

# **Assessment Policy Carriglea N.S.**

## **Policy Content**

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## **Aims of Assessment**

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

## **Purposes of Assessment**

To inform planning for and coverage of all areas of the curriculum  
To identify the particular learning needs of pupils/groups of pupils including the exceptionally able  
To contribute to the schools' strategy for the prevention of learning difficulties  
To monitor pupil progress and attainment  
To enable teachers to modify their programmes in order to ensure that the particular learning needs of individual pupils/groups are being addressed  
To compile records of individual pupils' progress and attainments  
To facilitate communication between parents and teachers about pupils' development, progress and learning needs  
To enable teachers to monitor their own approaches and methodologies  
To facilitate the involvement of pupils in assessment of their own work and progress

## **Assessment Methods used in School**

1. Informal Assessment
2. Standardised Tests
3. Diagnostic Tests
4. Continuum of Assessment

### **Informal Assessment**

- Teacher observation in all areas
- Teacher devised tasks and tests
- Monitoring of pupils' work e.g. collection of work samples, portfolio projects
- Use of checklists e.g. teacher devised checklists, developmental checklist, dyslexia checklists
- Monitoring of a pupils ability to adequately complete homework assignments
- Parental feedback
- Self Assessment where pupils examine their own work in a reflective way and so aid improvements e.g. self editing/drafting/redrafting
- Drumcondra Writing profile checklist
- Numeracy Pupil Profile card
- Literacy Pupil Profile card
- Visual Feedback-thumbs up, thumbs down
- Conferencing:teacher/pupil,teacher/teacher,teacher/parent
- Pupil Profile Folder. This moves up the school with the child.

### **Standardised Tests**

Standardised tests are administered in May/June every year.

Tests are ordered by the school secretary. They are administered by the class teacher with help from the LSRT e.g. pupils missing on the day of the test will be facilitated by the LSRT at a later date

The following tests are presently being used –

Middle Infant Screening Test: Senior Infants – Term 2

Drumcondra Tests of Early Numeracy and Literacy: Senior Infants – May/June

Drumcondra Reading Test: 1<sup>st</sup> – 6<sup>th</sup> classes

Drumcondra Mathematics Test: 1<sup>st</sup> – 6<sup>th</sup> classes

NRIT: 2<sup>ND</sup> Class, 4<sup>th</sup> Class –Term 2

Tests are corrected by the class teacher. Results are then recorded on a class record sheet. Tests are analyzed by teachers to highlight significant patterns or features e.g. poor scores in Time in Mathematics would be passed onto the next class teacher.

These results are then analyzed and discussed with the LSRT. Following these discussions a list of pupils who merit further investigation due to poor or unexpected results will be drawn up.

The parents of each pupil in need of further investigation will be informed orally by the class teacher and permission will be sought from the parents to allow diagnostic testing of the pupil by the LRST. Results will also be used to create appropriate learning experiences for those pupils with exceptionally high scores.

Results of standardised tests are reported to all parents using the end of year report card and at parent/teacher meetings. The STEN score is used to explain results to parents.

## **Diagnostic Tests**

From Senior Infants upwards, diagnostic tests are used to determine appropriate learning support for a pupil with learning difficulties. Such tests will provide a more comprehensive, individualised picture of a pupil's present strengths and learning needs.

Diagnostic testing will be undertaken by the LSRT. Results will be interpreted by the LSRT and following further discussion with the class teacher will be used to aid planning when deciding which pupils will be referred for learning support.

If it is felt learning support would be in the best interest of the pupil this information will be shared and discussed with the parents by the class teacher / LSRT or both. If the parents agree to supplementary teaching their written permission will then be sought.

An IPLP will be drawn up for each pupil based on information available from assessment results, teachers, parents and pupils themselves.

### **Diagnostic Tests in use in Carriglea N.S.**

B.I.A.P.

Quest Diagnostic Test

Jackson Phonics Test

Diagnostic Reading Analysis

Rain Sentence Reading Test

Sound Linkage Phonics Test

Profile of Maths Skills – Norman France

N.R.I.T.

Bangor Dyslexia Test

M.I.S.T

Burt Word Reading Test

Salford Sentence Reading Test

J.P. Reading Assessment

## Psychological Assessment

If a pupil fails to make adequate progress and their difficulties appear to be unresponsive to teacher and LSRT interventions, consideration will be given to referring the pupil for a psychological assessment.

Such intervention will be discussed with the parents by the class teacher and the LSRT.

Consent will be sought from the parents to proceed with a psychological assessment.

The LRST in consultation with the Principal will arrange the assessment.

The assessment results will be discussed with the class teacher and the parents and when necessary outside agencies will be contacted eg., NEPS, SENO, DES Inspector, Speech and Language Therapist, Occupational Therapist, Physiotherapist.

An arrangement will be made for all personnel involved to meet and discuss the strengths and needs of the pupil and to develop an IEP. Targets will be formulated based on the strengths, needs and assessment information. This information will then be compiled by the LRST and reviewed periodically to measure progress.

The parents will be requested to sign the IEP at each IEP meeting.

### Continuum of Assessment Approach.

The continuum of support is an assessment tool used to identify and respond to pupils needs. The needs of pupils range from mild to severe and short to long term needs.

Pupils require different levels of support depending on results of previous assessments listed. Support can range from in-class support, to withdrawal support from the LRST.

In the continuum of support, pupil needs can vary from academic, social and emotional needs as well as physical, sensory, language and communication difficulties.

In this school the continuum policy operates on the basis that the pupils with the greatest levels of need have access to the greatest levels of support. These levels range from whole school and classroom support (for all), school support (response to groups and individuals) and school support plus (IEPS, Resource time).

To identify needs through the continuum of support process.

### Classroom Support Level – assessment carried out by class teacher.

- Differentiated tasks
- Teacher observation records / teacher designed tasks
- Parental consent
- Basic needs checklist
- Pupil consultation – My thoughts about school
- Literacy / Numeracy tests

This plan is set for a particular time Sept-Feb, consultation with parents at both times of review.

### School Support Plan: Involves:

- Teacher observation records / teacher designed tasks / assessments
- Diagnostic tests in Literacy / Numeracy
- Functional Assessments – screening measure for social, emotional and behavioural difficulties.

The LRST co-operates with classroom teacher to devise an individual Pupil Learning Profile to map learning objectives / needs. The LRST engages with groups and individuals requiring support. This plan is subject to review Sept and February.

### **School Support Plus**

This is a more detailed approach to information gathering and assessment. Formal and informal assessment tools are used as well as reports from outside professionals (psychological, HSE-SIT / OT). Data gathered is used to devise an Individual Education Plan to map progress and include short and long term goals. It will be discussed with parents in September of school year and reviewed the following February.

It involves:

- Teacher observation / teacher desired tasks
- Parent / pupil assessment
- Standardised test results – measuring cognitive ability, social, emotional and behavioural functioning

## **Recording of Assessment Results**

Three kinds of records are maintained by the school

1. Pupil Files/Pupil Profile cards for literacy and numeracy
2. Teacher's records – observations, incidents etc.
3. Report Cards

Pupil files and report cards are stored in filing cabinets. Relevant records will be maintained by the school to facilitate access until the pupil has reached at least 21 years of age.

## **Reporting of Results to Parents**

Results are reported to the parents for the benefit of the child.

This will be done through –

- Parent/Teacher meetings which are held in November.
- A written school report which is sent out for each pupil in June
- Informal meetings and telephone conversations between parents and teachers

Results will be explained to parents at Parent/Teacher meetings

Sten scores will generally be used to communicate results. Teacher discretion will be used when discussing a pupils results and performance. Pupil effort may be significant in reporting results. If requested a parent may view their child's assessment in the school and in the presence of the teacher. The consent of the Principal will be sought before such a meeting may take place. A copy of the scores in the summary page of a test may be given to a parent when requested. Such test will remain in the school.

## **Reporting of Assessment Information to other Schools and Professionals**

Consent for transfer of information is sought from parents on the pupil enrolment form. Assessment information will be shared with other schools for the benefit of the future education of the pupil eg, when a pupil transfers to another primary school, secondary school.

Information will be shared with other professionals eg, speech and language therapists, occupational therapists.

The Principal will approve access to assessment information by persons other than the pupil's parents. Such access may need to be accompanied by commentary or interpretation by a teacher or the Principal.

All personnel involved will be made aware of the need for discretion and confidentiality.

## **Implementation and Review**

This Assessment Policy was formulated by the staff of Carriglea N.S. It will be reviewed every 2 years or as deemed necessary.

This policy was reviewed by the B.O.M. in 2019

Signed:

Date: