

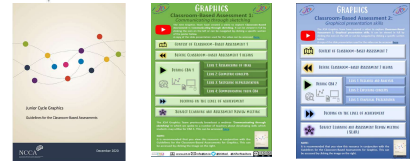
# Graphics CBAs

There are two Classroom-Based Assessments in Graphics. They are assessed at a common level. The Classroom-Based Assessments for Graphics are CBA 1: Communicating through sketching  
CBA 2: Graphical presentation skills

This poster is a reference chart for the Features of Quality used to determine grade descriptors for CBA one and CBA two, as outlined in the December 2020 version of the Assessment Guidelines' Document from the NCCA. Teachers should use an 'on balance' judgement to assign a grade descriptor to a CBA. Full details of the CBA process are available in the 'Assessment Guidelines' document from the NCCA, which can be accessed via the QR code to the left. You can also access the interactive poster resources from JCT for CBA 1 & 2 by scanning the other two QR codes

CBA 1 provides opportunities for students to engage in practical, authentic learning experiences giving them the opportunity to develop their skills to become competent in communicating through sketching. Students will be asked to choose a stimulus theme to graphically communicate their ideas using two-dimensional and/or three-dimensional sketching techniques.

CBA 2 provides opportunities for students to develop and demonstrate skills in researching and investigating the domain in which the project will be situated and present their findings graphically through any appropriate graphic media. The domain will change each year and will be related to the project the students will undertake in that same academic year. The domain will be developed by the State Examinations Commission and issued by the NCCA online through [www.curriculumonline.ie](http://www.curriculumonline.ie).



## CBA 1 - Communicating through sketching

Undertaken in year 3, during a max of 3 weeks

## CBA 2 - Graphical presentation skills

Undertaken in year 3, during a max of 3 weeks, prior to starting SEC project

Grade Descriptor

|                           | Researching of Ideas  | Geometric Concepts  | Sketching Representation  | Communicating their CBA  | Research & Analysis   | Exploring Concepts  | Graphical Presentation  |
|---------------------------|---|---|---|--|---|---|---|
| Exceptional               | The work submitted was developed using an effective research method with a range of sources resulting in a comprehensive understanding of the stimulus theme. | The work submitted demonstrated an excellent understanding and use of geometric concepts  | There was excellent use of two-dimensional and/or three-dimensional representations in the solution.    | The presentation of the solution is of an excellent standard; using a highly effective medium which allowed for a critical consideration of what information best communicates the task. | The research method chosen demonstrated a comparison of a range of sources which led to the production of a comprehensive and detailed analysis of the data/findings. | The response demonstrated a comprehensive understanding of a range of concepts in relation to the domain. | The presentation of the findings is of an excellent standard; using a highly effective media which allowed for a critical consideration of what information best communicates the Classroom-Based Assessment. |
| Above Expectations        | The work submitted was developed using an effective research method which led to an in-depth level of understanding of the stimulus theme.                    | The work submitted demonstrated a very good understanding and use of geometric concepts.  | There was a very good use of two-dimensional and/or three-dimensional representations in the solution.  | The solution was presented to a very high standard, using an effective medium, with careful consideration of what information accurately communicates the task.                          | The research method chosen was effective for the domain and generated an in-depth level of analysis of the data/findings.   | The response demonstrated a high level of understanding of concepts relevant to the domain.               | The findings are presented to a very high standard, using an effective media, with careful consideration of what information accurately communicates the Classroom-Based Assessment.                          |
| In Line with Expectations | The work submitted was developed using an appropriate research method which led to some level of understanding of the stimulus theme..                        | The work submitted demonstrated a good understanding and use of geometric concepts.       | There was a good use of two-dimensional and/or three-dimensional representations in the solution.       | The solution was well presented, using an appropriate medium, with careful consideration of what information to communicate to best showcase the task.                                   | The research method chosen was appropriate for their area of learning and generated a suitable analysis   | The response demonstrated some level of understanding of concepts relevant to the domain                  | The findings are well presented, using an appropriate media, with careful consideration of what information best communicates the Classroom-Based Assessment.   |
| Yet to Meet Expectations  | The work submitted was developed using an ineffective research method which led to a lack of understanding of the of the stimulus theme..                     | The work submitted demonstrated little to no understanding and use of geometric concepts. | There was little or no use of two-dimensional and/or three-dimensional representations in the solution. | The solution was presented in an unsuitable format resulting in an ineffective communication of the Classroom-Based Assessment.  | The research method chosen for the domain was ineffective and the analysis of the data/findings lacks depth   | The response demonstrated little or no understanding of concepts relevant to the domain.                  | The findings are presented in an unsuitable format resulting in an ineffective communication of the Classroom-Based Assessment.   |