

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

- Both approaches (team software project and portfolio collection) are open to every student: the guidelines let each student choose. Only a school that has adapted the course may have adapted its CBA.
- Decide the three AI ground rules you will give the class in step 6, or find your school's existing wording, so you can put them on the board while students write.
- Check that students can reach their saved work folders from earlier in the course.
- Both CBA approaches are open to every student, unless your school has adapted the course and its CBA
- Student devices with browser access; students need access to their saved work folder or notebook
- Have the class AI ground rules visible if they still exist from earlier; folder, shared doc, or notebook ready for short choice notes

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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 students into the cards on their own screens quickly.
- Hold the two-minute evidence rummage to time, then allow a short one-line check on one starred piece, so the choice rests on real work.
- Circulate during the activities to check students are matching paths to their evidence.
- Keep choice notes short with four bullets only; the sentence starters are already on the student screen.
- Write the AI ground rules on the board while students write, so they only need to copy the one line into their note.
- Use a quick hands-up poll at the end to see the split of choices.
- Frame the AI rules as class or school ground rules, and say that the assessment guidelines themselves ask that any sources or AI used are referenced.

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: the sentence starters are already in the student step, so point students to them rather than dictating openings.
- Extension: ask students leaning project to note one teammate skill they would look for next time.
- Support: allow paired discussion before writing for students unsure about their choice.
- Early finishers: the neighbour swap on Weigh the two paths, challenging one risk and starring one extra evidence piece, keeps them occupied without starting the project.