



## **Assessment and Reporting Policy.**

### **Section A: Introduction**

Ard Scoil Chiaráin Naofa, Clara is a co-educational and multi-denominational post-primary school, committed to our ETB School Core Values of Excellence in Education, Care, Equality, Community and Respect. The Assessment and Reporting Policy has been developed in partnership with all members of the school community – parents, students, teachers, Principal and the Board of Management. It addresses a variety of assessment procedures and methods but is not designed to be exhaustive or to be overly-prescriptive. Where innovative assessment techniques are discovered and recommended, teachers will use their professional judgement in the implementation of these for the benefit of students and their success. Such techniques will be shared amongst teachers and, where possible, a school-wide implementation of agreed assessment and reporting methods will be used. The NCCA's Glossary of Key Terms associated with Assessment and Reporting can be found in Appendix I of this policy document. In this policy document, the term "parent" is taken to include "guardian".

### **Section B: Relationship of this Policy to Our Mission Statement**

#### **Mission Statement**

*Ard Scoil Chiaráin Naofa promotes the holistic educational development of all within the school community. We strive for academic excellence and aim to maximise the potential of each individual in a safe, caring and respectful manner.*

Ard Scoil Chiaráin Naofa is committed to providing the best educational formation possible for all our students, by providing equally for all, a broadly-based curriculum. We aim to provide a holistic educational development of all within the school community. We strive for academic excellence and aim to maximise the potential of each individual in a safe, caring and respectful environment. In the context of students' wellbeing, our Assessment and Reporting practices are designed to be helpful, supportive and encouraging of students so that all students can experience success and reach their own potential. In partnership with parents, who are the primary educators of students, we strive to respect the dignity, worth and individuality of our students by affirming genuine effort and success, and providing encouragement, motivation and support to students to help them reach their full potential.

## **Assessment.**

### **Part C: Assessment – Definition**

Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems. Educational assessment provides information about progress in learning, and achievement in developing skills, knowledge, behaviours and attitudes (see [www.ncca.ie](http://www.ncca.ie)).

Assessment Methods: This is a term that encompasses the various strategies and techniques that can be used to collect information from students about their progress towards attaining the knowledge, skills and attitudes to be learned. The assessment method chosen should allow for the generation of evidence and provision of timely feedback in order to make appropriate instructional decisions and improve student learning (see [www.ncca.ie](http://www.ncca.ie)).

### **Section D: Types of Assessment**

- Formative Assessment e.g., oral questioning, students' homework and classwork
- Summative Assessment e.g., House Exams, Junior Cycle and Leaving Certificate Exams
- Oral and Aural Language Assessments
- Assessment Tasks, particularly with those completing the Leaving Certificate Applied Programme.
- Project Work – Presentations, PowerPoints, Portfolios/Eportfolios, visual displays, posters
- Practical Exams in Art, Engineering, Construction Studies, Home Economics and Music
- Field Work/Study – Geography, History, Home Economics and Science
- Online assessments – Entrance Assessments in Irish, English and Maths and Cognitive Ability Test (CAT 4). Students' scores help school Management create classes of mixed-ability and provide base-line data for academic tracking and monitoring purposes
- Psychometric Tests – CAT 4, Differential Aptitude Tests, Drumcondra Tests, etc.
- Learning Reflections at the end of a chapter/unit of work and, as part of house exams for Junior Cycle classes
- Literacy e.g., Paired Reading, Literacy Week and Drop Everything and Read (DEAR) for example
- Numeracy e.g., Maths Week
- Fitness Tests in P.E.

#### ***Assessment takes two key forms:***

- a) Assessment of Learning, which is summative in nature and provides a 'snapshot' of student attainment and progress at a given time (e.g., Christmas Tests / Summer Tests / State Examinations / Psychometric Tests / CAT 4 Test / Entrance Tests / Differential Aptitude Tests). The purpose of summative assessment is to evaluate student learning at the end of a teaching unit by comparing it against some standard or benchmark.

- b) **Assessment for Learning** which is formative in nature and intended to inform teaching and learning, to impact positively on student engagement and to guide student progress (e.g., students answering questions in class, helpful feedback given by teachers on students' written work, suggesting the next steps they need to take to improve). The purpose of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching, and by students to improve their learning. Formative Assessment helps students identify their strengths and weaknesses and target areas that need more attention and work by the student.

Teachers will generally use both types of assessment in the course of teaching and learning.

Assessment at Junior Cycle places the student at the centre of the learning process allowing for new ways of learning and a broader range of skills to be assessed (see [www.ncca.ie](http://www.ncca.ie)). Assessment at Senior Cycle aims to help students experience success in the Leaving Certificate/Leaving Certificate Applied Programme, and fosters independent learning and critical thinking skills, in line with the Key Skills for Senior Cycle.

### **Section E: Assessment – General Aims**

- a) To inform parents and students of students' progress.
- b) To encourage students to take responsibility for their learning.
- c) To help students reflect on their learning and to set and achieve realistic improvement targets.
- d) To pursue academic excellence while providing for the holistic education of students.
- e) To ensure the learning process is as interesting and enjoyable as possible to facilitate and encourage a love of learning that will become a lifelong process.
- f) To encourage parents to take an active role in, and a shared responsibility for, their child's learning and education.
- g) To help parents to understand and support the progress their child is making and to monitor their child's progress throughout their time in school.
- h) To support the processes of School Improvement and DEIS Evaluation and to comply with all requirements of Legislation, the Department of Education Inspectorate, Circulars, the Curriculum and other relevant documentation as arises from time to time.

### **Section F: Rationale**

The Board of Management of Ard Scoil Chiaráin Naofa is committed to the successful implementation of Education legislation and other relevant publications pertaining to Assessment and Reporting, in particular:

- The Education Act (1998),
- The Education for Persons with Special Educational Needs Act (2004),

- The Framework for Junior Cycle (Department of Education and Skills [DES], 2015),
- Looking at Our Schools (DES, 2016),
- School Self-Evaluation Guidelines (DES, 2016)
- Circular 0059/2021 (DES): Arrangements for the Implementation of the Framework for Junior Cycle with Particular Reference to School Year 2021/22,
- Subject Specifications / Syllabi,
- Reporting Guidelines, NCCA (March 2018).
- Ongoing Reporting for Effective Teaching and Learning (NCCA, 2018),
- The Data Protection Act, 1988, Data Protection (Amendment) Act, 2003, and The General Data Protection Regulation, 2018.

The Education Act, 1998, requires that schools regularly evaluate and periodically report on students' learning.

Assessment and Reporting are key features of this process. Assessment supports students' learning by acknowledging what students know, understand and can do, and points them in the direction of improvement, with the guidance and support. Assessment fosters self-reflection by students, and the practice of reviewing their own learning process, with the purpose of reaching their own potential. Assessment should enable students to make informed decisions about subject choice, careers, progression to Third Level / Further Education and about life skills. Assessment helps students to gain a better understanding of their subjects and an appreciation for same. Assessment helps to develop the required knowledge, understanding, skills, attitudes and dispositions that are embedded in the curriculum. Assessment also helps to motivate students and enables them to gain a sense of achievement. All teachers will keep a record of students' attendance, class assessments, homework and end of term assessments in their Teacher's Diary and/or on VShare.

## Section G: Key Skills

Assessment focuses on not just what students know, but also what they understand, the dispositions they are developing and the skills that they are learning.

In Junior Cycle the emphasis is on the following Key Skills:

- Managing Myself
- Staying Well
- Communicating
- Working with Others
- Being Creative
- Managing Information and Thinking
- Being Literate
- Being Numerate



In Senior Cycle the emphasis is on the following Key Skills:

- Communicating
- Working with Others
- Being Personally Driven
- Critical and Creative Thinking
- Information Processing.



Students will demonstrate their learning in these Key Skills both explicitly and implicitly through their work, and the acquisition of the relevant skills should be relevant in both summative and formative assessment.

### **Section H: Assessment in Transition Year**

The focus in Transition Year is on experiential learning and personal development. The forms of assessment used will therefore vary. Some examples of forms of assessment in Transition Year include:

- a) Portfolios / e-Portfolios of classwork.
- b) Student Self-reflection.
- c) Student Peer-Reflection.
- d) Individual / Group projects.
- e) Oral Presentations / Discussions.
- f) Work Experience Reports.
- g) External certifications (e.g., GAISCE)

### **Section I: Assessment Practices to Include Students with Additional Needs**

At Ard Scoil Chiaráin Naofa, we endeavour to make our assessment practices as inclusive as possible, within the resources available to us. Teachers actively use differentiated learning and assessment strategies with students in order to help all students to experience success and challenge, and to guide the learning process. The Special Educational Needs Co-ordinator applies to the National Council for Special Education (NCSE) for assistance for particular students whose assessment reports indicate that additional supports are essential. Teachers will employ a range of differentiated learning and assessment strategies, individual/small group Student Support tuition, co-teaching, visual aids, spelling waivers, increased time and bi-lingual dictionaries amongst others, as determined by the SEN Team in consultation with individual subject teachers and students' parents. In some circumstances,

in consultation with parents, the psychologist from the National Educational Psychological Service (NEPS) will be requested to conduct educational assessments on a small number of students.

Where possible, and subject to available resources, we endeavour to provide reasonable accommodations for students who have a specific physical or learning difficulty and who may be eligible for reasonable accommodations in their State Examinations. A reasonable accommodation may be the use of assistive technology (e.g., keyboard / laptop) / support provided by a Special Needs Assistant, and is always subject to available resources. This is done to remove, as far as practicable, the impact of the student's disability on their performance in assessments. Usually, key formal assessments may be supported in this way (e.g., Summer Tests / Mock Exams) but is subject to resources. Accommodations will be in line with the arrangements the school has put in place to support the student's learning throughout the year.

The Learning Support Teacher will apply to the State Examinations Commission for the appropriate Reasonable Accommodations in State Exams based on the students' educational assessments and Learning Support Assessments such as reading, spelling and writing assessments. Students in Third Year and Sixth Year are prioritised so that relevant applications can be submitted before the deadlines. Where a student has been granted a Reasonable Accommodation for Junior Cycle, the Learning Support Teacher will conduct further assessments in Senior Cycle in order to make application for a re-activation of the Junior Cycle Reasonable Accommodation, where appropriate. Students may be withdrawn for individual Learning Support assessments, and samples of their writing may be gleaned from their House Exams and during individual or group withdrawal sessions for this purpose.

## **Section J: Academic Tracking**

This is recorded in the student's journal in their own personal Assessment/Test Result Tracker. Subject teachers will analyse assessment data to identify patterns in student achievement and to address any difficulties or issues which arise from them. Academic Tracking is designed for students to raise expectations of success. It provides a framework within which to motivate students to engage in their learning process and target-setting which supports students in taking greater personal responsibility for their learning. Students will converse with their subject teacher regarding their exam/test results. He/she will discuss with the student their assessment marks to date and help them set improvement targets for upcoming tests / exams to help keep them focused and motivated. Student self-reflection is central to the academic tracking process, as each student is encouraged to work towards and achieve their potential and experience success at a level appropriate to them.

**Section K: Formal Assessment Calendar at Ard Scoil Chiaráin Naofa.**

<b><i>First Year</i></b>	<p>Frequent Reporting on exam-based subjects</p> <p>Christmas Exams – November/December.</p> <p>Parent-Teacher Meeting – January.</p> <p>Summer Exams – May.</p>
<b><i>Second Year</i></b>	<p>Christmas Exams – November/December.</p> <p>Parent-Teacher Meeting – January.</p> <p>Progress Reports – March.</p> <p>Summer Exams – May.</p> <p>Classroom-Based Assessments – as per CBA calendar.</p>
<b><i>Third Year</i></b>	<p>Christmas Exam - November.</p> <p>Class-Based Assessments - as per CBA calendar.</p> <p>Parent-Teacher Meeting – December.</p> <p>Assessment Tasks in relevant Junior Cycle subjects</p> <p>Mock Exams – February.</p> <p>Practical Exams for State Examinations Commission – March to April.</p> <p>Oral Exams in Languages – March to April.</p> <p>Junior Cycle State Examinations – June.</p>
<b><i>Transition Year</i></b>	<p>No formal exams.</p> <p>Parent-Teacher Meeting – January.</p> <p>Reports with Assessment Marks – January and May.</p>
<b><i>Fifth Year</i></b>	<p>Christmas Exam – November/December.</p> <p>Parent-Teacher Meeting – January.</p> <p>Summer Exam – May</p>
<b><i>Sixth Year</i></b>	<p>Christmas Exam – November.</p> <p>Parent-Teacher Meeting – December &amp; March.</p> <p>Mock Exams – February.</p> <p>Oral Exams in Languages – March to April.</p> <p>Practical Exams – May.</p> <p>Leaving Certificate Vocational Programme Links Module – May.</p> <p>Leaving Certificate Applied Interviews – February &amp; May.</p> <p>Leaving Certificate State Examinations – June.</p>

## **Section L: Assessment in State Examinations**

The Junior Cycle and Leaving Certificate State Examinations are conducted by the State Exams Commission (SEC) nationally for students in Third Year and Sixth Year each June. For Third Year students these results will be included on students' Junior Cycle Profile of Achievement in the autumn of Fourth Year or Fifth Year. The marks obtained helps inform students' subject choices for Senior Cycle. For students in Sixth Year the results help lead to Third Level education and various career path opportunities. Strict Exam Centre rules are issued by the SEC and apply throughout the duration of the exams. Students in Ard Scoil Chiaráin Naofa must be in full school uniform and adhere to the normal school rules and policies throughout the examination period.

For students who have been granted Reasonable Accommodations in the State Examinations, appropriate arrangements will be put in place for the proper conduct of students' exams in order that the assessment procedures are applied in a fair manner so as not to disadvantage any student (e.g., access to a reader / scribe / individual or shared exam centre, access to assistive technology e.g., laptop etc.).

Students are required to sit the Mock Examinations (Pre-Exams) as part of the academic programme in the school.



## **Reporting.**

### **Section M: The Guiding Principles of Reporting**

Reporting should:

- a) Encourage authentic engagement with parents
- b) Provide opportunities for students through feedback to reflect on their learning
- c) Value the professional judgements of teachers
- d) Use the language of learning to provide effective feedback
- e) Be manageable and not take away from learning and teaching
- f) Clearly communicates students' progress in learning
- g) Provide information on a broad range of achievement
- h) Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach (*Reporting Guidelines, NCCA, 2018*).

### **Section N: Purpose of Reporting**

Reporting at Junior Cycle culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA), and at Senior Cycle in the Leaving Certificate and Leaving Certificate Applied. The JCPA links Classroom Based Assessments, State Examination Assessments and Other Areas of Learning, in which student's development of some Key Skills through co-curricular or extra-curricular involvement is reported. This offers parents 'a clear and broad picture of their child's learning journey over the three years of Junior Cycle' (*The Framework for Junior Cycle, 2015*).

This style of Reporting at Junior Cycle contributes to the personal development of students, supports learning and teaching and is both manageable and accessible for everyone involved (*Reporting Guidelines, NCCA, P.4*). Formal reporting arrangements complement other reporting opportunities, including parent-teacher meetings, teacher-student dialogue and other homeschool written communications. All reporting is about informed discussions, either orally or written, between teachers, parents and students about how to improve learning. 'In building a process of effective reporting, we aim to ensure that the students' learning and achievement are clear to all and that parents are actively engaged in the student's learning on an ongoing basis'. (*Reporting Guidelines, NCCA, P.4*).

## **Section O: Types of Reporting**

Reporting on student progress takes a variety of forms in Ard Scoil Chiaráin Naofa:

- a) Informal oral and written feedback
- b) Student Journal
- c) Parent-Teacher Meetings
- d) Discussions with class teacher/Year Head/SEN coordinator / SEN Team / Student Care Team
- f) Student portfolios, learning logs and reflections
- g) End of unit/topic/term/year reports / Christmas Test / Progress Reports / Summer Tests Reports

Ongoing reporting can reflect many aspects of school life, for example:

- h) Our school calendar and our teaching/learning programmes
- i) Communication and engagement with parents via phone, text message, VShare, post, our social media accounts and school website
- j) Students' learning progress and achievement in subjects
- k) Engagement with the learning behaviours and dispositions of students
- l) The wellbeing of students
- m) Punctuality, behaviour and attendance
- n) Student participation and achievement in extra-curricular activities
- o) The results of classroom-based-assessments (CBAS)
- p) A student may be placed on report by their Year Head or Deputy Principal for behaviour reasons to help the student manage their behaviour in a responsible manner
- q) The Junior Cycle Profile of Achievement, including 'Other Areas of Learning'
- r) The Leaving Certificate Results.

## **Section P: Progress Reports**

Formal progress reports are available on VShare to all parents for their individual children. Access to VShare is granted through the provision of an individual code which is generated by the school for each parent. Parents may view all assessment marks. Formal reports will indicate the student's progress in subjects by the inclusion of an assessment mark (exam-based subjects), a descriptor (e.g., Merit), the level at which the exam was taken (HL / OL or C – Common Level). Teachers may also enter an individualised comment in the space provided. All reports include a comment by the appropriate Year Head before being issued to parents. With the evolution of the Junior Cycle, Reporting will focus increasingly on formative feedback which is designed to acknowledge the student's strengths and skills in a subject, and identify areas for improvement, as relevant.

## **Section Q: Informal Reporting**

- An integral part of teaching, learning, assessment and reporting is the teacher providing formative feedback – oral and or written – to the student regarding their progress.
- Formative feedback will acknowledge the students’ strengths, skills and efforts which recommending areas for improvement and the steps the student should take to help themselves improve.
- Teachers may use the student’s journal to record a note / message for the attention of parents. VShare may also be used in this case.
- Students should use the Academic Tracking Record pages of the journal to record their assessment scores across subjects, as well as their target scores. Parents should check their child’s journal weekly. The Academic Tracking pages provide a source of educational dialogue between parent and child, and an opportunity for encouragement, praise and motivation. Parents should also check the journal for any notes that a teacher may have included for their attention.
- A subject teacher, Year Head, Guidance Counsellor or other member of staff may make direct contact with parents as they see fit regarding the educational progress of students or in connection with the preparation for, or outcome of, an assessment undertaken by a student. The form of communication for such reporting may be by phone, email, text message or note in the student’s journal.
- Teachers may request the signature of parents on students’ homework, assessments etc. as evidence that parents have seen and are aware of the contents of their child’s written work.
- Teachers will report to parents at the Parent-Teacher meeting in person. Students are also encouraged to attend these Parent-Teacher meetings alongside their parents so as to be part of the discussion process. Parents are strongly encouraged to attend their child’s Parent-Teacher meeting, and use the feedback received from teachers as a source of encouragement, support and motivation for learning with their child.

## **Section R: Reporting Using Descriptors**

### ***Junior Cycle***

At Junior Cycle Reporting on the JCPA includes descriptors as follows:

Classroom-Based Assessment descriptors of achievement

There are four descriptors of achievement for classroom-based assessment as follows:

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

Subject teachers develop their understanding of these standards and expectations associated with these descriptors by engaging in professional dialogue at Subject Learning and Assessment Review (SLAR) meetings. Here they reflect together on the quality of their own students' work and discuss exemplars of work across a range of descriptors. This discussion is informed by the curriculum specification, assessment guidelines and other support material including annotated examples of students' work.

Descriptors in school examinations and Junior Cycle Examinations:

- Distinction (90-100%)
- Higher Merit (75-89%)
- Merit (55-74%)
- Achieved (40-54%)
- Partially Achieved (20-39%)
- Not Graded (0-19)

**Senior Cycle**

Reporting Descriptors for Transition Year and Leaving Certificate.

Higher Level Grade	Points	Ordinary Level Grade	Points
H1	100		
H2	88		
H3	77		
H4	66		
H5	56	O1	56
H6	46	O2	46
H7	37	O3	37
H8	0	O4	28
		O5	20
		O6	12
		O7	0
		O8	0

(Image taken from [www.cao.ie](http://www.cao.ie))

Leaving Certificate Maths Bonus Points

25 bonus points will be awarded for Higher Level Mathematics for H6 grades and above.

Reporting Descriptors for Leaving Certificate Vocational Programme Links Modules;

<b>Distinction</b>	80 - 100%	66 Points
<b>Merit</b>	65 - 79%	46 Points
<b>Pass</b>	50 - 64%	28 Points

School Reports will include an assessment mark, the appropriate descriptor (e.g., H1, H2 etc.) and an individual comment from the Subject Teacher. Where subjects are taken at Higher Level, Ordinary Level or Common Level the abbreviations HL, OL and C will be used on reports.

## **Section S: Assessment and Reporting Responsibilities**

### School Management should:

- Support teachers and students in the smooth and effective running of assessment and reporting procedures.
- Encourage and support teachers in engagement in Professional Development opportunities pertaining to Assessment and Reporting.
  - Facilitate opportunities for professional dialogue by teachers in Subject Departments or by teams of teachers to discuss assessment/recording/reporting.
- Analyse and evaluate assessment results and discuss implications of findings with Subject Departments / Teacher Teams with respect to future developments in teaching and assessment.
- Support, monitor and evaluate assessment/recording/reporting within the school.

### Subject Teachers should:

- Monitor and record students' progress through effective teaching, regular assessments and regular recording of students' progress on VShare.
- Ensure that students are actively engaged in their learning and in the self-assessment of their progress, and check the Academic Tracking section of students' journals to ensure assessment targets and marks are recorded by students.
- Ensure that all students take an active role in setting and recording their own improvement targets.
- Share learning intentions and success criteria with students.
- Provide students with regular formative feedback on the standard of their work, in line with agreed marking and assessment procedures, with constructive feedback on the next steps to take for improvement.
- Use assessment data to inform lesson planning, including differentiated learning and assessment activities to meet the identified needs of individual students. Teachers will consult the Special Educational Needs Register and the Student Support file in this regard to ascertain students in their classes who have identified needs, and plan and implement differentiated teaching, learning and assessments accordingly.

- Complete the relevant section on student performance to be published to parents twice at regular intervals (mid school year and end of year approximately) on VShare in accordance with agreed procedures.

#### Year Heads should:

- Liaise closely with subject teachers, students, parents and the Student Care Team on issues related to assessment, recording and reporting. Where students are seen to be underachieving, or excelling expectations, Year Heads will take appropriate actions to ensure that supports are sought or the students are affirmed as appropriate.
- Conduct regular assemblies where relevant aspects of assessment and reporting are addressed and affirmed.
- Monitor the content of the students' assessment data and reports and liaise with the subject teachers and parents where there is cause for concern or sometimes when the content is excellent.
- Engage in the academic tracking of students and implement suitable intervention strategies where students are showing signs of falling below their expected scores.
- Undertake examination of the quality of the comments made by staff on students' reports. Appropriate action should be taken where there is cause for concern or when the content is excellent.

#### Students should:

- Actively and consistently engage in their own learning, and follow all directions of their teachers in relation to classwork, homework, projects and other assessments to the best of their ability.
- Take responsibility for their own learning through self-assessment.
- Make ongoing and genuine efforts towards achieving agreed target levels/descriptors.
- Reflect on assessment marks and actively take steps for improvement, in line with their teacher's direction.

#### Parents should:

- Support and encourage their child's learning by working in collaboration with the school, e.g., attending Parent-Teacher meetings, checking their child's journal weekly, monitoring homework, being familiar with the school's Assessment and Reporting Calendars.
- Endeavour to provide a warm, quiet, distraction-free environment for their child for homework and study purposes for optimum embedding of learning.
- Communicate with the Year Head, as appropriate, regarding particular concerns which may interfere with their child obtaining optimum assessment results.
- Use the Student Journal and/or VShare to supply relevant notes to Year Heads and teachers.

## **Section T: Monitoring Procedures**

The implementation and effectiveness of this policy will be monitored as follows:

1. Subject teachers monitor their students' journals, particularly the pages for Academic Tracking, and checking that homework is written in by the students.
2. Year Heads will advise students in their Year Group on the importance and procedures of Assessment and Reporting, answering any questions that arise therein.
3. Assessment / Reporting matters or concerns may be raised and addressed at the weekly Care Team meetings.
4. Assessment and Reporting matters may be discussed at Staff Meeting level, and any issues addressed. Each staff meeting/year group meeting has an agenda item concerned with "students".
5. Where a student's assessments marks indicate a concern for them, their parent or their teacher, additional support where possible will be provided. Subject to resources and the effort of the particular student, every effort will be made to provide short-term additional academic support for a student who is genuinely struggling to meet their improvement targets.
6. Subject Department meetings provide an opportunity for teachers to plan, evaluate, discuss and share practice on Assessment and Reporting. Teachers may also use some of their Professional Time to address such matters and follow-up, where necessary.


## **Section U: Review Procedure**

This Assessment and Reporting Policy will be reviewed every two years by the relevant team in consultation with teaching staff, the Student Council and the Parents' Council with ratification by the Board of Management and Trustees.

This policy was ratified by the Board of Management on 7th March 2023

Date of next review: March 2025

Signature (Chairperson):

  
*For and on behalf of the Board of Management.*

## Appendix I

### *Glossary of Key Terms.*

<b>Assessment</b>	Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems. Educational assessment provides information about progress in learning, and achievement in developing skills, knowledge, behaviours and attitudes.
<b>Assessment Task</b>	The Assessment Task is a written task completed by students during class time, and is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes of the second Classroom-Based Assessment. The Guidelines for the Classroom-Based Assessments and Assessment Task for each subject will provide all the necessary details and they are also available in the Assessment Toolkit.
<b>Assessment Method</b>	This is a term that encompasses the various strategies and techniques that can be used to collect information from students about their progress towards attaining the knowledge, skills and attitudes to be learned. The assessment method chosen should allow for the generation of evidence and provision of timely feedback in order to make appropriate instructional decisions and improve student learning.
<b>Blended Learning</b>	This refers to the practice of using both online and real-time learning experiences when teaching students. This combination of content delivery allows for both methods to support and complement each other and personalise the learning process. This can also be referred to as 'hybrid learning' or 'mixed mode learning'.
<b>Classroom-Based Assessment</b>	Classroom-Based Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal examination. Classroom-Based Assessments, facilitated by the classroom teacher, are undertaken by students in a defined time period, within class contact time and to a national timetable.
<b>Diagnostic Assessment</b>	This is a type of assessment that is intended to diagnose the strengths and/or areas of need in students prior to a learning activity. It allows for the identification and provision of the appropriate interventions and pedagogical approaches necessary to scaffold the learning to meet the individual learning needs of students.
<b>Differentiated Instruction</b>	Differentiated instruction refers to the wide range of strategies, techniques and approaches that are used to support student learning and help every student to achieve and to realise his or her potential.
<b>Examples of student work</b>	Annotated samples of authentic student work are published online to illustrate levels of achievement in relation to features of quality. They are



	developed so that teachers, parents, students and other stakeholders can familiarise themselves with achievement levels.
<b>Expectations for Learners/Students</b>	An umbrella term that links learning outcomes with annotated examples of student work and demonstrates the extent to which the learning outcomes are being realised.
<b>Features of quality</b>	Features of quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for assessment and reporting purposes.
<b>Formative assessment</b>	Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.
<b>Individual Education Plans (IEPs)</b>	Plans developed in schools which detail the teaching and learning approaches intended to address the distinct learning needs, interests and aspirations of individual students.
<b>Junior Cycle Profile of Achievement</b>	The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades, which include results from the final examinations and the Assessment Tasks.
<b>Learning Intentions</b>	A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.
<b>Learning Outcomes</b>	Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.
<b>Moderation</b>	Moderation is a collaborative process that enables teachers to reach consistency in their judgements of student work against agreed success criteria or features of quality. The moderation process involves teachers discussing the qualities demonstrated in examples of student work to reach agreement about the standard of that work.
<b>Ongoing Assessment</b>	As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of

	<p>their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically, this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.</p>
<b>Peer Assessment</b>	<p>Peer assessment is the assessment of the work of others of equal status. In the context of student learning, peer assessment is used by students to estimate the worth of other students' work with reference to specific and agreed criteria.</p>
<b>Reliability</b>	<p>This is the extent to which the assessment would give the same result if repeated. Reliability in assessment means that high quality evidence and information is provided on student performance and is comparable (i.e. it stands up when compared to judgements across learners, departments and schools).</p>
<b>Reporting</b>	<p>The communication of information on the results of assessment of student achievement.</p>
<b>Self-assessment</b>	<p>Self-assessment is the involvement of students in making judgements about their own work, based on features of quality. It is a measure of the extent to which their own work has met these features of quality.</p>
<b>Specification</b>	<p>A subject or short course specification details the intended learning outcomes, and how they can be achieved and demonstrated. The specification outlines how the learning in any subject or short course is linked to particular statements of learning and key skills.</p>
<b>Standardised Test</b>	<p>This is a test that is given in a consistent way to all the test takers and uses uniform procedures for administration and scoring. This term is primarily associated with large-scale tests administered to sizeable populations of students, and allows for comparison of relative performance of individual students or groups of students. These tests will provide an additional indicator of student progress and are devised to supplement and not replace the teacher's professional judgement.</p>
<b>Subject Learning and Assessment Review (SLAR) meeting</b>	<p>Following the completion of a Classroom-Based Assessment, teachers will engage in review meetings, where they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning.</p>
<b>Success Criteria</b>	<p>Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.</p>

<b>Summative Assessment</b>	Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.
<b>Validity</b>	This is the degree to which an assessment instrument accurately measures what it was designed to measure.

Source: <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/glossary>

