

Approved Date:	February 2018
Review Date:	February 2021

Assessment

Rationale:

This policy was formulated by the teaching staff in January 2018 so as to have a transparent and uniform approach to assessment throughout the school. The P.D.S.T guidelines were used to assist in the drafting of this policy.

Relationship to Characteristic Spirit of School:

Assessment activities used in this school will contribute to pupil learning and development by:

- Assisting teachers with their individual planning
- Helping to ensure that all children can fully take part in all school activities
- Informing parents and pupils about learning strengths or difficulties

Aims:

The aims of this policy are

- To benefit pupil learning
- To monitor learning processes
- To assist teachers long and short term planning
- To co-ordinate assessment procedures on a whole school basis.

The purpose of assessment is to:

- Monitor pupil progress and attainment.
- Compile records of individual pupil's progress and attainment.
- Facilitate communication between parents and teachers about pupils' development, progress and learning needs.
- Facilitate the involvement of pupils in assessment of their own work.

Assessment Used:

A wide variety of assessments are used in the school. These consist of formal and informal assessments.

What assessments are used?

- Understanding concepts-standardised tests, teachers' tests, teacher observation, "traffic lights".
- Development of skills-observation, behaviour profile.

- Attitudes and Values-observation, behaviour profile
- Growth in self-esteem and inter/intra personal behaviour-observation, behaviour profile.
- Subject Areas.

How are children involved in assessment of their work?

Children are involved in the assessment of their own work through the use of the traffic light system, self-correction, making up questions, discussion of work, peer assessment.

Assessment informs teaching on a day to day and week to week basis. Each year the results of standardized tests will be viewed and school planning for the following year will be influenced by the results.

Informal Assessment

- Teacher observation: This issued across the whole school and applies to all subject areas.
- Checklists: These are used across the whole school. Checklists are particularly useful in Maths and English but can be used in all subject areas at the discretion of the teacher.
- Teacher designed tasks and tests: These are used at the discretion of the teacher.
- Work samples, portfolios and projects: copies of work are kept at the discretion of the teacher. The results of informal assessments are recorded in school reports and children's behaviour records. Children's progress is also discussed among staff formally and informally.

Standardised Testing:

Drumcondra Reading Tests are given from 1st to 6th Class at the end of the school year by the class teacher.

Drumcondra Maths Tests are given from 1st to 6th Class at the end of the school year by the class teacher.

Drumcondra Spelling Tests are given from 1st to 6th Class before the February mid-term break. The results are recorded on a class record sheet.

Screening:

The screening tests used to identify learning strengths and weaknesses in the school are;

- Middle Infant Screening Test (MIST)
- Jolly Phonics Reading assessment
- Quest Screening Test – after MIST & Jolly Phonics have shown children who need further testing
- Maths Assessment Test- Baseline

- Non Reading Intelligence Test (NRIT)

These tests are administered individually or on a class basis. The MIST is administered on a class basis around Easter of each year. Screening is used by the school to initiate the staged approach to intervention as per **Circular 24/03** and **Circular 02/05**.

Diagnostic Assessment:

Such tests are administered by the Special Education Teachers following referral by the class teachers in consultation with parents/guardians. The administration of such tests is in keeping with the approach recommended by **Circular 02/05** where a staged approach is used by the individual class teachers before recourse to diagnostic testing /psychological assessment. Parents are provided with test results and if a psychological assessment is warranted, parental permission is sought and a consent form is completed. The Principal will facilitate such an assessment happening.

The diagnostic tests used in the school include;

- Quest Diagnostic Test- up to 2nd class
- YARC- Assessment for reading comprehension
- Phonemic Awareness in Young Children – Jager/Adams/Foorman
- Phonic Skills – Kickstart Publications
- Macmillan Diagnostic Tests – 3rd- 6th (if needed).

Psychological Assessment:

A decision to request the psychological assessment of a child is made by the Principal Teacher in consultation with the class teacher, Special Education teacher and parents. Psychological reports are stored in a child's file which is in a locked filing cabinet. These can be accessed by the Principal, class teacher and special education teacher as necessary.

Assessment for Learning:

Assessment for learning informal strategies which are employed in Scoil Cholmcille, Mount Hanover at the discretion of the individual teacher include:

- Teacher observation
- Teacher designed tests
- Projects and homework

- Success and Improvement Strategy (also referred to as 'two stars and a wish'). This involves children reflecting on their work and identifying two 'best bits' /parts they like and one area where their work can be improved.)
- Sharing the learning intention/objective and devising success criteria (We are learning to..... We will know when we've achieved this because.....)
- SALF Folders (self Assessment and Learning Folders). Self-assessment is the means by which pupils take responsibility for their own learning.

Record Keeping and Reporting:

Standardised Tests are kept in each child's file and a master copy of these test results are kept for each class. These files are kept in a locked filing cabinet. A copy of each child's school report is also kept in his/her file. These files are kept for five years after the child has left the school. The special education teacher keeps copies of screening and diagnostic test in a locked filing cabinet.

Teachers and other professionals, where necessary, have access to these files. There is an agreed policy for reporting results of assessments. There is a shared understanding among teachers regarding comments in children's reports. Parents are provided an opportunity to respond to school reports at the yearly parent-teacher meetings.

References:

DES Circular 02/05 – 24/03

DES Learning Support Guidelines 2000

www.sess.ie

Working Together to make a Difference for Children - NEPS

English	Maths	Gaeilge	S.P.H.E.	P.E.
Teacher observation	Teacher observation	Teacher observation	Teacher observation	Teacher observation
Teacher designed tests and tasks	Teacher designed tests and tasks	Teacher designed tests and tasks	Teacher designed tests and tasks	Teacher designed tests and tasks
Work samples, portfolios, projects. SALF	Work samples. SALF	Work samples.	SALF	
Diagnostic tests	Diagnostic tests			
Standardised tests.	Standardised tests.			
Science	Geography	History	Music	Visual Arts
Teacher observation	Teacher observation	Teacher observation	Teacher observation	Teacher observation
Teacher designed tests and tasks	Teacher designed tests and tasks	Teacher designed tests and tasks	Teacher designed tasks	Teacher designed tasks
Work samples. SALF	Work samples. SALF	Work samples. SALF	Work samples. SALF	Work samples. SALF