

Below is the current text of this policy. Please note, however, that it is due for review during the 2019/20 school year.



Assessment and Reporting Policy

Introductory Statement

It is the policy of the school to assess children in a systematic way as this assessment can provide a valuable source of information to the students, teacher, parents and other relevant and interested parties. The original policy has been updated in light of revised guidelines as outlined by the Dept. of Education and Skills. The policy was updated in January 2016.

Relationship to characteristic spirit of the school

Assessment activities used in this school will contribute to pupil learning and development by allowing us to identify trends, emerging patterns or whole school strengths and areas of weakness. This will inevitably prove invaluable when used as a basis for whole school planning in literacy and numeracy.

Aims

The school hopes to achieve the following by introducing this 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 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 pupil's progress and attainment
- To co-ordinate assessment procedures on a whole school basis

Guidelines

Purposes of assessment

- To inform planning for, and coverage of, all areas of the curriculum
- To gather and interpret data at class/whole school level and in relation to national norms
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- To contribute to the school's strategy for 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 pupil's progress and attainment
- To facilitate communication between parents and teachers about pupils' development, progress and learning needs
- To facilitate the involvement of pupils in assessment of their own work.
- To enable teachers to monitor their own approaches and methodologies

Assessment for learning

Assessment may be informal or formal and includes:

- Teacher observation
- Teacher-designed tasks and tests
- Completed assignments by pupils – projects, copybooks, activities, work samples, homework, portfolios
- Parental, pupil feedback or observation
- Standardised tests
- Diagnostic tests
- Assessment by psychologist

The choice of informal assessment is at the discretion of individual teachers.

Standardised Tests

Areas to be tested:

- Intelligence - N.N.R.I.T.- New Non-Reading Intelligence Test
- Reading – D.P.R.T.- Drumcondra Primary Reading Test
- Mathematics – D.P.M.T.- Drumcondra Primary Maths Test
- Spellings – D.P.S.T.- Drumcondra Primary Spelling Test

The N.N.R.I.T. Level 1 is administered to First Class in December. Level 3 is administered to Fourth Class in November.

The D.P.R.T, D.P.M.T and D.P.S.T. will be given annually to each class between First and Sixth Class inclusive. D.P.R.T., D.P.S.T and D.P.M.T will be administered in May. Testing in May will allow time to report results to parents in the June report card.

The Deputy Principal is responsible for purchase, distribution and co-ordination of testing. Each class teacher is responsible for administering the standardised tests. Results are provided as Raw Score, Standard Score, Percentile Rank and Sten Score (D.P.M.T., D.P.R.T. and D.P.S.T.). When corresponding with parents, Sten Scores will be used and explained.

For the N.N.R.I.T results are provided as Standard Scores.

When tests are complete the Class Teachers and Learning Support Teachers will input the results of N.N.R.I.T, D.P.R.T., D.P.M.T. and D.P.S.T. using the Aladdin Tool. The Deputy Principal will check and update class statistics. Each September the class teacher will be given their class statistics for ability in Literacy, Numeracy and Spelling in grid form and in graph form for their Assessment Folder.

The Deputy Principal will use the results of each class to prepare and update the 3-year bell curve. This bell curve will be analysed throughout the 3- year School Self Evaluation.

Children below the 10th percentile are referred to the Learning Support Teachers for further testing as in our SEN Policy.

Re-testing may be carried out at the discretion of the class teacher.

The teacher may assist a child who is having difficulty reading the Maths test. This should be noted on the result sheet.

Exemptions from testing are at the discretion of the Principal. (Refer to D.P.M.T/D.P.R.T. testing manuals)

Screening for learning difficulties

Children in D7ETNS are screened for signs of possible difficulties in Literacy and Numeracy. The class teachers undertake this screening. Children are screened in Senior Infants. The Drumcondra Early Numeracy Test and Drumcondra Early Literacy Test is administered in May to all Senior Infant Students. Depending on the results of this test and on reports furnished by the class teachers involved, children may be targeted for more Diagnostic Assessment by the Learning Support Teachers.

Diagnostic Assessment

Diagnostic Assessment of Literacy in Senior Infants and First Class involves the assessment of: sight vocabulary, word attack skills, phonological awareness, letter identification, sound and formation, pencil grip, auditory and visual sequential ability and expressive language. Diagnostic assessment from Second to Sixth Class level may include assessment of sight vocabulary, phonological awareness, word attack skills, reading accuracy, fluency, comprehension and spelling.

Diagnostic assessment of Maths involves teacher observation of a pupil as he completes a mathematical operation, analysis of the errors in written work and discussions with the pupil as to how he arrived at the answer to a problem.

Further Literacy and Numeracy Diagnostic Tests are administered by Learning Support Teachers. A full list of the Diagnostic and Screening Tests administered in D7ET are in the Table below.

Test	Administered to	Month
Quest Diagnostic Maths Test	Learning Support First	Term 1
Quest Diagnostic Literacy Test	Learning Support First	Term 1
Individual Progress in Phonics D7ET	Learning Support First	Term 1
York Assessment Reading Comprehension (YARC)	Learning Support Second to 6th	Throughout School Year
Single Word Reading Test (Hodder & Stoughton)	Learning Support Second to 6th	Throughout School Year
Non-Word Reading Test (Hodder & Stoughton)	Learning Support Second to 6th	Throughout School Year

Progress in Maths GL Diagnostic Maths Tests	Learning Support Second to 6th	Term 1
New NRIT	First Class	Term 1
New NRIT	Fourth Class	Term 1
Non Verbal Reasoning test (age 6—8)	First Class	Term 1
Non Verbal Reasoning test (age 10-11)	Fourth Class	Term 1
Drumcondra Early Numeracy ScreeningTest:	Senior Infants	Term 3
Drumcondra Early Literacy ScreeningTest:	Senior Infants	Term 3
<i>Drumcondra Early Numeracy Diagnostic Test:</i>	<i>Senior Infants</i>	Term 3
<i>Drumcondra Early Literacy DiagnosticTest:</i>	<i>Senior Infants</i>	Term 3
Drumcondra Spelling Test Level 1 to 6	First to Sixth Class	Term 3
Drumcondra Primary Reading test: Level 1 to 6	First to Sixth Class	Term 3
Drumcondra Primary Mathematics test: Level 1 to 6	First to Sixth Class	Term 3

Diagnostic test results are passed on to class teachers to aid class planning. A meeting is arranged with parents and learning support teachers to share results.

Psychological Assessment

Some children may need further assessment and support. In such cases the Learning Support Teacher decides, on the basis of their assessment of an individual child, whether the NEPS assessment psychologist for the school should be consulted in order to consider further possible approaches and interventions.

Storing test results

Results are stored for the following reasons:

- Note strengths and weaknesses
- Document evidence
- Inform planning
- Form a basis for reporting to parents and other schools.

Each class teacher will maintain a hard copy of test results for her or his class in the Assessment Folder. The class teacher will pass on test result sheets to the next class teacher. The tracking sheet, with standardised scores can also be passed on with the class.

Learning support teachers will also maintain a copy of results on file.

A third copy will be kept on file by the assessment post holder.

Test scores will be kept on file until the child is 21 years old.

All test booklets/answer sheets for all other classes will be maintained on file for one academic year, after which they will be shredded.

Communicating test results to parents

Assessment will take place in May. If there has been a drop of one standard deviation since the previous year, the class teacher will make an appointment with parents to meet and discuss results. Otherwise results will be communicated via the school report in the summer. Results will be communicated to parents as STEN scores.

An explanation of results will be outlined in the school report (NCCA guidelines, see below)

8-10	Well Above Average
7	High Average
5-6	Low Average
4	Average
1-3	Well Below Average

In relation to assessment in the Primary Curriculum 1999, the introduction states, "Assessment assists communication about children's progress and development..... It also helps to ensure quality in education."

This is the overall aim of our School Assessment and Reporting Policy.