Junior Cycle - Wood Technology - Classroom Based Assignments

Features   of   Quality

Exceptional

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.

Above Expectations

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.

In line with Expectations

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.

Yet to Meet Expectations

A piece of work **that falls someway 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.

Not Recorded

No record of any **material** *submitted* at all.

Research & Analysis — The research method(s) chosen demonstrated **a comparison of a** *range of sources* which led to the production of a *comprehensive* and *detailed analysis* of the data/findings.

***Concepts* & Applications** — The topic chosen was *critically developed* **through the comparisons of** *alternative concepts* in relation to the topic and included *in depth* **considerations** to a local and/or global issue.

Evaluation of Findings — **Critical evaluation was evident** *throughout* the task that led to **refinements at** *various stages* resulting *in meaningful, accurate conclusions* and informing *potential future* **applications**.

Communicating the CBA — **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 the task.

Research & Analysis — The research method chosen **was** *effective* for the topic and generated **an** *in-depth level* **of analysis of the data/findings**.

***Concepts* & Applications** — The topic chosen was **refined after a** *high level* **of consideration of alternative concepts** and had *strong links* to a local and/or global issue.

Evaluation of Findings — **The evaluation of the findings is at a** *high level*, with *some relevant* and *accurate conclusions that* **can inform** *potential future applications*.

Communicating the CBA — **The findings are presented to** *a very high standard*, using an *effective medium*, with *careful consideration* of what information accurately communicates the task.

Research & Analysis — The research method chosen **was** *appropriate* **for the topic** and **generated** *some analysis* **of the data/findings**.

***Concepts* & Applications** — The topic chosen was **developed with reference to** *some alternative concepts* and had *some relevance* to a local and/or global issue.

Evaluation of Findings — **The evaluation was** *appropriate*; **conclusions are** *brief* and include *some suggestions* **on potential future applications**.

Communicating the CBA — **The findings are** *well presented*, **using an** *appropriate medium*, with *careful consideration* of what information to communicate to best showcase the task.

Research & Analysis — The research method chosen for the topic was *ineffective* and the **analysis of the data/findings lacks depth**.
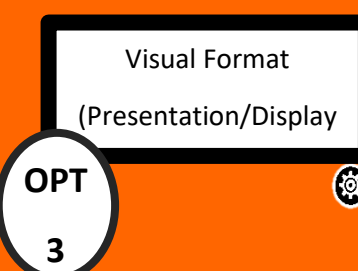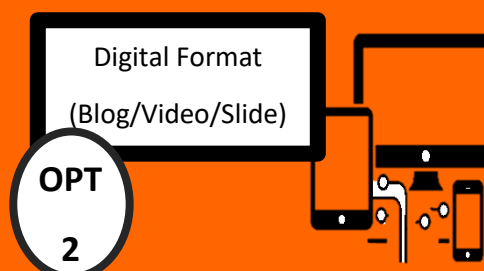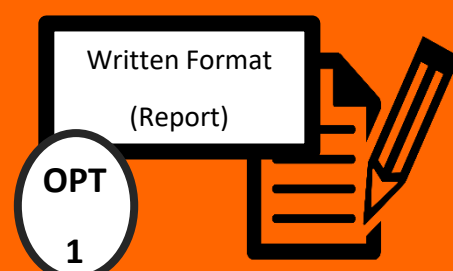
***Concepts* & Applications** — The topic chosen **included** *some conceptual understanding* but showed *little or no relevance* to a local and/or global issue.

Graphical Presentations — **The evaluation of the findings** *offers little or no conclusions* and **makes** *no suggestions* **on potential future applications**.

Communicating the CBA — **The findings are presented in an** *unsuitable format* resulting in an *ineffective communication* of the Classroom-Based Assessment.

OPT 1 — Written Format (Report)

OPT 2 — Digital Format (Blog/Video/Slide)

OPT 3 — Visual Format (Presentation/Display

OPT 4 — Audio Format (Podcast/Voiceover

BUSH POST PRIMARY SCHOOL

Ar Thriail Na Tuiscine
In search of Understanding

Option Formats for Submission   -   CBA's to commence over a Strict 3 Week Period