



Roll No.	19266T
Principal Teacher	Glenda McKeown
Policy	Assessment Policy
Date created	February 2023
Date reviewed	3 <sup>rd</sup> February 2023, ratified 26 <sup>th</sup> April 2023
Date reviewed	28 <sup>th</sup> May 2025
Approved by	<i>Richard Gleeson</i>
	Chairperson, Board of Management
Date for review	

## Assessment Policy

### Introduction

This policy was drawn up and reviewed by staff in consultation with the Board of Management.

### Rationale

This policy needed reviewing and updating since we had decided that changes in the curriculum needed to be reflected in what was on paper for assessment. It also formed part of the recommendations following the school's WSE 2014 report. Assessments need to be conducted annually during the month of May. The results of these assessments form the basis of extra support where needed and help to shape Targets for each student SSF.

## Aims

- To create a procedure for monitoring achievement.
- To assess each student yearly in the principal areas of reading, spelling & mathematics.
- To have records of scores which should help pinpoint areas of weakness to be addressed with individual students.
- To give our students the best possible chance in Junior Certificate & LCA examinations.
- To assist in the drawing up of S

## Procedure:

Testing will take place in the last term (May) in each classroom:

May Week 1	JP; MP; SP Support Teacher Assessments
May Week 2	PC; PP1; PP2 Support Teacher Assessments
May Week 3	PP3; PP4. Support Teacher Assessments
May Week 4	Any outstanding Student Assessments Support Teacher Assessments

RACE Assessments will take place in June.

## List of Standardised Tests

<b>Class</b>	<b>Standardised Assessment</b>
<b>JP</b>	<b>Basic Number Diagnostic Test MIST ALPACA</b>
<b>MP</b>	<b>Basic Number Diagnostic Test MIST ALPACA</b>
<b>SP</b>	<b>Basic Number Screening MIST ALPACA</b>
<b>PC</b>	<b>SPAR Basic Number Screening Test</b>
<b>PP1</b>	<b>SPAR Basic Number Screening Test Option – Diagnostic Spelling Test</b>

<b>PP2</b>	<b>Diagnostic Reading Analysis (DRA) MALT 1 Tests 5,6,7, Option – Diagnostic Spelling Test</b>
<b>PP3/PP4</b>	<b>RACE for Exam Students For Non-Exam Students</b>  <b>Maths: MALT 2 Tests 8, 9, 10. Reading: DRA Option – Diagnostic Spelling Test</b>
<b>VT</b>	<b>Classroom Based Assessments</b>
<b>PVT</b>	<b>Classroom Based Assessments ASD Profiles</b>

### **Support Teacher Assessments**

Y.A.R.C. to be administered by Literacy Support Teacher

Dyslexia Screening and/or Profile Assessments will be conducted by Support Teachers or Class Teacher.

Class Teachers will highlight students for Support teachers who require further testing. Individualised tests will be administered, when needed by Support Teachers.

### **RACE ASSESSMENT**

RACE Assessments are conducted in June of each year.

Applications are sent to the Department in January.

### **TESTS OF LITERACY RELATED SKILLS**

A. The following tests are conducted by Ms. Leacy to establish a candidate's standard score in reading or spelling:

WRAT - 5 – Word Reading and Spelling

B. The following standardised tests may be used, where applicable, by schools to explore a candidate's writing speed:

DASH Test.

### **ACCESS TO A READER**

*Applications will be considered where it can be established that a candidate has a need for a Reader to access the examination papers, because:*

- a. The candidate has been identified as having difficulties with reading accuracy over time.
- b. The level of word-reading attainment displayed by the candidate, their rate of reading and/or their ability to read examination papers accurately is such that they would be significantly 'impaired in reading the questions.
- c. These difficulties are persistent despite the candidate having had access to a continuum of support and to learning opportunities that are effective and appropriate for most other candidates.

In practice, these general conditions are implemented by means of the following specific eligibility criteria:

### **Psychological Assessment:**

NEPs provides the school with Psychological Assessments. These are generally used for those students deemed most in need of extra resources. In certain situations, it may be necessary to request further Psychological Assessments to be conducted funded by the Board of Management.

### **Class Recording:**

*Each student has a Red Assessment Ring Binder file; these are stored in a locked area within the classroom.* This file records standardised test results and is available to each teacher as the student progresses through the school.

### **Roles & Responsibilities:**

All assessments are carried out by the class teacher.

Support Teachers will administer assessments to determine extra needs in the areas of numeracy and Literacy.

Ms Leacy is responsible for RACE.

NEPS are responsible for test of Intellectual Ability.

Miss Sinnott is responsible for the purchase, storage, and collation of Assessments.

**Updated on 26<sup>th</sup> November 2009**

**Updated on 21<sup>st</sup> May 2013.**

**Updated on 10<sup>th</sup> March 2023**

**Updated on 26<sup>th</sup> May 2025**

**Ratified by the Board of Management on 26<sup>th</sup> April 2023**

Signed:   
**Chairperson, B.O.M.**