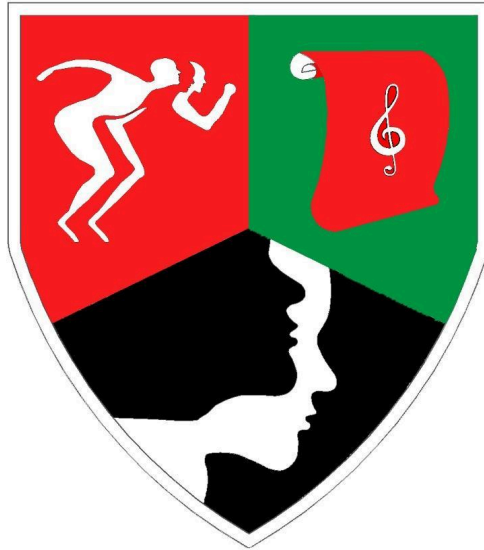


# Coláiste de hÍde



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# Assessment Policy

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## School Vision

It is in the context of the school vision that the various policies operate.

*"Our aim at Coláiste de Híde is to pave the way for each and every student to reach their full potential with ease, intellectually, physically, spiritually, culturally, socially and emotionally through the medium of Irish. A special effort is made in the school to foster a positive self-image in each and every person, along with fostering in them respect for each person, their environment and their community."*

## Assessment Policy and the School Report

Our aim at Coláiste de Híde is to pave the way for every student to reach their full potential with ease, intellectually, physically, spiritually, culturally, socially and emotionally through the medium of Irish. A special effort is made in the school to foster a positive self-image in each and every person, along with fostering in them respect for each person, their environment and their community.

## Rationale

Assessment at Coláiste de hÍde is an integral part of the teaching and learning process. Our assessments are designed to ensure that the assessments are fair and reliable, and that they support student learning, monitor student progress, and provide valuable feedback to students, parents, and teachers.

The assessment is part of a continuous process based on many elements, for example: homework, exams, questions, debates, assignments, projects, the portfolio and other types of school work. The students participate in the assessment team by taking responsibility for their own learning, their own ability to be critical and setting goals for their work afterwards.

It is the duty of the subject teacher to assess students appropriately, and summative and formative assessments are used to achieve this aim. We emphasize differentiation and offer many assessment methods to meet the different needs of students and different learning styles.

The subject teacher records these results on VSWare.

## Objectives of Assessment

At Coláiste de hÍde the motivation for assessment is:

- Collect and interpret data at individual, class and whole school level
- Compare individual student data with class and national norms
- To identify the specific learning needs of students and groups of students
- Contribute to the school's strategy for the assessment of learning difficulties
- Monitoring and compiling records of student progress and achievement
- Facilitate communication between parents and teachers regarding the development, progress and learning needs of the pupils
- Facilitating student participation in the assessment of their own work
- To enable teachers to monitor and modify their planning to ensure that the specific learning needs of individual students/groups are being addressed.
- Inform the School Improvement Plan

## Function of the Assessment

There are **four functions** of assessment including formative, evaluative, summative and informational

<b>Formative</b>	It helps the students in the learning process.
<b>Evaluative</b>	It helps the teacher evaluate the learning activities provided. The students are also involved in assessing their own work.
<b>Summative</b>	Provides information for school reports and records.
<b>Informative</b>	It provides information for parents and the next teacher.

## Goals

- Using formative assessment in teachers' classroom planning and practice.
- Use summative assessment to provide information to students, parents and teachers about the progress made in the learning process.
- To provide continuity among the teachers and the lessons, to allow students to understand what they have achieved and where they could improve it.

## Summative Assessment

Name of the Assessment	Years involved	Month
Term 1 Assessment	1, 2, 3, 4, 5 & 6	October
Christmas exams	1, 2, 3, 5 & 6	November/Christmas
<i>Progress report</i>	4	<i>December</i>
Mock exams	3 & 6	January/February
Term 2 Assessment	1, 2 & 5	The month of March
Transition Year Credits	4	May
Summer exams	1, 2 & 5	May

## Formative Assessments

According to the National Curriculum and Assessment Council<sup>1</sup> assessment in education is the attempt to collect, make sense of and use data in relation to learning processes and outcomes.

Formative Assessment is recommended through:

- Share the learning intentions of the class at the beginning of the class
- Ask high and low questions, and they are answered during the classes
- Review of the work of the previous days through questions, discussion, use of the resources or through mini-tests
- Giving homework and ways to correct the homework
- Questions from exam papers
- Document-based questions
- Current is to be shared with the class
- Self assessment
- Peer assessment
- Debates
- Scaffolding

Differentiation:

- Low questions and order questions
- Option to give questions/tasks as homework
- Option to give questions/tasks in an assignment
- Pair and group work with different roles

<sup>1</sup> <https://ncca.ie/ga/foilseachain-taighde/caipéis%C3%AD-comhairliúcháin/>, accessed 23rd MF 2023

# Christmas Exams & Summer Exams

During the Christmas and Summer Examinations the students are given a timetable, and the teachers follow a rota provided to them before the examinations. Coláiste de hÍde will always endeavor to provide a Special Center for students with additional needs.

The subject teacher is responsible for ensuring that:

- That the appropriate time has been fixed for the examination in the subject.
- That the length of the examination paper is suitable for the time given.
- That the examination paper be made available through both Irish and English to support students with additional needs.
- That the examination paper is in the office in the appropriate cabinet with the subject, date and time of the examination clearly marked on the sheet.
- That they know what exams they are supervising and if there are any changes to the rota, to inform the assessment secretary or management.
- That they understand the role of the Assistant and the Invigilator as outlined below.

## Just before the exam:

- If there is "study" time before the first exam, organize the room (space between everyone) and make a seating plan. Leave the copy on the teacher's desk and send a picture to the team by email.
- The assistant collects the exams from the office. If you are an invigilator, go straight to the exam room. Everything will be brought to you in the exam room.
- There should be a roll with your exams, take the roll on the page.
- The assistant will be available via email if you need a toilet break/anything else.
- Pupils from the special center(s) collect the examinations from the primary class at the beginning of the examination.

## End of examination:

- The superintendent collects the examinations in their primary classes.
- It is the duty of the pupils in the special examination center to return the papers to the primary class at the end.
- Return the exams to the office (or to the appropriate teacher!)

# The New Junior Cycle

## CBAs

The New Junior Series assessment ensures that a range of skills are assessed, i.e. putting the student at the center of the learning process. Pupils will complete Classroom Based Assessments (CBAs) during class time in 2nd and 3rd years, which will be reported on the Junior Cycling Profile of Achievement (JCPA). A student can achieve one of 4 grade descriptors (listed below) once:

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

Where a pupil has not turned in a Classroom Based Assessment, 'Not Reported' is used. There is no appeal for the allocation of a student's grade.

Teachers have a Subject of Learning and Assessment Review (SLAR) meeting where students' work is reflected upon.

In addition, the students in 3rd year do an Assessment Task (in most subjects) which is 10% of their final exam results.

Finally, when the students receive their Junior Business Profile (PGSS), the language grades are:

Above  $\geq 90 - 100$

Higher Merit  $\geq 75 - < 90$

Merit  $\geq 55 - < 75$

Achieved  $\geq 40 - < 55$

Partially achieved  $\geq 20 - < 40$

Not Graded  $\geq 0 - < 20$

## External State-Certified Examination of the Junior Cycle

- All Junior Cycle students will take a written exam.
- The exam script and Assessment Task will be sent to the CSS.
- These exams will be marked by the SEC.
- According to the Coláiste de hÍde curriculum students will undertake a maximum of 9 subjects.
- Irish, English and Maths will be available at two levels (High and Ordinary).
- All other content, operating under the new specifications, will be available at one common level.
- No exam under the new specifications will last longer than two hours



# Assessment in Transition Year

A system of credits is in place for Transition Year. If you teach a subject for the whole year, that subject is worth twenty credits. If you teach a module for half a year, there are ten credits for that subject. It is recommended that subject teachers plan how they will assess the transition year students throughout the year in order to achieve credits in the subject.

Transition Year students also keep a portfolio. There will be a summative assessment of the students' portfolios.

There is more information on the Transition Year program and assessment courses here:

<https://docs.google.com/document/d/1q6Y7YFcs3eNDikWQASMFh4nLGveTFviZ/edit?usp=sharing&oid=115419363564092277794&rtpof=true&sd=true>

## Roles and Responsibilities

### Pupils

It is the responsibility of each student to:

1. Follow the teacher's guidance regarding exam preparation;
2. Maintain an edit on soft and hard notes;
3. To make the best possible effort to reach the peak of their abilities;
4. Manage themselves in terms of time before and during an exam;
5. Develop Communication and Presentation Skills;
6. Learn about how to work with others;
7. Have a positive, open mind to consider and measure different opinions and ideas;
8. Be willing to accept feedback from teachers, and improve aspects of their work based on their teacher's recommendations;

### Parents

It is the responsibility of each parent/guardian;

1. Be involved in your child's learning;
2. Have regular contact with the Subject/Class Teacher and/or Year Head regarding your child's progress;

3. Read any information the school sends you regarding your child's assessment;
4. Understanding and encouraging your child's progress;
5. Making sure your child is at school and on time every day;
6. Regularly check your child's notes and organisation;
7. Provide a quiet place for your child to prepare for an exam;
8. Practice Communication and Presentation Skills with your child;
9. Give them every opportunity to practice daily practical skills at home;
10. Give your child every support to be ready for School and State Exams;

## Teachers

It is the responsibility of every teacher;

1. Measure student progress and make changes to subject plans if necessary;
2. Giving guidance and advice to students in relation to examinations;
3. Carry out regular formative and summative assessment of students to measure the learning needs of their students;
4. Keeping a close eye on the order and arrangement of each student's notes;
5. Communicate regularly with parents/guardians regarding the student's progress;
6. Contact parents/guardians to provide them with information about the CBAs;
7. Informing Class Teachers, Year Heads and School Management about students of concern;
8. Giving students opportunities to develop and use their talents in the assessment;
9. Give clear feedback and guidance to students on how to improve their own learning;
10. Review their own teaching and learning methodology;

## Reporting

There is at least two weeks between the end of the exams and the due date of the results. Results go up on VSWare. The results open again for a day to allow class teachers and year heads to fill in their reports. They are then published for parents to see on VSware.

## Cheating

Cheating on exams undermines the integrity of the assessment process and the values of honesty and fairness that the school stands for. It includes actions such as **copying from another student, using books/notes/phones etc, communicating with others during an exam, or external help** which seeks to

gain an unfair advantage. Such misconduct not only damages academic results but also damages real learning experiences for the students. Any student found to have cheated will face disciplinary consequences, including a failing grade on the exam, parent notification, and additional academic penalties. The school encourages students to uphold academic integrity by preparing responsibly and demonstrating their knowledge and skills in each assessment.

# Use Standardized Testing

The schedule for psychometric testing in the school is:

## Schedule

### Assessed in the Transfer Process (Class 6):

1. CAT4 – Level E (Cognitive Examinations) – Scores in Standard Scores. Paper Version x 70 Booklet Term 2
2. Drumconrach Grade 6 Results - Achievement Examinations (Reading/Spelling English, Maths and Irish) Score in Sten

### Year 1

3. WRAT5 – Achievement Tests – (Spelling, Word Reading, Sentence Comprehension, Calculation in Maths) – Scores In Standard Scores
4. PPAD-E/I – Standardized Exam – Word Reading, Spelling, Reading Speed, Reading Comprehension, Writing Samples. Term 1

### Year 2

5. DOTS (Drumcondra Online Tests) – Achievement Tests in Irish Maths/Reading – Standard Scores. Term 3

### Year 3

6. WRAT5 – Achievement Tests – (Spelling, Word Reading, Sentence Comprehension, Calculation in Maths) – Scores in Standardized Scores (RACE). Term 1

### Year 4 (Recommended)

7. CAT4 Exams – Level G – Cognitive Exam – ONLINE Standard Scores (predicted results) for Advanced Test (Subject Choice). Term 2

### Year 5/6

8. WRAT5 – Achievement Tests – (Spelling, Word Reading, Sentence Comprehension, Calculation in Maths) – Scores in Standardized Scores (RACE). Term 3/Term 1

### Other Examinations

- Access Maths (Form A/B) Version transfers to Irish
- Diagnostic Reading Analysis (about 16)
- DASH – Detailed Analysis of Handwriting Speed
- Dyslexia Screener Test (under 16)
- Dyslexia Screener Test (thar 16)
- Dyslexia Screener and Guidance (Online)
- Dyscalculia Screener and Guidance (Online)
- New Group Reading Tests