

C.B.A. grades explained

What is a C.B.A.?

Classroom-Based Assessments: 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. The tasks will cover a broad range of activities including oral presentations, written work of different genres, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks. A particular purpose of the Classroom-Based Assessments will be to facilitate developmental feedback to students. Classroom-Based Assessments (CBAs) are best described as the occasions when the teacher assesses the students using the specific tasks set out in the curriculum specification for each subject. They are completed within the teaching time allocated for each subject.

Deciding the level of achievement for the Classroom-Based Assessments.

There are four level descriptors of achievement for each CBA; teachers use the Features of Quality, set out in The Assessment Guidelines for each subject to decide the level of achievement in each CBA. The Features of Quality are the criteria 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 all of the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of activity of the investigation, and the work is praised for its rigour. 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 errors that need to be addressed.

NOT REPORTED: describes when a student has not submitted any piece of work for assessment