Supporting the Process

The CBA process is a part of normal classroom practice. Like normal classroom practice, students will always require some support. To facilitate developmental feedback to students during their engagement with the task, 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 and supervise throughout the process through 'reasonable support'.

Reasonable support may include:

- Clarifying the requirements of the task
- Using annotated examples of student work provided by NCCA 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 investigation and report
- Providing supports for students with special educational needs (SEN)

It is not envisaged that this level of support involved requires teachers to edit draft reports, or to provide model text or answers to be used in the student's evidence of learning.

CBA 1 – Extended Experimental Investigation (EEI)

If a student requires more than what is deemed to be 'reasonable support', the teacher can make a note of the level of assistance provided, in the following areas:

• formulating hypotheses/predictions	where a teacher gives an investigation question or excessive guidance in forming a testable hypothesis/prediction with justification
• planning	where a teacher has to provide assistance in the design of the investigation—because, for example, the proposed method was dangerous, incomplete, or unworkable
• conducting the investigation	where a teacher has to provide assistance to ensure the safe assembly and use of equipment

CBA 2 – Science in Society Investigation (SSI)

The teacher can review their own notes to check whether a student required more than what is deemed 'reasonable support' in choosing a topic for investigation, deciding a specific research question, or finding and recording information.

Adapted from the 'Junior Cycle Science Guidelines for the Classroom-Based Assessments and Assessment Task', Second Edition.