

Choosing your CBA approach

40 minutes

The CBA: Putting the pieces together

WHAT THIS LESSON DOES

In this lesson you explore the two Classroom-Based Assessment approaches: a final team software project and a portfolio collection. You compare them to your existing work and choose the path that matches your strengths while applying the class ground rules for AI assistance.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the two CBA approaches: a final software project in a team of two to three, and a portfolio collection
- Choose the path that suits your strengths and your evidence so far
- Know the class ground rules for AI help: what support is allowed, what must be your own work, and that any AI use is noted honestly

BEFORE THE BELL

- Confirm your school's local reporting practice for the two CBA approaches (team software project and portfolio collection).
- Prepare paper templates for the choice note if students are not using digital tools.
- Have the class AI ground rules visible if they still exist from earlier.
- Confirm your school's local CBA reporting practice for the two approaches
- Student devices with browser access; students need access to their saved work folder or notebook

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HOW THE LESSON RUNS

4 min	introduction	Start
1 min	content	Two paths to weigh
3 min	content	What each approach asks of you
4 min	activity	Rummage your own evidence
8 min	content	Weigh the two paths
14 min	activity	Your turn: lock in a choice
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Compare the two paths as equal columns on the board, then get into the cards quickly.
- Run a hard two-minute evidence rummage, then a short one-line check on one starred piece, before the interactive opens.
- Circulate during activities to check students are matching paths to their evidence.
- Keep choice notes short with four bullets only; sentence starters are already on the student side.
- Keep the full AI rules on the wall or in teacher notes; students only need the AI line in the choice note while they write.
- Use a quick hands-up poll at the end to see the split of choices.
- Frame AI rules as class or school ground rules, not as NCCA CBA rules.

WHAT TO WATCH FOR

- Students planning the full project: remind them this session is only for choosing the path.
- Treating portfolio as the easier option: name that it needs finished pieces and a joining reflection.
- Forgetting to mention AI rules: prompt inclusion of one line on honest AI use under class rules.
- Not linking choice to prior work: require naming two specific pieces of evidence.

DIFFERENTIATION

- Support: sentence starters are already in the student step; offer a printed half-page template if needed.
- Extension: ask students leaning project to note one possible teammate skill they would look for next time.
- Support: allow paired discussion for students unsure about their choice.
- Early finishers in the cards step: neighbour swap to challenge one risk and star one extra evidence piece.