

TITLE OF POLICY: ASSESSMENT

SCOPE :

WHOLE SCHOOL

RELATIONSHIP TO SCHOOL'S MISSION/VISION/AIMS:

“We aim to build a caring atmosphere of learning and respect which promotes self-confidence and achievement through education and a sense of belonging for all”
The policy reflects the school’s aim to promote students’ educational development and achievement.

RATIONALE :

- **To monitor learning**
- **To establish appropriate levels for students taking state examinations**
- **To reinforce learning**
- **To provide feedback for students and parents**
- **To identify difficulties as they arise**
- **To select students for additional teaching support/further assessment/referral to other agencies**
- **To identify students for placement in class groups**
- **To meet learning needs of individual students**
- **National numeracy & literacy strategy**
- **To allow for more appropriate planning on a whole school level**
- **To compare norms**
- **To observe progression and attainment**
- **To allow for appropriate examination levels**
- **Requirement for R.A.C.E**

GOALS/OBJECTIVES (in precise terms, what is the policy intended to achieve?)

A school- wide consistent approach to assessment ,recording and reporting of student progress

POLICY CONTENT

(the provisions of the policy, indicating the school's approach to this policy-area):

Methods of Assessment

- **Formal:**

In-school examinations

State examinations

Standardised tests

Transtions tests –Do.IT Profiler (CDVEC)

WRAT 1V: Between October and November all first years will be tested using the following subtests; Spelling, Word Vocab and Comprehension

CAT 3: In February 2013 first years students were tested and the school is awaiting results. In future this test will be carried out in October of year of entry. It will also be administered to all 4th Yrs in May

DATS: This will be administered to the 5th yrs during May

WRAT 1V: The spelling component was administered to 4th yr LCO class to ascertain number of students in need of spelling waivers for RACE. This will be carried out in the 2nd term of 4th yr.

Drumcondra Numeracy: This will be carried out in the first term for all incoming first years. It will again be administered in May of that year.

- **Informal**

Class tests (written & oral)

Monitoring of classwork

Evaluation of homework

Questioning in class (higher & lower order)

Project work

Role Play

Portfolio assessmet (where relevant)

Discussions

Quiz

Group work

Self-assessment

Peer to Peer

Testing of students in ASD class

Formal Assessment:

Includes functional assessment and academic assessment.

Functional assessment: TTap (SESS)

Academic Assessment: Language Assessment (ABLLS)

- **Recommendations:**

Review homework policy

Homework to be seen as part of LCA – induction

Early reports to LS and Resource for formal testing

Subject based diagnostic testing

ROLES AND RESPONSIBILITIES (what are the responsibilities of the various parties in the school community in the development, implementation and evaluation of this policy?):

Monitoring:

Subject teacher monitors progress through observation, testing, evaluation of work. Input from SNA's, learning support records, subject meetings, class meetings, class meetings, year group meetings. Care team.

Recording:

Subject teacher: student diary, teacher's diary, term reports, sample work, JCSP statement.

Reporting:

Subject teacher, Class teacher, Year Head, Learning support, Resource, Guidance, Management, Hscl

Student feedback

Verbal and Written reports to parents

Parent teacher meetings

Storage:

Student diary

Teacher's diary

JCSP files (JCSP co-ordinator)

Resource files (resource teacher)

Student reports and state exam results (Office)

Transition tests (guidance counsellor)

SUCCESS CRITERIA (what indicators will be used to gauge the effectiveness of the policy?)

Student progress can be more accurately monitored by subject depts..

Subject teachers can guide students in choosing appropriate levels in state examinations.

Subject departments can achieve DEIS targets

MONITORING PROCEDURES (who will do what when to see how the policy is working?)

Subject teachers and subject department review

DEIS targets achieved

SSE

REVIEW PROCEDURES (who will do what when to evaluate the effectiveness of the policy and to ascertain what changes, if any, are necessary?):

Policy to be reviewed in 2010/2011 following review of homework policy in light of assessment policy

TIMEFRAME (when will the completed policy be circulated, when will it come into force, when the policy be subject to review?)

2013

ASSESSMENT STANDARDISED TESTING 2013

Rationale:

- National numeracy & literacy strategy
- To allow for more appropriate planning on a whole school level
- To compare norms
- To observe progression and attainment
- To allow for appropriate examination levels
- Requirement for R.A.C.E

Testing:

- WRAT 1V : Between October and November all first yrs were tested using the following subtests;
- Spelling, Word vocab and Comprehension
- CAT 3: In February all first years were tested and the school is awaiting results.
- CAT 3: This will be administered to all 4th yr students during April/May
- DATS: This will be administered to the 5th yrs during May.
- WRAT 1V: The spelling component was administered to 4th yr LCO class to ascertain number of students in need of spelling waivers for RACE.