



Coláiste Dún an Rí

Kingscourt, Co.Cavan

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Coláiste Dún an Rí – Assessment and Reporting Policy

This Assessment and Reporting Policy will play a key role in striving to ensure that each student realises his/her full academic potential in a learning environment that reflects a culture of partnership between teachers, parents and students.

Aims and Objectives of this Policy:

- To facilitate improved teaching and pupil learning.
- To create a consistent and standardised assessment procedure for monitoring and reporting achievement in the school
- To co-ordinate assessment procedures within departments on a whole school basis
- To detail reporting procedures post assessment.

Assessment for Learning and Assessment of Learning

Our policy covers both **assessment of learning** and **assessment for learning**. Assessment **of** learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. The information gained from this kind of assessment will be used in reporting. Assessment **for** learning, on the other hand, is a continuous process, which combines a grade with advice to the student towards further improvement. Both forms of assessment are invaluable and will be used by teachers in this school.

The Purposes of Assessment

- To evaluate what a student has learned in a particular area
- To provide feedback to students in a timely and constructive manner
- To provide feedback to teachers on the success of particular teaching methodologies in the learning process
- To highlight difficulties and shortcomings in the learning process in order to develop intervention strategies
- To identify students who require additional supports and services such as learning support.
- To measure the progress of students over time and to help identify appropriate subject levels for students in the Junior Certificate exams.
- To encourage and increase the skills of self-assessment in students

- To raise expectations and standards
- To act as an incentive for students in the learning process.
- To keep records of attainment that will inform parents through the school's reporting process. This will enable parents to be actively involved and support their child's educational progress.

Forms of Assessment

1. Informal Assessment

The most common forms of assessment used in the school are of an informal nature, and these take place regularly in the classroom. These informal assessments are at the discretion of individual teachers who will use them constructively for learning to take place. Timely feedback and constructive advice are vital components in this process. Where appropriate, teachers will keep records of these assessments to provide an insight into a student's progress over time and to inform the learning process. Informal Assessments methods may include, amongst others –

- Worksheets, quizzes and written classwork
- Questions and answers in class
- Essays, journals, projects and assignments
- Reading and writing in class
- Sample exam questions
- Homework – written or learned
- Oral or aural work
- Presentations, performances or debates

2. Formal Assessment

There are many types of formal assessments that take place in the school environment:

- I. **Assessment on entry** – Incoming 1st year students will sit standardised tests prior to their entry to the school. These standardised tests: CAT4 Digital are used to identify reading ages and students' abilities in verbal, numeracy, spatial and non-verbal competencies. Learning difficulties are discussed confidentially with parents or primary schools to ensure an appropriate programme of learning support can be put in place, as necessary.
- II. **Monthly/End of Topic Test** – These forms of assessments will be conducted at the discretion of the teacher on a monthly or end of chapter basis. These tests are a vital component in providing feedback to teachers, students and parents, on the level of each student's attainment and learning in that specific subject area. Teachers will give constructive feedback to students who partake in these tests, and the results of these tests will be used in the school's formal reporting structure as appropriate.
- III. **House Exams** – All house exams will follow the same operating rules as state exams.

1st and 2nd years will sit their Christmas exams in December and their Summer exams at the end of May. These exams are of a serious nature and this is recognised by students, parents and teachers alike. The purpose of these exams is to measure student learning and attainment in each subject area, and to give students experience in sitting formal exams similar in nature to the state exams.

The results of these Christmas Exams and Summer Exams will be reported in the Christmas Reports and Summer Reports respectively.

3rd year students will sit Pre-Mock exams in Oct/Nov in each subject area, as appropriate to the level of content covered at that point of the Junior Cycle course. Reports will be issued on same.

3rd year students will undertake Pre-Junior Cert Mock Exams in February to prepare them for their state exams in June. These mock exams are very beneficial to the students in measuring their progress in their Junior Cert year. Students will gain valuable experience in time management and answering technique through sitting these mock exams. The results of these mock exams will form the basis for the Pre-Junior Cert reports sent out in late February. 3rd year students do not sit any formal house exams at the end of May, and do not receive a Summer Report.

Standardised testing required for the provision of reasonable accommodations in State examinations is completed if a need is identified and/or where students have a diagnosed Specific Learning Difficulty. Where resources allow, and when possible, any reasonable accommodations that the students may be entitled to in State examinations are replicated in the in-house examinations.

- IV. **State Exams** – The school will strive to ensure that all 3rd year students participate - as directed by the State Exams Commission - in the many assessments that make up the Junior Cert/Cycle exams. These assessments, which may include orals, course work, practical work, oral presentations, CBA pieces, Assessment Tasks, portfolio work amongst others, will be operated in accordance with the regulations set down by the State Examinations Commission.

General Guidelines

The form that these informal and formal assessments will take, is dependent on the subject area being assessed and will vary from subject to subject. Certain forms of assessment may oftentimes be specific to a subject. All forms of assessment above, will strive to meet the additional needs of students in the classroom when they arise. Where feasible, common assessments across a year group will be used in each subject area for formal house exams. This will provide for increased co-operation and a common benchmark across each subject area.

Students are expected to treat all the above forms of assessment with respect. Any student who willingly fails to participate fully, or who acts in a disrespectful way towards any form of assessment in the school will be dealt with accordingly.

REPORTING

Reporting to students and parents/guardians will be timely and constructive. Advice will be given on how to improve and targets set to achieve that improvement.

There are different methods whereby the results of formal and informal assessments will be reported to parents:

- **Student Journal** – The teacher may communicate the outcome of any assessment to the parents/guardian of a student by writing a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.
- **Direct Contact** - the teacher may decide to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student
- **Signature of Parent/Guardian on Assessment** – the teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.
- **Parent Teacher Student Meetings** – there are Parent/Teacher/Student Meetings for all Year Groups throughout the academic year. At these meetings, it will be possible for teachers to relay the outcomes of various assessments to parents/guardians of individual students, generating an accurate picture of the student's progress.
- **Written reports** – Formal written reports are provided to parents/guardians of students on two occasions during the academic year. These reports will be accessed via log-in to VS Ware or in hard copy on request. 1st and 2nd year parents/guardians will receive reports at Christmas and Summer. 3rd year parents/guardians will receive reports in November and February.

This policy was adopted by Coláiste Dún and Rí Board of Management on 5 June 2019