

Final Examination

The final examination will be:

- no longer than two hours duration
- taken in a maximum of ten subjects only
- available at a common level apart from English, Mathematics and Irish where there will be two levels (higher and ordinary).
- assessed by SEC using the following set of grades:

Distinction
Higher Merit
Merit
Achieved
Partially Achieved

What does all of this mean for students?

Students will:

- be more actively engaged with learning
- take more ownership of their own learning
- be encouraged to problem solve and think critically
- have choice and flexibility in how they are to be assessed
- have more than one opportunity to showcase their learning that has taken place over the three years of junior cycle
- have the opportunity to work more closely with their peers
- participate in tasks related to the specific learning taking place in their classrooms
- be activated as learning resources for one another

'These assessment approaches will help to ensure that students have a positive sense of themselves as learners and a strong sense of their own self-efficacy and capacity to improve.'

NCCA, Wellbeing Guidelines, 2016

Where can I get more information?

www.curriculumonline.ie – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents.

www.juniorcycle.ie - Here you can find the Assessment Toolkit which is designed to support and assist teachers in their work on junior cycle assessment.

www.jct.ie - This is the website of the JCT schools' support service. JCT's aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

www.examinations.ie - for sample examination materials (currently Junior Cycle English only).

We have a team of full-time advisors who can also be contacted by email at info@jct.ie



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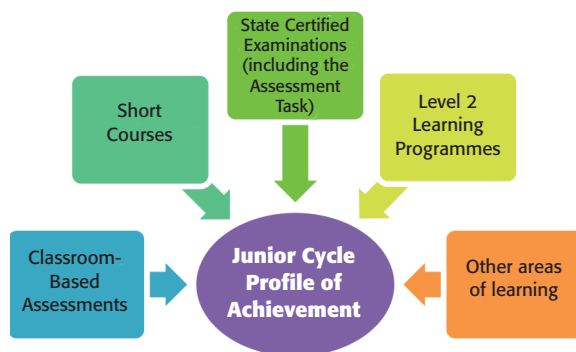
Changes to Assessment

The *Framework for Junior Cycle (2015)* emphasises the importance of valuing, acknowledging and affirming all students' learning opportunities and experiences during the three years of junior cycle.

The new assessment procedures at junior cycle value the different aspects of students' learning and the range of approaches, both formative and summative, that generate evidence of this learning by students.

Student achievements will be reported to students and parents/guardians on the Junior Cycle Profile of Achievement (JCPA). The JCPA will capture the different assessment elements undertaken over the three years of junior cycle, including the grades which are issued by the State Examinations Commission (SEC).

Junior Cycle Profile of Achievement (JCPA)



What's new?

Classroom-Based Assessments (CBAs)

- contribute to and build on the use of formative assessment in the classroom
- happen during normal class time
- resemble the learning that happens on a daily basis
- capture the knowledge and skills that are not easily assessed in a timed pen and paper type examination
- will be assessed at a common level by the class teacher

There will be two CBAs for each subject; the first one in 2nd year and a second one in 3rd year. These could range from project tasks, oral language tasks and investigations, to practical or designing and making tasks, field studies and artistic performances.

Student achievement in CBA's will be reported on using the following descriptors:



Examples of students' work at these different levels will be made available to teachers as part of the continuing professional development programme provided. The provision of standards and examples of student work will provide teachers with a clear framework within which to evaluate the work of their own students for assessment purposes.

Subject Learning and Assessment Review meetings (SLARs)

A SLAR meeting takes place after each CBA. Here, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

Each SLAR will be subject specific, last 2 hours and will be facilitated by a teacher of the subject.

SLARs will play a key role in



The Junior Cycle for Teachers support service (JCT) will provide training for SLAR meeting facilitators.

Assessment Task (AT)

This is a written assessment that assesses what students have learned, and asks about skills that they have developed, from their experience of having completed the second Classroom-Based Assessment. The Assessment Task will be completed during class time under the supervision of the teacher and will take place over two lesson periods.

The AT script is sent, along with the final assessment at the end of third year, to the State Examinations Commission (SEC) to be marked. It will account for up to 10% of the state-certified examination and will be incorporated into the grade that a student receives for their final SEC examination.