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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 Circulars 0138/2006, 56/2011*. 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

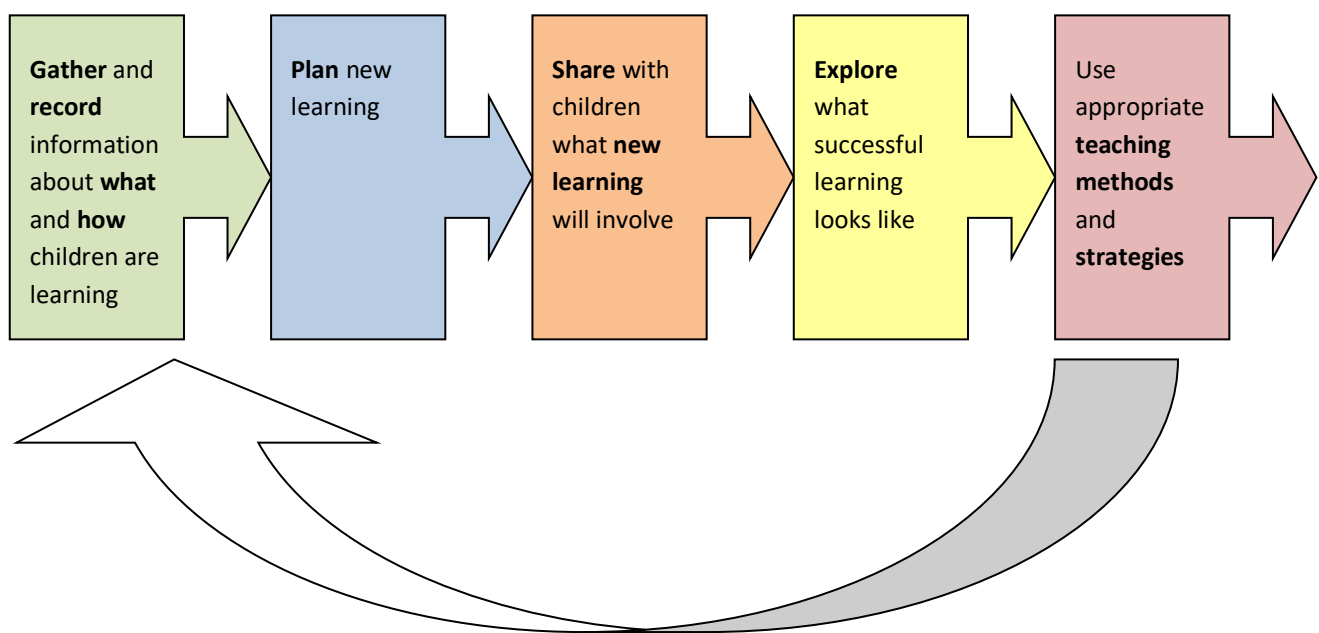
- To make important decisions about the teaching and learning process in order to ensure that the needs of individual pupils/groups are being addressed:
 - To select appropriate learning objectives and design learning activities
 - To identify appropriate teaching methodologies and choose suitable resources
 - 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).



A range of strategies combining Assessment for Learning (AfL) and Assessment of Learning (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 the examples listed below:

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:

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| <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</p> |

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| | <p>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> |
| Written feedback | <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 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.</p> |
| 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 | <p>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.</p> |
| Pupil Self-Assessment | <p>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.</p> <p>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.</p> <p>See list of self-assessment strategies below.</p> |

SELF-ASSESSMENT STRATEGIES

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 See Saw accounts for children from 3rd to 6th class and children on COS at teachers' discretion.

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 (See Appendix D) | <p>Children complete a grid stating 'What I know', 'What I want to know' in relation to a particular topic.</p> <p>Teacher can then use this information to inform further lessons on this topic.</p> |

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| | At the end of a unit for work, children complete section stating 'What I loved l earned'. Teacher can add the grids to the pupil's file. |
| PMI chart | Children write about a 'plus', 'minus' and 'interesting' aspect of the lesson. Teacher can collect PMI sheets for pupil files. Teacher and pupils can set learning targets based on feedback from children. |
| Traffic lights | 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. |
| Colour-coded trays | 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. |
| Concept-mapping | 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. <u>At the beginning of a topic:</u> This allows a teacher to see what children already know and inform planning (AfL). <u>At the end of a topic:</u> Children can compare their concept maps to earlier versions and demonstrate what they have learned (AoL). |
| Pupil interviews / questionnaires | 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. 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. |
| Pupil Logs | Students may record their learning progress through the use of a log, e.g. a Spelling Log, Reading Log. |
| Reflection; Representation; Reporting | Children think about what they have been learning. They then represent what they have learned. |

ASSESSMENT OF LEARNING (AOL)

Assessment of Learning is used to provide a summary of what the children have learned at particular points in time, e.g. at the end of a unit of study, at the end of term or at the end of the academic year. This information is used to report to others, such as parents or other teachers.

Some examples of AoL used in our school include:

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.

Certain tests are used at scheduled times throughout the year or at the end of a unit of study, based on our school assessment schedule (See Appendix A). Such tests may include:

- PSAK tests of speaking and listening
- PM reading tests
- Planet Maths tests
- Ready Set Go Maths tests
- Jolly phonics assessment

STANDARDISED TESTING

(Refer to Circulars 32/2018, 56/2011)

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 school assessment schedule (see Appendix A) is shared with teachers at the beginning of the school year. The COS coordinator then oversees the implementation of the assessment schedule, 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. **The guidelines for administration provided in the teacher's manual must be followed to ensure consistency and validity.** 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.

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.

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.

EXEMPTION FROM STANDARDISED TESTS

A child may be excluded from standardised testing if, in the view of the principal, he or she has a physical or learning disability which would prevent him or her from attempting the test, or in the case of migrant children, where the level of English required in the test would make attempting the test inappropriate (Circular 56/2011, Section 6.4).

Some pupils with a physical or learning disability may be in a position to complete the test with modified testing arrangements. Some **reasonable accommodations** may be made at school level to facilitate certain pupils to complete the test, **if it is deemed by the principal that this is in the best interest of the child**. Such accommodations may include:

- Reading assistance with mathematics test
- Undertaking the test in a quiet environment
- Using a stop watch or timer to give movement breaks during the test.

Results arising from modified testing arrangements **should not be submitted to the Department of Education** and the pupils in questions should be considered exempt.

Exemptions should be considered on a case-by-case basis and be warranted only in exceptional cases.

RESULTS AND REPORTING

Class teachers give their class results to the COS teacher, who then analyses them and uploads them to Aladdin for interpretation by class teachers, support teachers and principal.

The results of standardised tests are communicated to parents in their child's school report each May in the form of a standardised score. Parents are provided with an explanation of standardised scores via Aladdin and/or through follow-up parent teacher meetings which are scheduled to allow parents to discuss these results.

The principal of the school is required to report the results of children in 2nd, 4th and 6th class to the Department of Education through an online portal. The results of standardised tests inform the allocation of Resource Teaching Hours (RTH) in the school from the Department of Education; teacher allocations are based on the number of students performing below a certain threshold on standardised tests.

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
- Drumcondra Spelling Test 1st – 6th classes
- Sigma T (Maths) 1st – 6th classes
- Drumcondra Maths 1st - 6th
- Micra T English - 1st - 6th
- Triail Ghaeilge Dhroim Conrach do Scoileanna Rialta 2nd – 6th

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. Please see Continuum of Support policy for further details.

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 COS teacher and the principal, as required. Please see Continuum of Support Policy for further details.

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 may include:

- Non-Reading Intelligence Test (NRIT)
- Non-Verbal Reasoning Test (NVRT)
- Dyslexia Screening Test (DST)

The COS teacher 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. Such referrals are always made in partnership with the parents.

ASSESSMENT THROUGH OUTSIDE AGENCIES

(Refer to Circular 02/05)

- The principal, COS teacher 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 COS teacher store psychological or other professional reports in line with GDPR guidelines.

- For further information, please see the Continuum of Support policy.

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, 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.

Each child has an assessment scrapbook that they take from Junior Infants to 6th class. One literacy and one numeracy sample per term is added to these folders each year.

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/Station teaching:** Write notes and observations using a template agreed with class teacher. Provide a copy of observation records to class teacher.
- **COS Plans:**
 - Daily/weekly notes, observations and assessment records should be filed in an assessment folder in a section dedicated to each individual or group.
 - COS teachers discuss children's targets at fortnightly planning meetings. Class teachers detail these targets in their fortnightly plans and provide COS teachers with regular feedback on same.
 - COS teachers evaluate and update targets every 4-6 weeks and provide class teachers, parents and child (if relevant) with a copy of same.

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.

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 Freedom of Information Act and GDPR.
- **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 provide written consent for 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.

USE OF TECHNOLOGY

- **Google:** 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.
- **See Saw:** Pupils from 3rd to 6th class, and pupils on the COS where appropriate, will use See Saw accounts to store digital portfolios.
- **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.
- **iPads:** All class teachers are provided with a class iPad 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.
- **GDPR:** Powerstown ETNS endeavours to be GDPR compliant at all times.

STAFF TRAINING AND RESOURCES

Assessment resources are stored in an allocated space within the school and maintained by the assessment co-ordinator. 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. • 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"> • 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. • 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. | <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 |

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| <ul style="list-style-type: none"> ➤ 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. | <p>through weekly meetings with the COS team.</p> <ul style="list-style-type: none"> ➤ Review the Assessment Calendar and Assessment policy annually. ➤ Ensure the Assessment Policy is implemented successfully. |
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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 co-ordinate this review.

RATIFICATION & COMMUNICATION

This assessment policy was first ratified by the Board of Management in 2011. This policy was most recently reviewed in July 2018.

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 |
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| PSAK | All EAL pupils | New Pupils: Week 2 September *On arrival of any EAL pupils | COS Team |
| Continuum of Support Plans – Assessment and Review | All children on the COS | Baseline assessments completed in September, targets finalised by week 4 September. <i>Review & Update: every 4-6 weeks.</i> | 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 | Class teacher, COS Team |
| Primary Language Curriculum progression milestones | All classes | Ongoing (evident in fortnightly planning) | All Teachers |
| Standardised Reading Test | 1 st – 6 th Class | Thursday – Week 2 May | Class teacher with COS Team |
| Standardised Spelling test | 1 st – 6 th Class | Week 1 May | Class Teacher with COS team |
| Standardised Numeracy Test | 1 st – 6 th Class | Tuesday – Week 3 May | Class teacher with COS Team |
| Planet Maths Assessments / Teacher-designed maths tests | Junior Infants – 6 th Class | At the end of a topic and/or at the end of term | Class Teacher |
| Ready Set Go Maths Assessment | Junior Infants, Senior Infants, COS | Ongoing | Class Teacher, COS teachers |

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| Drumcondra Test of Early Numeracy | Senior Infants | Week 3 May | Class teacher COS Team |
| Triail Ghaeilge Dhroim Conrach | 2 nd – 6 th | Week 4 May | 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 and Dolch word-reading 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 |

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