

## **Assessment and Reporting Policy**

### **Borrisokane Community College**

#### Mission Statement.

*We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.*

*“Is ar scáth a chéile a mhairimid”*

#### **1. 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.

#### **2. Why Assess?**

- \* to monitor a student’s progress and to provide the teacher with information to make decisions about what and how the student is learning.
- \* to provide students and parents with information regarding progress and make suggestions for areas of improvement.
- \* to establish baseline data in relation to a student’s attainments in certain subjects
- \* to assess a student’s eligibility for additional support and services.

#### **3. Types of Assessment.**

- \* Formative – Questioning, Observation, AFL, CBAs Project work, portfolios etc.
- \* Summative - Exams, Class Test, Assessment Tasks and CBAs etc.
- \* Diagnostic – D.A.T. and CAT4 (ability), NGRIT (English), PTM(Maths) and PASS (Attitude to school). Further testing carried out to determine students SEN.

#### **4. 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.

## **5. Formative Assessment:**

Definition: Formative assessment involves a range of strategies designed to give both students, teachers and parents' feedback about students' understanding of elements of their learning in courses. The aim is to improve learning. The class teacher sometimes gives students opportunities to self-assess their own work or their peers work. This allows students to identify gaps in their own learning and give and receive positive feedback to and from their peers.

Borrisokane Community College 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 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. The use of Assessment for Learning strategies allow the teacher to continuously assess their students and ensure that learning is at the optimum level.

The following are some of the Assessment for Learning strategies which can be used:

- \* Learning Intentions at the beginning of lessons
- \* Homework given at the beginning of lessons
- \* Creating success criteria
- \* Effective questioning techniques
- \* Wait time after asking questions
- \* Summarising at the end of the lesson
- \* Giving students feedback throughout the learning process.
- \* Comment only marking
- \* Beginning the next lesson with a recap
- \* Pair Work
- \* Group Work
- \* Peer Assessment
- \* Setting targets helps to focus the students on particular issue

Using these student-centred learning strategies gives lessons structure and stimulates learning.

## **6. Summative Assessment:**

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

### **Monthly Assessments:**

All year groups have monthly assessments. They may be written, digital, oral, creative or practical. Results are recorded on eportal. Month assessments can be used to create and adjust targets.

### **House Exams:**

- Sixth year students have exams in October, Mock Exams in February and the Certificate Examinations in June.
- Third year students have Mock Exams in February and Certificate Examinations in June.
- Fifth year students have exams in December and May/June.
- Second year students in subjects with no CBA's have exams in Summer 2019 but no exam from 2020 as CBAs will be in place in all subjects.
- First year students have exams in May/June
- Transition Year student's complete projects during each session. These contribute towards the credits awarded for each session. The year is broken into two sessions ending in December and May/June.

### **Duration of House Exams:**

- 1st Years: For summer duration of exam should be 1 hr.
- 2nd Years: CBAs
- 3rd mocks in line with state exams.
- 5th Year: Two hours per subject.
- 6th Years: One to Two-hour exam in October and Mock Exams in line with State exam times.
- The content of house exams for all students will be in line with state exams at the appropriate level and depending on the course covered at that time.

### **Assessment of non-written aspects of subjects:**

- An increasing number of subjects have elements which are examined at certificate level by non-written methods e.g. Practical Subjects, Language subjects, History and Geography at Leaving Certificate level.
- Students will be given a percentage of marks in their house exams in relation to these non-written elements. Teachers will assess students by project work or class questioning during the term or the submission of a project at the end of term.

### **7. Involving the Partners:**

It is well known that the student's progress in school is best achieved when all partners – student, teacher and parent are working together. The follow are the responsibilities of each:

- Student: Prepare well for exam. Follow guidelines for study at home as outlined in the school journal. Students are encouraged to self-assess with guidance from their teacher and eportal. Keep a record of exam results in journal and predict and set goals for future results.
- Class Teacher: Prepare student, set exam, correct exam, (following AFL guidelines), assign projects, give feedback to student, fill in reports, organise aural and oral assessments outside of timetabled exams and set targets for each student on eportal.

- Parent: Show interest in student's school work, exam prep, exam performance, encourage, motivate and act on recommendations. Parents should also monitor progress on eportal. Provide a quiet place to study.
- Year Head: Sign each student's report, speak to students re performance if necessary, comment on progress and help students set targets and goals.
- Subject Department: Common Assessment, following same scheme, drawn up in subject planning meeting. Where possible common exam should be given to classes in the year group.

## **8. Communication with parents/guardians:**

### Parent Teacher Meetings:

- In the case of first year parents/guardians a parent teacher meeting takes place in November/December and a further meeting takes place in the second half of the school year.
- Third and sixth year students have a parent teacher meeting in November.
- Other year groups have one parent/teacher meeting each year.
- Teachers will have results of class tests and assessments during the term available for parents/guardians at the parent/teacher meeting.

### School Examination Reports:

- All assessments are recorded on EPortal with comments from teachers to guide learning. Parents and students are given access to EPortal.
- In January and in June reports are sent home to parents/guardians of second and fifth-year students.
- Sixth year students receive reports home following October and Mock examinations.
- Third year students receive reports home following the Mock Examinations.
- Transition Year students are assessed twice during the school year and reports are sent home following each assessment.

## **9. Junior Cycle- Classroom Based Assessments and Assessment Tasks**

- From 2020 all subjects will complete 2 CBAs and one Assessment Task in addition to the State Exams.
- CBAs must be completed in time period allocated as specified in the assessment guidelines for each subject. A schedule of CBA's will be available in the school journal.
- The SLAR meetings should take place no more than a month after the CBA.
- Students who have a medically explained absence for missing a CBA cannot be accommodated after the SLAR meeting has taken place.
- If a student misses the Assessment Task a medical cert. must be provided to the Principal within a week of the date of the Assessment Task.

- Short Courses are assessed by CBAs alone. These dates will be published each year on the school calendar and in the journal

### **10 Level 2 Learning Programmes**

Assessment of Level 2 Learning Programmes is school-based and ongoing. Students create a portfolio of evidence which demonstrates their achievement of learning outcomes over the three years of Junior Cycle. Evidence can be hard copy, audio, video, blogs, photographs, artefacts and so on. This promotes much more accessible learning and assessment activities. As there is no exam, assessment is no longer a barrier but an opportunity to showcase a student's strengths, skills and talents.

### **11. Students with Additional Needs**

The following tests are administered to first year students by the Guidance Counsellor and Special Needs Teachers at the beginning of October each year:

- \* CAT4
- \* NGRIT
- \* PTM

When the results of the tests become available the SEN team meet to discuss the results and students with literacy and numeracy needs are identified. Students who score under the 10<sup>th</sup> percentile are offered learning support where available.

As part of planning for students with additional needs testing may be carried out by the Special Education Teacher (SET). A small number of students may require further investigation and assessment these are referred to the NEPS Psychologist. Parents are involved in this referral and subsequent assessment.

### **12. State Exams**

State Exams begin on the first Wednesday in June each year and run for 3 weeks.

It is school policy that Junior Cycle students remain in the exam centre for the duration of the exam. Leaving Certificate and Leaving Cert Applied students are also advised to remain in the centre for the duration of each exam.

- Reasonable Accommodations for State Exams

In order to apply for reasonable accommodations students may need to be tested further using the WIAT III and oral reading of exam papers along with written samples of work. An application will then be made to the SEC to grant these accommodations. Where a student qualifies for accommodations every effort will be made to provide those accommodations during house exams when and where possible.

### **13. Guidance Related Tests**

- Differential Aptitude Tests (DATS) are administered to all Transition Year students. The results of the test are forwarded to parents.
- Centigrade Testing is done with fifth year students.
- All staff are informed of students with additional needs who receive support. Psychological reports are kept on file and can be accessed by all class teachers through the SEN coordinator.

This policy was adopted by the Board of Management on June 2nd, 2011

This policy was reviewed during the school year 2018/2019 and adopted by the Board of Management on 10<sup>th</sup> June 2019.