



Scoil Ruáin
Assessment Policy

Definition

The term "Assessment" refers generally to the gathering and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and learning needs.

Assessment enables students:

- To improve their achievement
- To be involved in their own learning
- To be motivated to achieve their full potential

Assessment enables teachers:

- To assess progress and adapt planning as required
- To evaluate their students' learning needs
- To ensure that students know how to improve the standard of their work
- To evaluate teaching and learning outcomes and styles
- To review and change practice
- To meet statutory requirements
- To monitor student's progress and to provide the teacher with information to make decisions about what and how the student is learning
- To identify the steps in progressing the students learning
- To adapt teaching strategies and/or learning activities as appropriate
- To provide the students and parents with information regarding progress
- To establish base line data in relation to a student's attainments in subjects
- To identify students levels in subjects for Junior Cycle and Senior Cycle
- To assess a student's eligibility for additional support and services
- To inform consultations with school management regarding eligibility for additional supports
- To assist in identification of students who may need outside care from a professional agency in consultation with school management.

Assessment Enables Parents/Guardians:

- To be involved in their child's learning
- To understand and encourage the progress their child is making
- To check their child's progress throughout their time in Scoil Ruáin.

Legislation:

The Education Act 1998 requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures which provide an accurate account of a student's progress and achievement.

Formative Assessment:

1. *Definition:* Formative assessment involves a range of strategies designed to give students, teachers and parents feedback about students' understanding of elements of their learning in courses.
2. Scoil Ruáin has adopted the Assessment for Learning (AFL) approach to formative assessment. Its purpose is to use the whole process of assessment to help learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning. It is about "learning to learn." We do recognise however, that not all aspects of this approach are of benefit in all curriculum areas and the discretion of the teacher is advised to adapt the theory to suit the particular demands of the subject.

Assessment for Learning:

Assessment should support learning as well as measure the outcomes. Effective assessment for learning enables students to understand how to improve their work by:

- Helping them to understand the assessment criteria before an assignment is begun
- Telling them what they have done well and what they could improve on
- Telling them how to improve their work
- Giving examples of work which meet the criteria so they can see how to improve their own work
- Being a part of effective planning
- Focusing on how students learn
- Being central to classroom practice
- Recognising all educational achievements.

3. In line with the demands of the syllabus in each curriculum area, teachers set regular homework and comment on the merits of work and make suggestions for improvement. Grades and marks are awarded where appropriate when returning work.

4. Assessment work may be differentiated to suit the needs and abilities of the individual.

Summative Assessment:

Definition: Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner.

Third and Sixth Year Students have examinations in November; Mock Examinations in February and the Certificate Examinations in June. Reports are forwarded to Parents in November and in February.

Second and Fifth Year Students have examinations in December and in May. Reports are forwarded to parents in December and May. Second and Fifth Year students receive a progress report in early November which is forwarded to parents. Fifth Year students receive an additional progress report in March which is forwarded to parents.

First Year Students have examinations in December and May. Reports are forwarded to parents in December and May. These students also receive a progress report in March prior to their parent teacher meeting. This report is forwarded to parents.

TY progress report is forwarded to parents once annually.

LCA 1 students have examinations in December and in May, reports are forwarded to parents in December and May. LCA 2 students have examinations in February and Certificate Examinations in June. Reports are forwarded to parents in February.

The modes of assessment may include:

- Written examination
- Practical examination
- Aural and/or Oral examination
- Continuous assessment

Mock examinations are corrected internally by Scoil Ruáin teachers.

All Summative Assessments are co-ordinated by Senior School Staff.

Other Testing:

Entrance Test:

- Young Cloze III, for Reading and Comprehension. NGRT 3A
- CAT 4 IQ Test (Introduced in 2014)

- Math Competency Test

First Year Students:

- NGRT 3B

Second Year Students:

- NGRT 4A

Third Year Students:

- Edinburgh Test
- NGRT 4B