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Powerstown Educate Together National School

TEACHER ASSESSMENT STRATEGIES POLICY

This policy has been formulated by Powerstown ETNS to give guidelines to teachers in relation to planning requirements of the Department of Education.

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INTRODUCTORY STATEMENT AND RATIONALE

This policy on Teacher Assessment Strategies was formulated by the staff of Powerstown Educate Together National School. The policy is based on advice and information provided in the Primary Curriculum, the NCCA Website, the NCCA booklet *Assessment in the Primary School Curriculum – Guidelines for Schools and Circular 0138/2006*. It also takes account of the National Strategy for Literacy and Numeracy.

RELATIONSHIP TO CHARACTERISTIC SPIRIT OF THE SCHOOL

Assessment activities used in this school will contribute to pupil learning and development by gathering relevant information to guide each pupil's further learning (assessment for learning) and by providing information on each pupil's achievement at a particular point in time (assessment of learning). This links with our aim/mission "to enable children to develop to their full potential physically, intellectually, linguistically, emotionally and socially through a child centred curriculum"

AIMS OF OUR TEACHER ASSESSMENT STRATEGIES POLICY

- To benefit pupil learning
- To monitor learning processes
- To generate baseline data that can be used to monitor achievement over time
- To involve parents and pupils in identifying and managing learning strengths or difficulties
- To assist teachers' long and short term planning
- To coordinate assessment procedures on a whole-school basis

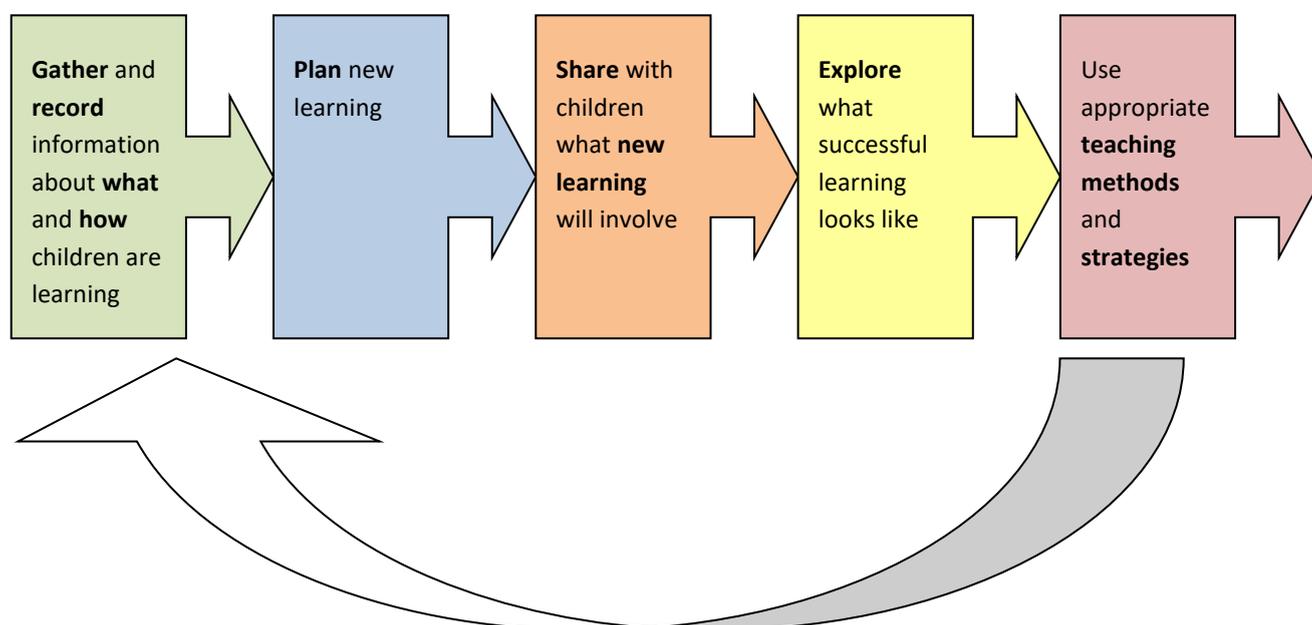
PURPOSES OF ASSESSMENT

- To make important decisions about the teaching and learning process in order to ensure that the needs of individual pupils/groups are being addressed:
 - To select appropriate learning objectives and design learning activities
 - To identify appropriate teaching methodologies and choose suitable resources
 - To identify children's learning styles and differentiate learning
- To compile records of individual pupils' progress and attainment
- To gather and interpret data at class/whole-school level and in relation to national norms

- To facilitate communication between parents and teachers about pupils' development, progress and learning needs
- To facilitate the active involvement of pupils in the assessment of their own work

DEFINITION OF ASSESSMENT

In line with the NCCA, our staff believes that assessment is integral to teaching and learning. It concerns understanding **how** a child is learning, **what** they are learning, and how to use this information to further his or her progress and achievement. We concur with their definition of classroom assessment as **“the process of gathering, recording, interpreting, using and reporting information about a child’s progress and achievement in developing knowledge, concepts, skills and attitudes.”** Assessment, therefore, involves much more than testing. It is an ongoing and cyclical process that concerns the daily interactions between the teacher and the child that include moment-by-moment conversations, observations and actions. (NCCA, *Assessment in the Primary School Curriculum – Guidelines for Schools*, November 2007, p.7).



ASSESSMENT FOR LEARNING (AFL)

At its heart, assessment for learning (AfL) is a way of informing and involving the learners themselves in the process of assessment. It emphasises the child’s active role in the assessment process in that the teacher and the child agree **together** on where the children are **now** in their learning, where they should go **next**, and **how** they will get there.

AfL should be a continuous process of feedback, discussion and reflection between the teacher and his or her students in order to heighten children’s awareness of themselves as learners and to encourage them to take more responsibility for their own learning.

Many assessment tasks will serve both AoL and AfL purposes. However, we at PETNS strive to promote the active role of the child in his or her learning using the following classroom practices and strategies in

everyday tasks and activities:

<p>WALT and WILF</p>	<p>WALT (We Are Learning To...): This involves sharing the lesson objectives with the children.</p> <p>WILF (What I Am Looking For...) This involves agreeing on the criteria for judging to what extent the learning objectives have been achieved.</p> <p>The learning objective(s) and the success criteria may be displayed on a chart/whiteboard/post it, etc.) at the beginning of a lesson</p> <p>Teacher/peer/self-evaluation is carried out at the end of the task according to these criteria by identifying which of the pre-determined targets were achieved and what still needs some improvement.</p>
<p>Effective Teacher Questioning</p>	<p>Teachers should use a range of higher order questioning strategies to promote reflective thinking. See de Bono's Hats and Blooms taxonomy resources on Google Drive.</p> <p>Question and sentence starters should be displayed at the front of every classroom. See Maths sentence starters in resource folder on Google Drive. See further resources to support effective teacher questioning in Appendix B.</p> <p>Teachers should encourage children to improve the quality of their answers by increasing the thinking time. The learner response time should be at least 5 seconds or more. This allows learners to reflect before answering a question. Teachers may allow learners to record their ideas on mini whiteboards or paper before displaying their answers. The 'Think Pair Share' strategy could be used to facilitate increased thinking time.</p> <p>Wrong answers allow us to identify and challenge a learner's misconceptions. Develop an atmosphere in which wrong answers are valued as a significant contribution to the learning of the class.</p>
<p>Oral Feedback</p>	<p>Feedback should be as immediate to the task as possible. It should also be related to the learning intention; otherwise learners' expectations will be that the learning intention is of secondary importance to other issues e.g. spelling and presentation.</p> <p>Learning happens when the learner has strengths and needs identified, and is given clear advice on how to improve. Learners should be given targets and shown how to reach those targets. Teachers then check that targets have been reached in subsequent feedback sessions.</p>
<p>Written feedback</p>	<p>Written feedback on children's work should include comments only. The addition of a continuous grade destroys any benefit from the comment.</p> <p>Work is marked focusing on <i>success</i> and <i>improvement</i> rather than marking every error in existence. On occasion 'test' marking will be undertaken whereby all</p>

	aspects of the work will be marked e.g. a story, where comments are made in relation to spelling, grammar, punctuation, handwriting and the overall quality of the work.
Quality marking by children	<p>Children are gradually trained to identify their own successes and improvement needs, with control gradually handed over from the teacher to the child, e.g. through SALF work, spelling and reading logs, etc.</p> <p>Peer Marking: Learners mark or comment on other people's work using structured templates, e.g. 2 stars and a wish. This can be very effective after group or individual presentation, especially if the assessment criteria are clear and have been discussed before the work begins. Ensure that input is provided on appropriate language and comments that may be used.</p>
Two Stars and a Wish	See Two Stars and a Wish resources on Google Drive. Each teacher should include a 'Two Stars and a Wish' display in his or her classroom in order to model this assessment strategy, celebrate whole-class achievements and set whole-class targets.

RANGE OF ASSESSMENT METHODS USED THROUGHOUT THE SCHOOL

A range of strategies combining AfL and AoL are used by teachers to make professional judgements about pupil achievement/progress.

- Deciding what should be assessed is based on the learning objectives in each curriculum area/subject, and on what the teacher would like the children to learn.
- It is important that the methods selected are appropriate to the purpose of the assessment and to the children's ages and developmental stages.
- Staff should be aware of the effects of context, culture and language on assessment and ensure that assessment is carried out in circumstances that are appropriate to the children.
- Pupil progress is assessed on a continuous basis.

The range of assessment methods used by teachers may include, **but is not limited to**, the examples listed below:

PUPIL SELF-ASSESSMENT

Self-assessment is the means by which pupils take responsibility for their own learning. It involves looking at their own work in a reflective way, identifying aspects of the work that are good and that could be improved, and setting personal learning targets for themselves.

Self-assessment requires a specific set of skills, e.g. questioning, reflecting, problem solving, comparing and sharing thoughts in a variety of ways. The skills of self-assessment need to be explicitly taught through teacher-modelling, guided questions, and structured pupil practice using tools or aids, e.g. templates, visual aids, talk partners, etc.

Each child in this school, from Junior Infants to 6th class, will develop a **Self-Assessment Learning Folder (SALF)**, i.e. a personal learning portfolio. A portfolio is a collection of a child's work, reflecting learning and development over a period of time.

Children keep hard copies of work/reflection tasks in their individual folder. Children choose a piece of work to include in their folder during a time designated by the teacher; reflect on what is good about the work, what could be improved, and why they chose it for their folder.

Digital work (e.g. presentations, word documents, etc.) is stored in Google Drive accounts for children from 3rd to 6th class.

Teachers can discuss pieces of work with children, provide meaningful feedback and contribute to target setting.

Some or all of the following strategies may be used in the classroom to teach the skills of self-assessment, self-reflection and target setting. Hard copies of templates may then be added to children's **Self-Assessment Learning Folders (SALF)**.

Each of the strategies listed below may contribute to AfL and AoL within the classroom.

Strategy	Description
Rubric	<p>Grid containing differentiated statements which are used to judge the quality of a piece of work. Children read the statements and tick or colour those which they feel best describe their work. Children can then set personal learning targets based on this reflection task.</p> <p>Senior classes may also write their own statements for the rubric when deciding on success criteria at the beginning of a lesson.</p>
Questioning	<p>Self-assessment questions may be displayed in classroom and used to stimulate discussion at the end of a lesson, e.g.</p> <ul style="list-style-type: none"> - Where did I get stuck - What did I do? - Who did I ask? - What helped me best? - What new thing did I learn? <p>Teachers and children reflect on answers to make decisions in relation to further learning.</p>
Evaluation Sheet (See Appendix C for sample)	<p>Children complete an evaluation sheet at the end of a task to reflect on what they have learned, what they did well and what they would do better the next time. This should be based on success criteria which have been agreed with children at the beginning of the task. A teacher comment is added in response to child's answers.</p>
KWL	<p>Children complete a grid stating 'What I know', 'What I want to know' in relation to a particular topic.</p>

(See Appendix D)	<p>Teacher can then use this information to inform further lessons on this topic.</p> <p>At the end of a unit for work, children complete section stating 'What I loved I learned'. Teacher can add the grids to the pupil's file.</p>
PMI chart	<p>Children write about a 'plus', 'minus' and 'interesting' aspect of the lesson. Teacher can collect PMI sheets for pupil files.</p> <p>Teacher and pupils can set learning targets based on feedback from children.</p>
Traffic lights	<p>Children can say how they felt about a particular activity, or how well they feel they performed on a task, using colours, e.g. green – good, orange – not sure, red – not good.</p>
Colour-coded trays	<p>Children file their work at the end of an activity according to how they felt about it or how they performed. Teacher can then take this into account when correcting work.</p>
Concept-mapping	<p>Children record their ideas or thoughts about a topic using words and/or pictures with interconnecting lines. Children can design their own map or use a teacher-designed template.</p> <p><u>At the beginning of a topic:</u> This allows a teacher to see what children already know and inform planning (AfL).</p> <p><u>At the end of a topic:</u> Children can compare their concept maps to earlier versions and demonstrate what they have learned (AoL).</p>
Pupil interviews / questionnaires	<p>Teachers may provide students with a written questionnaire which encourages them to reflect on their learning practices and preferences. See First Steps templates for examples.</p> <p>Teachers may also choose to hold individual or group interviews in which the students provide oral responses to questions which are recorded by the teacher.</p>
Pupil Logs	<p>Students may record their learning progress through the use of a log, e.g. a Spelling Log, Reading Log.</p>
Reflection; Representation; Reporting	<p>Children think about what they have been learning. They then represent what they have learned.</p>

USE OF TECHNOLOGY

- **Google Drive:** All pupils from 3rd to 6th class are provided with a Google account which is controlled and supervised by the school. This allows students to create and develop digital learning portfolios to include Google documents, slides and spreadsheets. Children can share files and project work with teachers and classmates.

- **Class Blogs:** All classes from Junior Infants to 6th class maintain a class blog. This allows students and teachers to collaboratively record and reflect on class work, project work, class outings or class events.
- **Cameras:** All class teachers are provided with a class camera to enable teachers and students to digitally record class activities and work samples. Photos and videos can be uploaded to individual students' digital learning portfolios or to the class blog.
- **Visualisers:** All class teachers are provided with a visualiser. This allows teachers to display students' work on the Interactive Whiteboard and to promote oral feedback discussions among the class.

TEACHER OBSERVATION

Teachers may record any noteworthy observations in a manner that is convenient for them. Some methods of observation used in our school are listed below:

- **Using a clipboard with labels:** Spontaneous written observations of interesting instances of development or behaviour.
- **Class grids:** Written records of the performance of each child in a class on a particular task, activity or subject, e.g. Aistear, Phonics, Numeracy.
- **Target child observations:** Focused observations or records of the development or behaviour of a specific child to give a picture of the child's unique development. Often used by SNAs or COS teachers.
- **Checklists:** Lists of learning objectives or targets which are used by teachers and SNAs to promote focused observation.

Observation records are stored in each student's individual profile in Teacher Assessment folders.

TEACHER-DESIGNED TASKS AND TESTS

Teacher-designed tasks and tests may be used at the end of a period of learning or at the end of an academic year to assess the children's learning. Tasks and tests may take many different forms, including oral presentations, oral responses to questions, written work, project work or practical tasks.

Children should be provided with meaningful feedback in relation to their strengths and needs after an assessment. Learning targets may be development based on this feedback or discussion.

Samples of assessments may be stored in children's portfolios and/or the class teacher's assessment folder.

STANDARDISED TESTING

(Refer to Learning Support Guidelines and Circular 02/05)

All Irish Primary Schools are required to administer standardised tests in English and Mathematics.

The purpose of these tests is to determine each child's learning progress within these subjects, to enable teachers to make decisions based on placement and progress from these assessment results and to develop appropriate interventions for certain children.

ADMINISTRATION OF TESTS

The SEN Co-ordinator provides each class teacher with an assessment timetable for their class level during August Induction. The SEN coordinator then oversees the implementation of the Assessment Calendar, i.e. orders test materials, ensures there is a sufficient quantity of booklets for each class, ensures teachers are prepared and understand testing procedures.

Standardised tests are administered on a class basis by the class teacher. **In the event that a pupil is absent on the day of the test the Support Teacher will administer the test at a later date. Any new pupils that join the school throughout the year must be tested as soon as possible when their previous test results are unobtainable.** Class teachers are responsible for the administration and correcting of all of their own class standardised tests with the assistance of their allocated support teacher. Except in exceptional circumstances all children, including children with additional needs, must attempt to complete these standardised tests without any additional support. The class teacher can make a note of this when uploading their results; however the final results must reflect the child's true ability at completing a standardised assessment. Pupils may be excluded from the tests if, in the view of the principal, the child's level of English is such that attempting the test would be inappropriate.

RESULTS

Class teachers give their class results to the Resource teacher, who then analyses them, uploads them to Aladdin and the school's intranet for interpretation by class teachers, support teachers and principal.

Each child's raw score, standard score, percentile rank and STEN are recorded. The percentile rank and STEN score is recorded on the tracking score sheets, and on the school's computer system, Aladdin.

The results are communicated to parents in each child's school report and follow-up parent teacher meeting. The STEN score will be given to parents with the end of term report.

The results will inform the allocation of learning support/resource hours in the school and the nature of the support provided (in-class or withdrawal).

WHICH TESTS ARE USED?

The following tests are used in our school;

- BIAP – in Junior Infants
- MIST – in Senior Infants

- Drumcondra Early Numeracy Screening Test (Senior Infants)
- Drumcondra English Reading Test 1st - 6th classes
- Sigma T (Maths) 1st – 6th classes
- Drumcondra Maths 2nd - 6th (Supplementary)
- Micra T English - 1st to 6th (Supplementary)

STORAGE OF STANDARDISED TESTS:

- All standardised assessments are stored in boxes labelled with the year the class were in Junior Infants e.g. 2014-2015
- All standardised assessments are kept for the duration of one academic year only. This gives teachers and parents the chance to look over specific sections of the test if necessary.
- After this time, the original copies are destroyed while all previous results are kept on Aladdin.

CONTINUUM OF SUPPORT

INFORMAL TESTING

September is used largely as an assessment month by teachers in the Continuum of Support (COS) team. The first two weeks of September are spent administering PSAK assessments to children by the COS team. The last two weeks of September will be spent assessing children with allocated resource hours to ensure that they have suitable targets for their IEP. COS teachers use a variety of assessment strategies according to the child's needs and recommendations from external agencies. Continuum of Support plans will be written up where necessary for any new arrivals or Junior Infant pupils.

Additional testing is carried out throughout the year to monitor the progress of each child on the COS and to update plans and targets as necessary.

DIAGNOSTIC ASSESSMENT

(Refer to Learning Support Guidelines, Chapter 4)

The results of screening tests, teacher observations and parental concerns are used as criteria for indication that diagnostic testing is needed.

If diagnostic testing is considered necessary, a meeting is organised with the child's parents, class teacher, the SEN co-ordinator and the principal, as required.

At this meeting, concerns are discussed and recommendations for further testing are made. Parents' permission is sought in writing using the school's template letter.

Some diagnostic or screening tests may be administered by the school to inform learning interventions for

individual pupils who present with learning difficulties, or to indicate whether further testing is warranted. These tests include:

- Non-Reading Intelligence Test (NRIT)
- Non-Verbal Reasoning Test (NVRT)
- Dyslexia Screening Test (DST)
- Lucid CoPS / Lucid Recall

The SEN Co-ordinator schedules a meeting with parents following testing to share information about diagnostic results.

Sometimes, referral to an outside agency (e.g. a psychologist, an occupational therapist, a speech and language therapist, a physiotherapist) may be more appropriate. Written permission is always sought from parents before such referrals are made. For children born after June 1st 2002 a referral may be made through the Assessment of Needs process in the HSE for a multi-disciplinary assessment, in conjunction with parents.

ASSESSMENT THROUGH OUTSIDE AGENCIES

(Refer to Circular 02/05)

- The principal, SEN co-ordinator and class teacher liaise with parents if an assessment from an outside agency (e.g. psychologist, occupational therapist, physiotherapist, speech and language therapist) is deemed necessary. Standard consent forms are used.
- The principal, in consultation with class teacher, COS Team and parents will usually arrange an assessment with the appropriate specialist using standard application forms.
- The COS Team use assessment results and recommendations in drafting a Support Plan for the pupil.
- The principal and SEN co-ordinator store and control access to psychological reports. Reports and plans that are stored digitally are protected by secure passwords and login codes. Class teachers and relevant SEN personnel are given access to reports to allow them to plan to meet the needs of the child.

ANALYSING, RECORDING, USING AND REPORTING THE RESULTS OF ASSESSMENT

TEACHER RECORDS

All teachers are required by the Department of Education to develop an assessment folder.

Class teachers: Class teachers' assessment folders should contain records of all whole-class tests results, checklists and assessments, e.g. spelling tests, Mental Maths, Guided Reading, Oral Language Profiles, etc. In

addition, teachers should develop individual profiles for each student to include work samples, observation records, reports and any other relevant assessment records. A minimum of **one literacy** and **one numeracy** work sample per term should be included in these pupil profiles.

Children's work should be marked on a regular basis with oral or written feedback provided in a timely fashion. Comments and observations are recorded in an objective and constructive manner.

COS Teachers: COS teachers should maintain the following assessment records:

- **In-class support:** Write notes and observations using a template agreed with class teacher. Provide a copy of observation records to class teacher.
- **School Support:** Daily/weekly notes, observations and assessment records should be filed in an assessment folder in a section dedicated to each individual or group.
- **School Support Plus:** Daily/weekly notes, observations and assessment records should be filed in each child's individual folder.

Teachers have agreed terminology for reporting on children's progress and achievement.

STANDARDISED TESTS

All standardised assessments are analysed according to their instructions. Results are recorded on a class grid sheet, stored in teachers' assessment folders and on password protected files on Aladdin.

Hard copies of all standardised assessments and diagnostic tests are stored in a Resource Room. Each class is allocated a storage box labelled with the year they started school and a class list of names attached to the inside of the box. All standardised tests for the child are put into this box.

PARENT-TEACHER COMMUNICATION

Parent teacher meetings are usually held in November and at the end of May. Other parent teacher meetings will be convened as required. Individual teachers can keep a brief record of issues discussed at the parent-teacher meeting. Feedback from parents may also be recorded.

Pupil report cards are sent home annually. Written reports should be clear, concise and factual, signed by the Principal and dated. A copy of each report is kept in the pupil file on Aladdin and a hard copy is stored in the Principal's office.

SHARING OF INFORMATION

Assessment information may be shared with the following individuals:

- **Parents** are entitled to access information on the progress and achievement of their child under the Education Act.
- **Teachers and SNAs** working with a child will be provided with access to his or her assessment information to support teaching and learning.

- **Other teachers/schools** may request assessment information if/when a child transfers to another school. Parents will be asked to consent to the transfer of information between schools.
- **The child themselves** may be provided with assessment information where appropriate, in combination with meaningful feedback.
- **Other professionals** involved with a child's education, e.g. DES inspectors, NEPS psychologists, SENOs, Education Welfare Officers, speech and language therapists, occupational therapists, etc. may request access to a child's assessment information in order to monitor whole-school performance or to assist with the learning progress of individual children.

Parents are asked to consent to the transfer of information between the individuals listed above on enrolment in the school.

Assessment information will be stored in teacher assessment folders for one year. Assessment data and reports will be stored in secure password protected files on Aladdin (digital database) until the child is 21 years of age.

STAFF TRAINING AND RESOURCES

Assessment resources are stored in an allocated space within the school and maintained by the assessment co-ordinator, Cróna Glynn. Teachers are provided with access to relevant assessment resources as per the school assessment calendar. Additional assessment resources are provided for children on the Continuum of Support as required. Support in the administration of assessment materials and the analysis of their results is provided by the COS team.

ROLES AND RESPONSIBILITIES:

Individuals, groups and organisations have roles and responsibilities in assessment. Some are indicated here but these are not comprehensive or definitive lists.

Learners	Teachers
<ul style="list-style-type: none"> • Engage actively in daily learning and assessment tasks including dialogue and interactions with peers and teachers, practical investigations, performances, oral presentations and discussions. • Engage with assessment on written work and on products such as artwork, reports or projects. • Demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of evidence including specific assessment tasks, activities, test and examinations. 	<ul style="list-style-type: none"> • Be aware of the contents of this policy, actively implement the procedures outlined in this policy and contribute to the policy review. • Work collaboratively with colleagues to develop approaches to coherent planning, monitoring, self-evaluation and reviewing. • Ensure that assessment always supports learning. • Plan, design and carry out assessment as an ongoing part of learning and teaching to include all assessment activities in the school assessment calendar.

<ul style="list-style-type: none"> • Shape and review their own learning by reflection and engage in the process of setting learning goals and deciding on steps to achieve them. • Review their own learning through self-assessment. • Collaborate in peer assessment. 	<ul style="list-style-type: none"> • Involve learners fully in assessment and help them to understand what is expected. • Develop and maintain up to date records of whole-class and individual learning progress, including work samples from Term 1, 2 and 3. • Communicate with parents regarding children’s learning progress and help them to understand test results, including any concerns in relation to potential learning difficulties.
Parents and Carers	School Management
<ul style="list-style-type: none"> ➤ Become actively involved in supporting their children's learning. ➤ Engage fully where children and young people need additional support that is detailed in Individualised Support Plans. ➤ Receive regular information about their children’s strengths, progress and achievements. ➤ Be informed about any gaps in their children’s progress and ways that they can help. 	<ul style="list-style-type: none"> ➤ Ensure that all assessment materials required for standardised testing and diagnostic testing are available in the school. ➤ Ensure that all teachers feel confident in the administration of tests and provide support through weekly meetings with the COS team. ➤ Review the Assessment Calendar and Assessment policy annually. ➤ Ensure the Assessment Policy is implemented successfully.

SUCCESS CRITERIA

A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning.

Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects of assessment procedures.

REVIEW

The policy will be reviewed and amended as necessary. The COS co-ordinator will initiate and coordinate this review.

RATIFICATION & COMMUNICATION

This assessment policy was first ratified by the Board of Management in 2011. This policy was most recently reviewed in August 2016 and ratified by the Board of Management in August 2016.

APPENDIX A: ASSESSMENT TOOLKIT AND CALENDAR: OVERVIEW

Screening Tests administered to facilitate early identification of pupils' learning strengths/difficulties.	Screening test are for the following	Screen of these tests occur in	Administered by
PSAK	All EAL pupils	New Pupils: Week 2 September Previous Pupils: 2 weeks before Easter *On arrival of any EAL pupils	COS Team
Assessment and review of targets for children with IEPs (numeracy, literacy, SPHE, motor skills, etc.)	All pupils with LITH and IEPs	Week 2 & 3 September	COS Team
Continuum of Support Plans – Assessment and Review	All children on the COS	Previous Pupils: Week 2 Sept New Pupils: Week 4 Sept <i>Review & Update:</i> -Dec, March, May	COS Team with Class teacher & S.N.A.
BIAP	All Junior Infant pupils	Week 1 October (<i>parent questionnaire</i>) Week 3 in May	Class teacher COS team assist
MIST	Senior Infants	March – 2 weeks before Spring break	Class teacher with support from COS Team
MIST – Forward Together	Senior Infants	6 week programme starting after Spring break	Class teacher with COS Team
PM Benchmarking	Senior Infants – 6 th	Senior Infants-6 th class: Sept, Dec, March, May	Class teacher, COS Team
First Steps Writing Indicators	All classes – 3 tracker children	October, May	Class teacher
Oral Language Profiles (according to New Language Curriculum)	All classes	Ongoing	Class Teacher
Drumcondra Reading Test	1 st – 6 th Class	Thursday – Week 2 May	Class teacher with COS Team
Drumcondra Spelling test	1 st – 6 th Class	Week 1 May	Class Teacher with COS team
Sigma T	1 st – 6 th Class	Tuesday – Week 3 May	Class teacher with COS Team

Planet Maths Assessments	Junior Infants – 6 th Class	October, December, March/April & June	Class Teacher
Ready Set Go Maths Assessment	Junior Infants and Senior Infants	Ongoing	Class Teacher
Drumcondra Test of Early Numeracy	Senior Infants	Week 3 May	Class teacher SEN Team
Triail Ghaeilge Dhroim Conrach	2 nd – 6 th	Week 4 May *(every 2 nd year)	Class teacher
Tables	1 st – 6 th Class	<i>Weekly</i>	Class Teacher
Spelling Dictation	Senior Infants – 6 th	<i>Weekly</i>	Class Teacher
Jolly Phonics Letter Assessments	Junior Infants and Senior Infants	<i>Ongoing</i>	Class teacher COS teachers
Nathanna Seachtaine	All Classes	<i>Weekly</i>	Class Teachers
Litriú	2 nd – 6 th Class	<i>Weekly</i>	Class Teachers
Self-Assessment Learning Folders (SALF)	All classes	<i>Weekly</i>	Class teachers Students

ADDITIONAL ASSESSMENTS AVAILABLE

Literacy	Numeracy
<ul style="list-style-type: none">✓ NRIT (Non Reading Intelligence Test)✓ NNIRT (New Non Reading Intelligence Test)✓ NARA II (Neale Analysis of Reading Ability)✓ Drumcondra Test of Early Literacy✓ Micra T English✓ LARR (Test of Emergent Literacy)✓ Early Literacy Checklist (St. Patrick's College, Drumcondra)✓ Schonell Graded Spelling Test✓ McNally & Murray 100 Word List✓ Single Word Reading Test (SWRT)✓ Non Word Reading Test (pre-screening for Dyslexia)✓ Pearson Dyslexia Screening Test	<ul style="list-style-type: none">✓ Basic Number Diagnostic Test✓ Drumcondra Maths✓ Early Numeracy Checklist (St. Patrick's College, Drumcondra)✓ Number Knowledge Test (Diagnostic assessment in Mathematics-Travers)✓ Pupil Interviews (St. Patrick's College, Drumcondra)
Communication and Language	SPHE
<ul style="list-style-type: none">✓ Assessing the quality of children's communication: Preliminary Outline Profile✓ Sentence Repetition Test✓ Short Term Auditory Memory Test (Westwood)✓ Receptive and Expressive Communication and Language Profile✓ Receptive and Expressive Vocabulary (Balfe & McGough)	<ul style="list-style-type: none">✓ Assessment of social levels✓ Social Skills Questionnaire✓ Basic Social Skills Assessment✓ Observation Profiles✓ Lucid CoPS, Lucid Recall (Memory and Cognition)

APPENDIX B: EFFECTIVE TEACHER QUESTIONING

Teachers use higher order questioning to provoke fruitful discussion. Strategies for turning recall questions into formative questions include –

- Giving a range of answers. You need to give two definite ‘yes’ answers, two definite ‘no’ answers and one or two ‘maybe’ answers, e.g. which of these activities are in themselves aerobic? golf; swimming; darts; table-tennis, sky-diving; cycling.
- Using statements, e.g. instead of asking ‘what drugs are bad for you?’, state ‘All drugs are bad for you. Do you agree or disagree and why?’
- Right and wrong – two examples/pictures, one ‘right’ (e.g. a healthy meal on a plate) and one ‘wrong’ (a junk food meal) and asking children to discuss.
- Give the answer – and ask how it was arrived at.
- An opposing standpoint – e.g. what would a mother whose children were starving think of shoplifting?
- Using Big Questions: Posing Big Questions and problem solving tasks, allowing plenty of time for thinking or researching either as individuals or as groups can lead to a greater depth of understanding and therefore a higher level of response. For example; “How can we separate salt from water?”, “Why do you think George Orwell wrote Animal Farm?”, “How many ways can you make 10?”.
- Collaborating on formulating questions: Thinking of ‘good’ questions that elicit thinking and how to word them is not always easy. ‘Good’ questions need to be an integral part of a lesson.

(a) Questions that seek clarification

Question Frame	Type of Question
Can you explain that...?	Explaining
What do you mean by...?	Defining
Can you give me an example of...?	Giving examples
How does that help...?	Supporting
Does anyone have a question to ask...?	Enquiring

(b) Questions that probe reason and evidence

Question Frame	Type of Question
Why do you think that...?	Forming an argument
How do we know that...?	Assumptions
What are your reasons...?	Reason
Do you have any evidence...?	Evidence
Can you give me an example...?	Counter example

(c) Questions that explore alternate views

Question Frame	Type of Question
Can you put it a different way...?	Re-stating a view
Is there a different point of view...?	Speculation
What if someone were to suggest...?	Alternative views
What would someone who disagreed with you say?	Counter argument
What is the difference between those ideas/ views...?	Distinctions

(d) Questions that test implications and consequences

Question Frame	Type of Question
From your ideas, can we work out if...?	Implications
Does it agree with what was said earlier...?	Consistency
What would be the consequences of that...?	Consequences
Is there a general rule for that...?	Generalising
How could you test to see that...?	Testing for the truth

APPENDIX C: SAMPLE EVALUATION SHEET

Name: _____ Date: _____

1. What have you been learning about in _____?

2. List 3 things you learned about in this topic:

3. Were you a good team member? _____

4. Give a reason for your answer. _____

5. What could your team do better the next time?

Teacher Comment:

APPENDIX D: SAMPLE KWL

Name: _____ Date: _____
Subject: _____ Topic: _____

K (What I already know)	W (What I want to know)	L (What I learned)

Complete at the start of the lesson

Complete at the end of the lesson