

Scoil Mhuire Ennistymon

Assessment Policy

Mission Statement

‘to foster the holistic development of each student, in a supportive learning environment, enabling all to live fulfilling lives’

Introduction:

This Assessment Policy was developed in collaboration with the Scoil Mhuire, Ennistymon community – students, teachers, parents/guardians, management and trustees. It recognises the requirement of the school to *regularly evaluate students and periodically report the results of the evaluation to the students and their parents*, as set down by the Education Act 1998. This Assessment Policy will be reviewed regularly, as directed by the Board of Management.

Relationship to Mission Statement:

Scoil Mhuire is a Catholic school under the Trusteeship of CEIST (Catholic Education and Irish Schools Trust) committed to providing holistic education so that each student is empowered to realise her full potential in a caring, supportive environment.

Scoil Mhuire welcomes all students from our multicultural society.

This Assessment Policy will play a key role in striving to empower each student to realise her full academic potential in a learning environment that reflects a culture of collaboration between teachers, parents and students.

Aims and Objectives of this Policy:

The primary aims and objectives of the policy are:

- To promote continuous development of teaching and learning.
- To create a consistent assessment procedure for monitoring and reporting academic achievement.
- To co-ordinate assessment procedures within subject departments and on a whole school basis

Assessment for Learning & Assessment of Learning:

Assessment in education is about gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement (e.g. Junior and Leaving Certificate), to determine the appropriate route for students to take through a differentiated curriculum or to identify specific areas of difficulty or strength for a given student.

Assessment of Learning is often referred to as summative assessment in that its intention is to provide a summary of the achievement/s of the learner.

Assessment for Learning (usually shortened to AfL) is often referred to as formative assessment in that its intention is to form, shape or guide the next steps in learning. It is sometimes referred to as ‘learning to learn’.

Both forms of assessment are invaluable and will be used as appropriate by teachers in this school.

The Purposes of Assessment:

- To evaluate student learning
- To inform and guide continuous learning
- To provide feedback to students in a timely and constructive manner
- To provide feedback to teachers on the efficacy of particular teaching methodologies in the learning process
- To highlight difficulties and shortcomings in the learning process in order to develop intervention strategies
- To affirm effort and work of a high standard
- To identify students who require extension activities
- To encourage and develop the skills of self assessment and peer assessment
- To keep records of attainment that will inform parents through the school's reporting process
- To measure the progress of students over time
- To facilitate preparation for State Examinations
- To set expectations and raise standards
- To act as an incentive for students.

Forms of Assessment:

Assessment will incorporate a differentiated approach, where appropriate, to cater for all levels of ability.

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 use them constructively for continuous 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 students' progress over time and to fully inform the learning process.

Informal Assessment modes include:

- Worksheets & written class work
- Oral questions and answers in class
- Reading & writing in Class
- Homework – written and learned
- Essays & assignments
- Sample exam questions
- Oral presentations
- Project work

Formal Assessment

Formal Assessment modes include:

Monthly/End of Topic Test – These assessments will be conducted at the discretion of the teacher on a monthly or end of chapter basis. These formal tests are valuable in providing feedback to teachers, students and parents/guardians on each student's level of attainment and learning in that specific subject area. Teachers provide constructive feedback to students following assessment and the results of these tests will be used in the school's formal reporting structure where appropriate.

House Exams –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. All house exams will follow similar operating rules and procedures to State Exams. The results of house exams will be reported to parents/guardians. Teachers will provide constructive feedback to students following house exams.

Assessment Schedule:

- November Report.
 - *All Year Groups (except Transition Year)*
 - At least 2 class tests (September & October).
 - 1st and 2nd Yrs. - Homework 10% of marks.
- January Report.
 - *1st, 2nd & 5th Years:*
 - end of 1st term House Exams.
 - *3rd & 6th Years:*
 - House Exams late Nov/early Dec.
 - Submission of work at the end of term.
 - *Transition Year.*
 - Review of Portfolio of Learning.
 - Comment on application to learning and progress in subjects.
- March Report.
 - *1st, 2nd & 5th Years:*
 - At least 2 class tests (February & March).
 - 1st and 2nd Yrs. - Homework 10% of marks.
 - *3rd & 6th Years:*
 - Mock Exams: These exams are seen as being very beneficial to the students in measuring progress in the Junior Cert and Leaving Cert years. Students will gain valuable experience in time management and answering technique from sitting these mock exams.
- June Report.
 - *1st, 2nd & 5th Years:*
 - End of term House Exams.
 - *Transition Year*
 - Review of Portfolio of Learning
 - Comment on application to learning and progress in subjects.

Transition Year:

- Transition Year is focused on experiential learning and personal development.
 - Transition year students develop a ‘*Portfolio of Learning*’ throughout the year.
 - The Portfolio comprises Subject Specific Learning Statements and General Learning Statements.
 - Subject Learning Statements are set by class teachers
 - General Learning Statements relate to a student’s personal development and engagement with the Transition Year Programme.
 - For each Learning Statement the student is required to include:
 - a written account outlining individual achievement of targets as set out in the Learning Statement
 - a piece of evidence (e.g. photograph, copy of class work, certificate, etc) to support the written account.
- Examples:**
- Subject Learning Statement**
Maths: ‘*I can apply a Mathematical concept to a real life situation*’
Written account: detail participation in collection of class heights, arm span and other measurements
Evidence: photograph of measurements being taken accurately
- General Learning Statement:** ‘*I have used my skills to help others in Irish Society*’
Written account: detail participating in/organising of fundraising for an Irish Charity
Evidence: copy of the lodgement to the charity account
- Each student’s Portfolio is reviewed and assessed by a different teacher on three occasions during the year. A grade Distinction/Merit/Pass/Unsuccessful is awarded. Feedback is provided to support continuous learning and improvement.
 - The final grade is based on final assessment of Portfolio and an interview by an external assessor and a TY teacher.

State Exams

The school will endeavour to ensure that all 3rd and 6th Year students participate in all assessment components of the Junior Cert and Leaving Cert exams as scheduled by the State Exams Commission. These assessments will be conducted in accordance with the regulations set down by the State Examinations Commission.

Other Assessments:

The school may conduct other forms of assessment as required.

- *1st and 2nd Years* will undertake aptitude assessments to provide information on students' attainment, learning strengths and weaknesses and learning style. The results will be screened by the Learning Support Department to identify students who would benefit from additional learning support.
- *Senior Cycle students* will undertake career interest and aptitude tests to support subject choice and career choices.
- Students will undertake screening tests as appropriate to identify particular learning needs and to support Applications for Reasonable Accommodations in State Examinations

General Guidelines:

- Common assessments will be used for year groups in each subject area as far as possible. This will provide for increased cooperation and standardisation for each subject area.
- All assessment will strive to accommodate students with additional needs. Assessment will take account of Reasonable Accommodations in State Exams as appropriate, as far as possible.
- Students are expected to treat all forms of assessment with respect and to comply, at all times with the Examinations Instructions for Candidates (Appendix 1)
- Procedures for all school examination supervision is outlined in Examination Supervision – Duties of Supervisors (Appendix 2)

Reporting:

Reports on formal and informal assessments may be reported to parents through use of the following:

Student Journal –The teacher may communicate the outcome of any assessment to the parents/guardian of a student by recording a note in the student's journal or on VSWare.

Direct Contact - the teacher may contact the parent/guardian directly, following consultation with the Principal/Deputy Principal, regarding the outcome of any assessment undertaken by a student.

Signature of Parent on Assessment – the teacher may require a corrected assessment to be viewed and signed by a parent/guardian.

Parent Teacher Meetings – Parent Teacher Meetings are organised for all Year Groups providing teachers with an opportunity to report the outcomes of assessments to parents/guardians

Written Reports – Formal written reports are mailed to the parents/guardians as follows:

1 st , 2 nd & 5 th Years	November, January, March, June
Transition Year	January, June
3 rd , 6 th Years	November, January, March.

This policy was ratified by the Board of Management at an ordinary meeting on
_____ (date)

Signed _____ Chairperson

