health and Enjoyment assessments by students will be gathered for discussion at Subject Learning and Assessment Review meetings. In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one example of students' work for each descriptor, where feasible, and will have these available for discussion at the meeting.

Further details on managing the Subject Learning and Assessment Review process can be accessed at [SLAR Meetings | NCCA](#)

Recording and Reporting CBA results

Following the Subject Learning and Assessment Review each individual teacher re-considers the judgement they made of their student's work based on the outcomes of the meeting and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Where it arises that a student does not submit any work for the Classroom-Based Assessment, a descriptor cannot be awarded, as there is no work to discuss against the Features of Quality. In such cases, 'Not reported' should be selected when inputting results for the JCPA. Further information in relation to reporting Classroom-Based Assessment descriptors for the JCPA is available from the DE at the following link [gov - Junior Cycle Profile of Achievement \(JCPA\) \(www.gov.ie\)](http://www.gov.ie)

Using Feedback

Providing effective feedback is a crucial step in using the Physical Activity for Health and Enjoyment assessments to support learning in physical education. 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. Further information on the use of feedback can be found at [Focus on Learning | NCCA](#)

Querying a result

Queries in relation to the Descriptors awarded for the Classroom-Based Assessments, where they arise, will be dealt with by the school.

Classroom-Based Assessment 2: My Performance

CBA 2: My Performance (MP) motivates students' to pursue an active and healthy lifestyle by providing an opportunity to plan for, develop and demonstrate a competent skill level through physical activity performance.

CBA 2: My Performance comprises of four stages of activity:

- considering the relevant activity, the specific skills and dispositions that will need to be demonstrated through the performance;
- determining a physical activity area as a medium for performance;
- preparing for the effective use of movement skills and strategies that will constitute the performance;
- effectively performing in class.

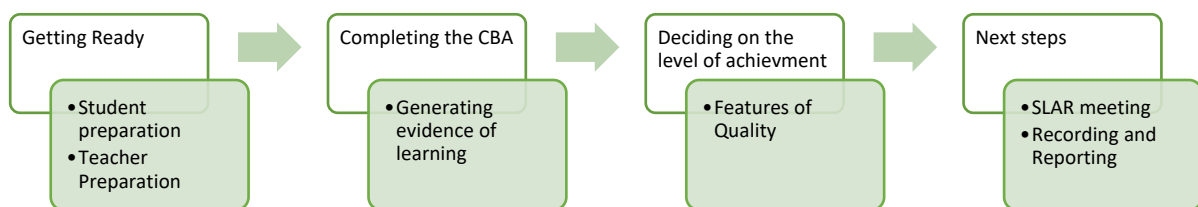


Figure 6: Process for conducting CBA 2

My Performance promotes student engagement through:

- Choice about the activity area on which to focus
- Choice about the skill/strategy/technique chosen to performance

Getting ready

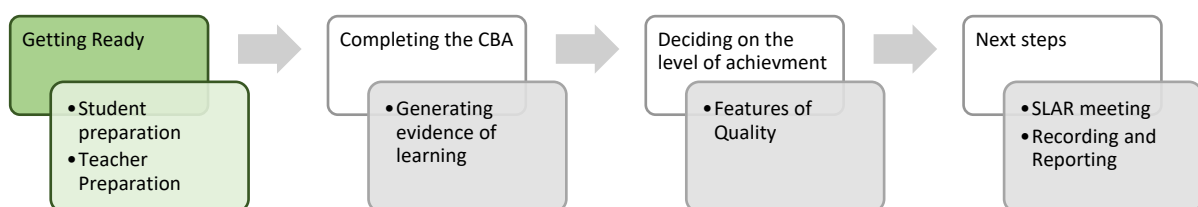


Figure 7: Process for conducting CBA 2 – Getting Ready

Student preparation

Students should have developed sufficient knowledge, skills and understanding over the course of first, second and third year to undertake CBA 2: My Performance. As part of ongoing teaching, learning and assessment of the learning outcomes for Junior Cycle Physical Education, students should have opportunities to develop appropriate movement skills, techniques and strategies needed for effective performance. Students should realise the learning outcomes across strands by participating effectively in a range of physical activities. As students' progress through junior cycle, they should be encouraged to actively engage with skill assessment and skill development. They should be given lots of opportunities to demonstrate and improve their movement competency by participating across the range of physical activities. In order to perform sport specific skills, students must first have established their fundamental motor skills.

While the Classroom-Based Assessment is summative, it is envisaged that throughout junior cycle, formative assessment by teachers and students is used. From an early stage, through their participation in a range of activities students should be aware of the movement skills and knowledge required to perform complex movements effectively in demanding situations. This is best achieved when students use success criteria for ongoing assessment throughout first, second and third year. At an appropriate moment in their learning, students should be familiarised with the Features of Quality which will be used to judge the quality of their CBA 2: My Performance.

Teacher Preparation

It is important to set the dates for implementation as early as possible. The key date to establish at the outset is the timing of the Subject Learning and Assessment Review meeting. Once the school has decided on this date the teachers and students can plan for the completion of the CBA. In order to become familiar with the assessment of the My Performance CBA, it will be helpful to:

- Review the Junior Cycle Physical Education specification and the [Assessment and Reporting | NCCA](#) Toolkit
- Discuss the assessment of CBA 2:My Performance with colleagues and plan any teaching, learning or gathering of evidence that may be required.
- Download and view annotated examples of My Performance when available on [Physical Education | Curriculum Online](#)

Completing CBA 2: My Performance

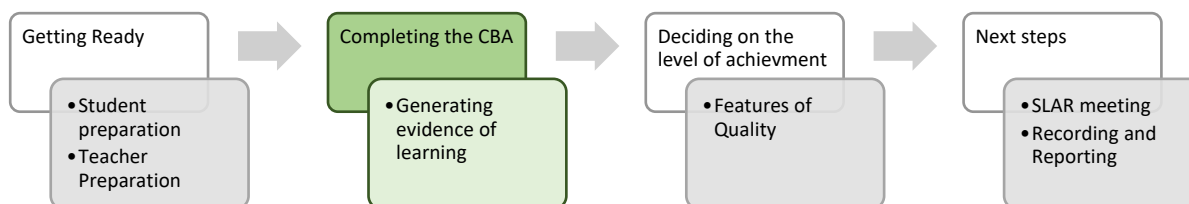


Figure 8: Process for conducting CBA 2 – Completing the CBA

By third year, students should have experienced the learning set out in the interconnected strands of physical education through the medium of the physical activity areas and guided by the Elements. This assessment provides for student autonomy with respect to the choice of physical activity area and will see them, over the course of six weeks, engaging in experiences that belong to 4 distinct stages. These experiences contribute to the generation of their evidence of learning and achievement in the CBA:

1. Considering the relevant activity -specific skills and dispositions they will need to demonstrate through performance
2. Determining a physical activity area as a medium for their performance
3. Preparing for the effective use of movement skills and strategies that will constitute the performance
4. Performing effectively in class. It is encouraged, but not required, that students collaborate with classmates, however the each student will receive an individual judgement.

Your performance should demonstrate your ability in the following movement skill areas:		
Skills	Concepts	Strategies
<ul style="list-style-type: none"> • Stability • Locomotion • Manipulation 	<ul style="list-style-type: none"> • Body awareness • Spatial awareness • Effort awareness • Relationships 	<ul style="list-style-type: none"> • Tactics • Decision making • Performance • Safety • Rules and conventions

Table 4: Movement skills to be demonstrated during performance

Evidence of learning

The following evidence is required:

- Having undertaken an in-class performance, teachers must provide a sample of evidence of the students' performances for the SLAR process. The evidence may include, but is not limited to, score sheets, video footage, written professional observations from the teacher or other PE professional or other forms of evidence. Students undertaking the in-class performances and other teachers attending the SLAR should be made aware of what evidence will be presented for the SLAR process in advance of the in-class performance.

Deciding on the level of achievement

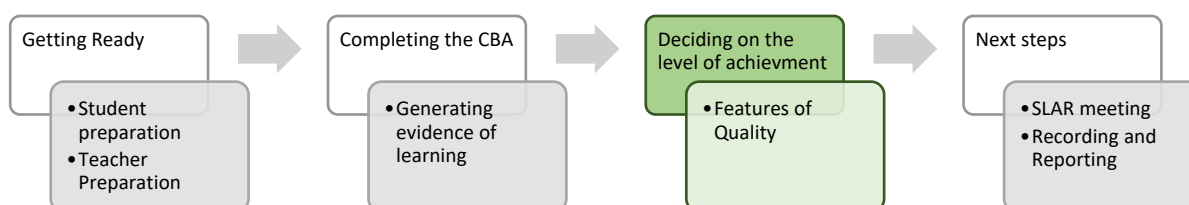


Figure 9: Process for conducting CBA 2 – Deciding on the level of achievement

Features of Quality

Key Features of Quality for the My Performance CBA are described here. The Features of Quality are the criteria used to assess the student's performance as best fitting one of the four Descriptors. These Features of Quality will be applied to authentic examples of the student's CBA. Arising from this process

- adjustments may be made to the Features of Quality
- amended Features of Quality, where necessary, will be published in the assessment guidelines and
- annotated examples of student work will be published on www.curriculumonline.ie

Before using the Features of Quality below it may be helpful to review the information on:

- Making 'on-balance' judgements (p. 6)
- Inclusive assessment (p. 8)

Features of Quality: My Performance assessment

Exceptional

- The performance includes an excellent range of skills /strategies/ technique, poise and are executed in a highly confident, competent, consistent and safe way.
- The student demonstrates an excellent ability to respond effectively under pressure, as an individual and as part of a team where appropriate.
- The student demonstrates a thorough understanding of and adherence to the rules and safety considerations and protocols in the selected activity.
- The student demonstrates a high level of dedication and commitment to improvement, and has made excellent progress.

Above expectations

- The performance includes a very good range of skills /strategies/ technique, poise and are executed in a confident, competent, consistent and safe way.
- The student demonstrates a very good ability to respond effectively under pressure, as an individual and as part of a team where appropriate.
- The student demonstrates a very good understanding of and adherence to the rules and safety considerations and protocols in the selected activity.
- The student demonstrates a good level of dedication and commitment to improvement, and has made good progress.

In line with expectations

- The performance includes an acceptable range of skills /strategies/ technique, poise and are executed in a somewhat confident, competent, consistent and safe way.
- The student demonstrates some ability to respond effectively under pressure, as an individual and as part of a team where appropriate.
- The student demonstrates a good understanding of and adherence to the rules and safety considerations and protocols in the selected activity.
- The student demonstrates some dedication and commitment to improvement and has made progress.

Yet to meet expectations

- The performance demonstrates limited skills/technique and few strategies, little poise or confidence.
- The student demonstrates a limited ability to respond effectively under pressure as an individual or as part of a team where appropriate.
- The student demonstrates an inadequate understanding of and adherence to the rules and safety considerations and protocols in the selected activity.
- The student demonstrates very little dedication or commitment to improvement, and has made limited progress.

Next steps

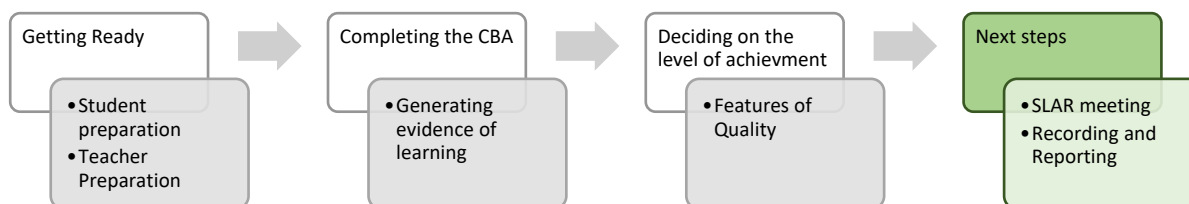


Figure 10: Process for conducting CBA 2 – Next Steps

Subject Learning and Assessment Review meeting

Shared understandings of standards within junior cycle will arise through professional discussion in Subject Learning and Assessment Review (SLAR) meetings where staff bring their own examples of student work and compare their judgements with other colleagues and with annotated examples of student work provided by the NCCA. Over time, this process will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

Samples of evidence of My Performance CBAs by students will be gathered for discussion at Subject Learning and Assessment Review meetings. In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one example of students' work for each descriptor, where feasible, and will have these available for discussion at the meeting. Further details on managing the Subject Learning and Assessment Review process can be accessed at [SLAR Meetings | NCCA](#)

Recording and Reporting CBA results

Following the Subject Learning and Assessment Review each individual teacher re-considers the judgement they made of their student's work based on the outcomes of the meeting and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Where it arises that a student does not submit any work for the Classroom-Based Assessment, a descriptor cannot be awarded, as there is no work to discuss against the Features of Quality. In such cases, 'Not reported' should be selected when inputting results for the JCPA. Further information in relation to reporting Classroom-Based Assessment descriptors for the JCPA is available from the DE at the following link [gov - Junior Cycle Profile of Achievement \(JCPA\) \(www.gov.ie\)](#)

Using Feedback

Providing effective feedback is a crucial step in using the My Performance CBA to support learning in physical education. 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. Further information on the use of feedback can be found at [Focus on Learning | NCCA](#)

Querying a result

Queries in relation to the Descriptors awarded for the Classroom-Based Assessments, where they arise, will be dealt with by the school.



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