

Title of Plan Assessment

MN4695

Introductory Statement:

This plan was reviewed by Karol Hobbins in consultation with the Support team, the principal Irene Keogh and the teaching staff in Scoil an Linbh Íosa.

Rationale:

This policy was formulated in accordance with the Revised Curriculum.

“Assessment is an essential element of the teaching and learning process. Its principle purpose is to provide the teacher with continuous detailed information about children’s knowledge, their grasp of concepts and their mastery of skills.”

Relationship to school ethos:

The key principles which underpin our assessment policy are:

- Inclusiveness- Assessment provides the teacher with the means of identifying the needs of individual children. This ensures that the educational needs of all students, including the child with special educational needs, are catered for.
- Equality- We aim to ensure that the educational system is accountable to students, their parents and the state for the education provided.

Aims:

- To monitor the rate of children’s progress.
- To provide the teacher with the means of identifying the needs of individual children.
- To enable the teacher to modify curriculum content.
- To indicate areas of learning difficulty in particular children.
- Assessment can provide diagnostic information.
- Assessment can form a basis for reporting to parents, teachers and other professionals.

Roles and Responsibility for development, implementation and reporting.

This policy will be supported by the principal and the teaching staff. Whilst this plan deals mostly with standardised and formal testing, it is understood and expected that all teaching staff carry out their own informal class assessment on an ongoing basis in every subject area.

Purpose of Assessment.

Roles and Responsibility for development, implementation and reporting.

- 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

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- 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' 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

Success criteria:

“How will we know that this policy is effective?”

Class teachers' feedback.

Test results are used and analysed to form the basis for teaching and learning.

Inspector's report/suggestions.

Review.

This plan was reviewed in November 2020.

“When, by whom and how will the policy be reviewed?”

The plan will be reviewed by the entire teaching staff in June 2023 at the class group meetings. The new programmes due to be trialed in 2021-2022/2022-2023 will be reviewed, and a decision will be made regarding adopting them permanently i.e., Words Their Way Word Study Programme and Heggerty Phonological Programme.

Ratification and Communication:

The board will ratify the policy. The policy will be circulated to the entire teaching staff.

Assessment for Learning and Assessment of Learning:

Scoil an Linbh Íosa recognises the 4 functions of assessment as being formative, summative, evaluative and diagnostic. The focus is on assessment for learning as well as assessment of learning. Evidence is used on an ongoing basis to inform teaching and learning, in addition to the periodic recording of children's progress and achievements.

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Assessment Methods:

A range of assessment methods is used in the school. These include:

- self-assessment
- conferencing
- peer-assessment
- questioning
- teacher observation
- teacher-designed tasks and tests
- standardised tests and assessments

SALF Folders:

Self-assessment folders will be kept by each child in the school throughout the school year. Over the course of the year, the folder provides evidence of children's achievements in all curricular areas. They are a source of information that can be used by children to make assessment decisions about their own learning.

Selection Process for Psychological Assessment.

It is recommended by psychologists that children in Junior Infants should be given the opportunity to settle into the school environment. They need time to experience a pre-Maths and pre-reading environment and to find their own level in these areas. Therefore, psychologists recommend that a psychological assessment should not be carried out in most cases until Senior Infants. However, in the case of a child with special needs this rule may not apply.

The "at risk" child identified by the Junior Infant teacher through informal testing, observation and parental feedback, should be targeted for Stage 1 of the Staged Approach. Then the B.I.A.P. will be administered on this child at the end of Junior Infants. Children who score at or below the critical score in this test should then be targeted for Stage 2 of the Staged Approach at the beginning of Senior Infants. In Senior Infants following informal and formal (M.I.S.T.) tests carried out by the class teacher or the Support teacher, children who are having "serious difficulties" may then be put forward for psychological assessment Stage 3 of the Staged Approach.

In 1st and 2nd classes the "at risk" child will probably be attending Learning Support and receiving in-class support. At this stage the Support teacher in consultation with the class

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teacher will recommend that the child who is not making the required progress in the Support class will be put forward for further investigation (psychological assessment).

From 1st class to 6th class, children who attend Learning Support will be constantly reviewed and tracked to allow children to be released from Learning Support once their learning targets are met and whose needs can be catered for in class through differentiation.

At all times, parental consent is necessary before a psychological assessment takes place. The assessment takes place in the school and the psychologist meets the parent(s)/guardian(s), the class teacher, the support teacher afterwards to discuss the findings of the assessment and any follow up that may take place.

Junior Infants:

- Ongoing teacher observation.

English:

Letter test- name, sound and formation of letters taught to date (January)

Jolly Phonics Tricky words 1st 10 words (taught to date - January)

These word tests are used by the teacher as indicators only.

Alphabet (28 letter sounds to include *sh, ch*) recognition, sound, formation, tested in early June.

Word recognition: Jolly Phonics 1st 20 (Early June)

Expressive language test: Reciting 2 rhymes learnt during the year 1. Humpty Dumpty 2. Jack and Jill. Clapping out the syllables.

Blending test (c.v.c.) + c.v.c. dictation test (Early June)

Single Word Reading Test to group the children into ability groupings for reading
Running Records to assign a book level to literacy groups

Maths:

Test: testing concept and formation of numerals 1,2,3, shape, colour, (January)

Test: Testing concept and formation of numerals 0-5, addition with two addends totalling 5, shape and colour (June)

Busy at Maths Assessment Halloween, Christmas, Easter, Summer.

Standardised Tests:

The B.I.A.P. (*Belfield Infant Assessment Profile*) should be used to test children who would be identified by the class teacher as being “*at risk*”. This test may be administered by the support/class teacher.

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Senior Infants:

Literacy

Ongoing informal observation.

Individual reading programmes/ Group reading programme (Lift-Off)

Single Word Reading Test to group the children into ability groupings for reading

Running Records to assign a book level to literacy groups

Formal Test:

M.I.S.T. (Middle Infant Screening Test) 5th term in school (end of January)

This test tests listening skills, letter sounds and emergent writing and letter formation.

Follow up M.I.S.T.

Administered by the support teacher on the children who fell below the critical scores in the 1st test. (May)

Ongoing informal assessment of reading during Literacy Lift-Off.

Basic Sight Vocabulary Jolly Phonics word test (20 words in Feb & 40 in June)

Phonics 42 sounds (February and June when the need arises)

Maths:

Informal Assessment:

Individual Pupil Profile Term Assessment (Busy at Maths Senior Infants)

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First Class:

Ongoing teacher observation.

Informal testing:

Weekly spelling test. (Jolly Phonics Teacher's Manual)

Weekly dictation (Jolly Phonics Teacher's Manual)

Standardised tests:

English:

Drumcondra Reading Test Level 1 (May)

Drumcondra Spelling Test Level 1 (in Term 2)

Single Word Reading Test to group the children into ability groupings for reading

Running Records to assign a book level to literacy groups

Maths:

Drumcondra Maths Test Level 1 (May)

Individual Pupil programme term assessment Hallowe'en, Christmas, Easter, Summer. (Busy at Maths)

NNRIT:

New Non-Reading Intelligence Test (in Term 2)

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2nd Class:

Ongoing teacher observation.

Informal testing:

Weekly spelling test. {Jolly Grammar}

Weekly dictation (Jolly Phonics Teacher's Manual)

Standardised tests:

English:

Drumcondra Reading Test Level 2 (May)

Drumcondra Spelling Test Level 2 (in Term 2)

Single Word Reading Test to group the children into ability groupings for reading

Running Records to assign a book level to literacy groups

Maths:

Informal assessment – mental maths

Teacher designed test (Christmas)

Drumcondra Maths Test Level 2 (May)

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3rd Class:

Ongoing teacher observation.

Informal testing:

Weekly spelling test. {Jolly Grammar 3 spelling lists}

Weekly dictation

Standardised tests:

English:

Drumcondra Reading Test Level 3 (May)

Drumcondra Spelling Test Level 3 (in Term 2)

Single Word Reading Test to group the children into ability groupings for reading

Running Records to assign a book level to literacy groups

Maths:

Informal assessment – mental maths

Teacher designed test (Christmas)

Drumcondra Maths Test Level 3 (May)

NNRIT:

New Non-Reading Intelligence Test (in term 2)

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4th Class:

Ongoing teacher observation.

Informal testing:

Weekly spelling test. {Better English 4th Class spelling lists}

Weekly dictation (Jolly Phonics Teacher's Manual)

Standardised tests:

English:

Drumcondra Reading Test Level 4 (May)

Drumcondra Spelling Test Level 4 (in Term 2)

Single Word Reading Test to group the children into ability groupings for reading

Running Records to assign a book level to literacy groups

Maths:

Informal assessment – mental maths

Teacher designed test (Christmas)

Drumcondra Maths Test Level 4 (May)

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5th Class:

Ongoing teacher observation.

Informal testing:

Weekly spelling test. {Spell Well 5}

Weekly dictation.

Standardised tests:

English:

Drumcondra Reading Test Level 5 (May)

Drumcondra Spelling Test Level 5 (in Term 2)

Single Word Reading Test to group the children into ability groupings for reading
Running Records to assign a book level to literacy groups

Maths:

Informal assessment – mental maths

Teacher designed test (Christmas)

Drumcondra Maths Test Level 5 (May)

NNRIT:

New Non-Reading Intelligence Test (beginning of February)

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6th Class:

Ongoing teacher observation.

Informal testing:

Weekly spelling test {Teacher designed Lists based on High Frequency Words – see attached.}

Weekly dictation

Standardised tests:

English:

Drumcondra Reading Test Level 6 (May)

Drumcondra Spelling Test Level 6 (in Term 2)

Single Word Reading Test to group the children into ability groupings for reading

Running Records to assign a book level to literacy groups

Maths:

Informal assessment – mental maths

Teacher designed test (Christmas)

Drumcondra Maths Test Level 6 (May)

Other relevant information

Tracking of pupils' results:

A copy of all standardised test results pre 2017 are stored in a filing cabinet in the Comms room opposite Exit 3. Post 2017 results are input on Aladdin.

A tracking system (A3 sheet) was in place up to 2017 on which all standardised test results are recorded for each of the 1st and 2nd classes. All results of diagnostic tests carried out in the Support Rooms are stored by the Support teacher in his/her filing cabinet.

Standardised Tests booklets and class reports to date are stored in a box in a locked cabinet in the old staffroom. Assessment reports by outside agencies e.g. psychological reports are stored in a locked filing cabinet in the Principal's office – no extra copies made. The *end of year report* is posted home in mid-June and a copy is saved on Aladdin. Results of standardised tests are communicated in the report both in 1st – 6th classes using Sten with the designated descriptor. The use of consistent language in reports is discussed at the May staff meeting.

Transfer of records/reports:

- Results of standardised tests where applicable are faxed to the new schools in early June prior to the children starting.
- Reports from outside agencies are forwarded to the new schools in June prior to the children starting only when the parents give written permission to do so.
- In the case of the children attending LS/RT the support teacher forwards a report to the next teacher in the new school where applicable.

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Standardised Tests

- **SEN team is responsible for the purchase, distribution and co-ordination of testing**
- **Class teachers administer the standardised tests.**
- **Only 1 class from each class group should administer the test on any one day to facilitate absences.**
- **In the event of a child missing a standardised test due to illness then (s)he is tested by the support teacher in the support room. However this is not ideal and this should only happen if all the classes in that class grouping have finished the testing.**
- **A child who misses the test due to being on holiday may not be facilitated.**
- **A letter home to the parents in September informs them that testing is carried out during the school year.**
- **Certain children may need an exemption from standardised tests. There is a section at the beginning of the manuals advising on this.**
- **A handout on “Good practice in testing” is circulated to all teaching staff involved in testing. (see Appendix 1)**
- **All tests carried out in the Support Rooms are listed in Appendix 2.**

Ratified by:_____

Date:_____.

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APPENDIX 1

GOOD PRACTICE IN TESTING

Teacher Preparation

- Read the manual.
- Check wording...do you need to use the exact wording as in the manual?
- Familiarise yourself with the test. Try out the test on an individual or small group before testing for the first time.
- Check time frame Do you have adequate time to complete the session?
- Ensure that you have the correct number of forms and that they are at the correct level for the class you are testing.
- Have all materials necessary-pupil booklets, recording sheets, pencils, erasers, stopwatch etc.
- Do not teach to the test beforehand, as this invalidates results. Do not give booklets or test materials to parents.

Classroom and School preparation

- Ensure that there will be no interruptions or distractions during testing.
- Place a "Testing-Do not disturb" sign on door.
- Ensure that there is a blackboard available to demonstrate instructions.
- Ensure that charts and visual aids related to test items are covered or removed.

Preparing the children

- Take adequate time to demonstrate practice items so that the children are familiar with the procedure.
- Children with hearing loss and concentration difficulties should sit near the front.
- Ensure that all children have their name and date entered on the test booklet
- Ensure that they cannot copy from each other.
- Reassure the children that there may be difficult items that they will not be able to complete, but encourage them to attempt all test items.
- Encourage children to re-read and check answers.

Organisation

- Avoid testing on days after school breaks, or on days when there are other activities planned in the school.
- Make sure that the children have materials needed to complete the test.
- Ensure that all children have a quiet activity to work on if the finish early.

Marking, Scoring, Interpreting the test.

- Ensure that you calculate the child's chronological age accurately.
- It helps to calculate totals on each page as you are correcting.
- Make sure to use the correct conversion table when converting raw scores. Check where it is form A or B, whether they are autumn or spring norms.

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APPENDIX 2	CLASS TEACHERS		SUPPORT TEACHERS
Class	Tests Used for Screening	Dates Administered	Diagnostic Testing/Follow Up/On Going Review
<u>Junior Infants</u>	<ul style="list-style-type: none"> ● Teacher Observations ● Teacher Designed Tests ● Work Samples 	<ul style="list-style-type: none"> ● Throughout the year ● Throughout the year ● Throughout the year ● End of Year Review 	<p>B.I.A.P. <u>EAL</u> Initial interview assessment Sept or whenever newcomers or international children arrive. EAL (Primary Sch. Assessment kit) Testing December & June</p> <ul style="list-style-type: none"> ● Single Word Reading Test ● Running Records
<u>Senior Infants</u>	<ul style="list-style-type: none"> ● Teacher Observations ● Teacher Designed Tests ● Work Samples ● M.I.S.T. ● M.I.S.T. Follow Up 	<ul style="list-style-type: none"> ● Throughout the year ● Throughout the year ● Throughout the year ● End January/February ● June (support children) 	<ul style="list-style-type: none"> ● Rhymes: “Little Bo-Peep”, “Humpty Dumpty”, Jack and Jill”, “Hey Diddle, Diddle” (Jan-Feb.) ● Rhymes- “Pussy Cat, Pussy Cat”, “Rock a bye baby”, Peter, Peter Pumpkin Eater”, “Little Polly Flinders” June ● Letter names, sounds, formation. <p>M.I.S.T. Jan./Feb & June</p> <ul style="list-style-type: none"> ● Tricky Words (Jolly Phonics) ● Pupil Literacy Profile ● P M Benchmark Kit 1 ● Single Word Reading Test ● Running Records <p><u>Maths</u></p> <ul style="list-style-type: none"> ● Drumcondra Test of Early Numeracy <p><u>EAL</u> (Primary School assessment kit) Testing December & June</p>

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<p><u>First Class</u></p>	<ul style="list-style-type: none"> ● Teacher Observations ● Teacher designed Tests ● Work Samples ● Young Group Reading Test ● Drumcondra Reading Level 1 ● Drumcondra Spelling Test Level 1 ● Maths Assessment Tests 1 – Level 1. ● Drumcondra Maths L.1 ● NNRIT Level 1 	<ul style="list-style-type: none"> ● Throughout the year ● Throughout the year ● Throughout the year ● End of January/early February ● May ● End of January ● January ● May ● May ● January/February 	<ul style="list-style-type: none"> ● Pupil Literacy Profile -Sept, Feb & June ● P M Benchmark 1 (kit) ● CTOPP 4 Screening Test as the need arises} ● P M Benchmark 1 (kit) ● Write a piece- “Myself” or “My pet”.- June ● Single Word Reading Test ● Running Records <p><u>Maths</u></p> <ul style="list-style-type: none"> ● Teacher designed tests. ● EAL (Primary School assessment Kit) <p style="text-align: center;">Testing December & June</p>
<p>APPENDIX 2</p>	<p style="text-align: center;">CLASS TEACHERS</p>		<p style="text-align: center;">SUPPORT TEACHERS</p>
	<p style="text-align: center;">Tests Used for Screening</p>	<p style="text-align: center;">Dates Administered</p>	<p style="text-align: center;">Diagnostic Testing/Follow Up/On Going Review</p>
<p><u>Second Class</u></p> <p><u>NOTE:</u> Progress of all children receiving literacy support will be reviewed at the end of the year using all/some</p>	<ul style="list-style-type: none"> ● Teacher Observations ● Teacher Designed Tests ● Work Samples ● Drumcondra Spelling Test Level 2 ● Drumcondra Reading Level 2 <p><u>Maths.</u></p> <ul style="list-style-type: none"> ● Maths assessment test booklet 2 Test 1 (C.J.Fallon) ● Maths Drumcondra Level 2 	<ul style="list-style-type: none"> ● Throughout the year ● Throughout the year ● Throughout the year ● End of January /early February ● May ● January ● May ● June 	<ul style="list-style-type: none"> ● Pupil Literacy Profile ● P M Benchmark 1 (kit) ● CTOPP 2 Test – as the need arises. ● Dyslexia Portfolio as need arises. ● Sample of written work- “Myself”, or “My Pet”. June ● P M Benchmark 1 (kit) ● Teachers’ written report (June) ● Single Word Reading Test ● Running Records <p><u>Maths</u></p> <ul style="list-style-type: none"> ● Teacher designed tests <p style="text-align: center;"><u>EAL</u></p>

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of the testing tools mentioned			(Primary School Assessment Kit) Testing December & June
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<u>APPENDIX 2</u>	CLASS TEACHERS Tests Used for Screening	Dates Administered	Diagnostic Testing/Follow Up/On Going Review
<p><u>Third Class</u></p> <p>NOTE: Progress of all children receiving literacy support will be reviewed at the end of the year using all/some of the testing tools mentioned</p>	<ul style="list-style-type: none"> ● Teacher Observations ● Teacher Designed Tests ● Work Samples ● Drumcondra Spelling Test Level 3 ● Drumcondra Reading Level 3 ● NNRIT Level 2 <p>Maths.</p> <ul style="list-style-type: none"> ● Maths assessment test booklet 3 Test 1 (C.J.Fallon) ● Maths Drumcondra Level 3 ● 	<ul style="list-style-type: none"> ● Throughout the year ● Throughout the year ● Throughout the year ● End of January/early February ● May ● January ● May ● June 	<ul style="list-style-type: none"> ● Pupil Literacy Profile ● P M Benchmark 1 (kit) ● CTOPP 2 Test – as the need arises. ● Dyslexia Portfolio as need arises. ● Sample of written work-June ● P M Benchmark (kit) ● Teachers’ written report (June) ● Single Word Reading Test ● Running Records <p><u>Maths</u></p> <ul style="list-style-type: none"> ● Teacher designed tests <p><u>EAL</u> (Primary School Assessment Kit) Testing December & June</p>
<u>APPENDIX 2</u>			SUPPORT TEACHERS
	Tests Used for Screening	Dates Administered	Diagnostic Testing/Follow Up/On Going Review
<u>Fourth Class</u>	<ul style="list-style-type: none"> ● Teacher Observations ● Teacher Designed Tests ● Work Samples ● Drumcondra Spelling Test Level 4 ● Drumcondra Reading 	<ul style="list-style-type: none"> ● Throughout the year ● Throughout the year ● Throughout the year ● End of January/early February 	<ul style="list-style-type: none"> ● Pupil Literacy Profile ● P M Benchmark (kit) ● CTOPP 2 Test – as the need arises. ● Dylexia Portfolio as need arises. ● Sample of written work - June ● P M Benchmark (kit)

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<p><u>NOTE:</u> <u>Progress of all children receiving literacy support will be reviewed at the end of the year using all/some of the testing tools mentioned</u></p>	<p style="text-align: center;">Level 4</p> <p>Maths.</p> <ul style="list-style-type: none"> ● Maths assessment test booklet 4 Test 1 (C.J.Fallon) ● Maths Drumcondra Level 4 	<ul style="list-style-type: none"> ● May ● January ● May ● June 	<ul style="list-style-type: none"> ● Teachers' written report (June) ● Single Word Reading Test ● Running Records <p>Maths</p> <ul style="list-style-type: none"> ● Teacher designed tests <p>EAL (Primary School Assessment Kit) Testing December & June</p>
<p><u>APPENDIX 2</u></p>	<p style="text-align: center;">CLASS TEACHERS</p>		<p style="text-align: center;">SUPPORT TEACHERS</p>
	<p>Tests Used for Screening</p>	<p>Dates Administered</p>	<p>Diagnostic Testing/Follow Up/On Going Review</p>
<p><u>Fifth Class</u></p> <p><u>NOTE:</u> <u>Progress of all children receiving literacy support will be reviewed at the end of the</u></p>	<ul style="list-style-type: none"> ● Teacher Observations ● Teacher Designed Tests ● Work Samples ● Drumcondra Spelling Test <p>Level 5</p> <ul style="list-style-type: none"> ● Drumcondra Reading <p style="padding-left: 20px;">Level 5</p> <ul style="list-style-type: none"> ● NNRIT Level 3 <p>Maths.</p> <ul style="list-style-type: none"> ● Maths assessment test booklet 5 Test 1 (C.J.Fallon) ● Maths Drumcondra Level 5 	<ul style="list-style-type: none"> ● Throughout the year ● Throughout the year ● Throughout the year ● End of January/early February ● May ● January ● May ● June 	<ul style="list-style-type: none"> ● Pupil Literacy Profile ● P M Benchmark (kit) ● CTOPP 2 Test – as the need arises. ● Dylexia Portfolio as need arises. ● Sample of written work-June ● P M Benchmark (kit) ● Teachers' written report (June) ● Single Word Reading Test ● Running Records <p>Maths</p> <ul style="list-style-type: none"> ● Teacher designed tests <p>EAL (Primary School Assessment Kit)</p>

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<u>year using all/some of the testing tools mentioned</u>			Testing December & June
APPENDIX 2	CLASS TEACHERS		SUPPORT TEACHERS
	Tests Used for Screening	Dates Administered	Diagnostic Testing/Follow Up/On Going Review
<p><u>Sixth Class</u></p> <p><u>NOTE:</u> <u>Progress of all children receiving literacy support will be reviewed at the end of the year using all/some of the testing tools mentioned</u></p>	<ul style="list-style-type: none"> ● Teacher Observations ● Teacher Designed Tests ● Work Samples ● Drumcondra Spelling Test <p>Level 6</p> <ul style="list-style-type: none"> ● Drumcondra Reading <p>Level 6</p> <p>Maths.</p> <ul style="list-style-type: none"> ● Maths assessment test booklet 6 Test 1 (C.J.Fallon) ● Maths Drumcondra Level 6 	<ul style="list-style-type: none"> ● Throughout the year ● Throughout the year ● Throughout the year ● End of January/early February <ul style="list-style-type: none"> ● May <ul style="list-style-type: none"> ● January <ul style="list-style-type: none"> ● May <ul style="list-style-type: none"> ● June 	<ul style="list-style-type: none"> ● Pupil Literacy Profile ● P M Benchmark (kit) ● CTOPP 2 Test – as the need arises. ● Dylexia Portfolio as need arises. ● Sample of written work- June ● P M Benchmark (kit) ● Teachers’ written report (June) ● Single Word Reading Test ● Running Records <p>Maths</p> <ul style="list-style-type: none"> ● Teacher designed tests <p>EAL</p> <p>(Primary School Assessment Kit)</p> <p>Testing December & June</p>