**De La Salle College Macroom**

**Assessment Policy**

**Rationale**

Assessment at De La Salle College Macroom is an integral part of the teaching and learning process as it provides valuable feedback to students, teachers and parents. Assessment provides a clear insight into what students have achieved and the areas which they need to improve upon. De La Salle College is acutely aware of the positive impacts which assessment can have on students` attitudes, self esteem and motivation and that students have the opportunity to respond to guidance they have received.

Teachers use assessment to set tasks that are well matched to the abilities of their students and to inculcate a growth mindset within students regarding their competencies. Students are involved in the process of assessment by taking responsibility and ownership of their learning, developing their ability to be self critical and setting targets for their subsequent work.

Each student is assessed as part of an ongoing process based upon their homework, tests, assignments, projects and other forms of school work.

A record of these results is kept by the teacher.

**Objectives**

To use formative assessment in the planning and practice of teachers in the classroom.

To use summative assessment to provide information to students, parents and teachers of what progress has been made in the learning process.

To bestow consistency in procedures for setting, marking and supplying feedback to students.

To help identify students who may need additional support and to inform consultations with the NEPS psychologist where necessary.

To inform teachers of how students learn best.

To inform the students of how best to learn and to set individual goals.

To help identify appropriate subject levels for students in the Junior and Leaving Certificate.

To inform subject choice, career guidance and progression to third level and further education.

**Summative Assessments**

At Junior Cycle class tests are carried out on a regular basis by teachers. As part of the school self-evaluation process teachers may publish these results on the vsware system when and if they feel appropriate. This provides real time data to parents on the performance of their son. End of term assessments take place at Christmas and at Summer. The results of these assessments and a comment from each subject teacher are published to parents via the vs ware system.

At Senior Cycle class tests are carried out on a regular basis by teachers. As part of the school self-evaluation process teachers may publish these results on the vsware system when and if they feel appropriate. End of term assessments take place at Christmas and at summer. The results of these assessments and a comment from each subject teacher are published to parents via the vs ware system.

The results from Pre-Junior Cycle exams and Pre-Leaving Cert exams are published on vsware. A comment is also provided from each subject teacher. These normally take place after the midterm break in February.

**Formative Assessments**

According to the National Council for Curriculum and Assessment, assessment in education is about gathering, interpreting and using information about the processes and outcomes of learning.

Formative assessment is promoted by:

* Clearly setting out the learning intentions for the lesson.
* Asking a question which will be answered in the course of the class.
* Revision of the previous days work is carried out by means of questions, discussion, use of resources or by mini tests.
* Giving homework and the ways in which we correct homework
* Students and teachers correct homework orally.
* Answering questions from past state examination papers
* Using document based questions and mini projects
* Writing of essays.
* Students self-assessment which allows them to assess how they understand the material from the previous class and what areas they need to work at.
* Peer assessment
* Giving written and verbal feedback to students with guidance for improvement.

Formative assessment also takes place through teachers helping students to develop skills in note taking. Methods include giving headings, the use of diagrams, brainstorming, mind-mapping etc.

Differentiated learning is encouraged through the use of a combination of lower order and higher order questioning some of which are student directed whilst others are group directed. Teachers can direct the level of the question to each individual to match the student`s ability. This helps to develop a student`s confidence.

**Teachers**

Assessment is used to inform teachers how students learn best in terms of:

Determining what students know and understand

Ascertaining the skills that students have acquired

Diagnosing learning problems and student needs

Monitoring standards of achievement

Planning how the subject matter is taught

Checking teaching objectives against learning outcomes

Providing clear feedback to students on how they can improve their level of achievement

Motivating teachers and learners through success in achievement

* Each teacher keeps a record of homework, test and examination results.
* Each teacher reviews the achievement of students in their classes regularly and takes appropriate follow up action including modifying and planning their presentation.
* Teachers work together to ensure consistency in assessment, recording and reporting procedures.
* Serious underachievement, persistent failure or continuous presentation of substandard work, taking the students abilities into consideration, is brought to the attention of the class teacher or year head.
* Appropriate action is then taken by the various interested parties.

**Parents**

Support the policies of De La Salle College, Macroom

Participate in the learning of their children

Are encouraged to provide a home environment which is conducive to study

Should have knowledge of and support their child in goal setting targets

Support student adherence to set deadlines for work

Help motivate their children

Have an active role in the review of their child`s performance.

**Senior Management**

Members of senior management review term assessments and state examination results.

Results are compared with those of previous years and with national averages.

**Students**

Have a clear idea of knowledge and /or skills that are being assessed

Are involved in assessing themselves and are encouraged to identify personal targets

Receive clear feedback regarding a mark or grade that has been awarded

Are able to see each graded assessment

Have access to all criteria being used in the assessment

Are encouraged to recognise the value of all forms of assessment

Will be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment

**Effective use of Assessment**

Teachers may use the findings of the various forms of assessment to plan or modify their lessons and/or teaching methodologies.

Year Heads use assessment results when reviewing the progress made by each student.

Year Heads decide to take follow up action where deemed appropriate

Overall results are discussed at subject department meetings

**Assessment on Entry to De La Salle College Macroom**

Initial student assessment takes place in April/May prior to entry of students into First Year in September. Assessment takes place **only** after a student has been offered a place.

At this time the two assessments are carried out. Firstly, an English test comprising of a basic comprehension and a spelling test. The second assessment is a maths test. These assessments are the cornerstones in supporting educational development and academic attainment and will provide important information that can assist students in achieving their potential.

New students arriving in De La Salle College Macroom in Years 2-6 are not assessed as their assessment reports and results are obtained from their previous schools.

**Assessment prior to State Examinations**

6 months prior to the sitting of state exams, students are assessed by the resource department to ascertain if they are entitled to a spelling and grammar waiver, a reader or a scribe. This is conducted with third year and sixth year students.

**Assessment in Transition Year**

The core subject areas (Irish, English and Maths) and extended core subjects are continually assessed in Transition Year. There are two end of term assessments; one at Christmas and the second prior to the summer holidays. A report is issued to parents following the completion of each end of term assessment.

Each end of term report consists of a percentage mark for the end of term exam and a percentage mark for the completion of a project and/or continuous assessment. All subjects are assessed through both continuous assessment and end of term exams.

In May of Transition Year, TY students are presented with Transition Year Certificates which represent the successful completion of the year. To qualify for this award, students must satisfy the basic requirements of the College Transition Year Programme.

**Junior Cycle Assessment**

New Junior Cycle

The assessment of the new Junior Cycle Programme ensures that a range of skills are assessed, placing students at the centre of the learning process. Students will complete classroom based assessments (CBA) during class time in second year and in third year. This will be reported to parents via vs ware in real time and on the Junior Cert Profile of Achievement (JCPA) in Transition Year. Students can achieve one of four grade descriptors (listed below) once teachers have conducted a Subject Learning and Assessment Review (SLAR) meeting in which student`s work is moderated.

**E-**Exceptional

**AE-**Above Expectations

**IL-**In line with expectations

**Y-**Yet to meet expectations

Where a descriptor for a Classroom Based Assessment (CBA) has not been given to a student, the term “Not Reported” is used. There is no appeal to the allocation of a student`s grade descriptor.

In addition, students in third year complete an Assessment Task (in most subject areas) which counts for 10% of their final exam result. There will also be opportunities for students to contribute towards their JCPA by participating in “Other Areas of Learning”. These are activities which must be school based and are also recorded on their JCPA. Finally, when the students receive their JCPA, their final grades consist of the following language:

Distinction ≥90-100

Higher Merit ≥75-89

Merit ≥55-74

Achieved ≥40-54

Partially Achieved ≥20-39

Not Graded ≥0-19

Ratified;

25/01/24

Principal:



Chairman of BoM:

