Scoil Chonglais
Post-Primary School

Assessment Policy

BORD OIDEACHAIS AGUS OILIÚNA
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KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

Mission Statement

Scoil Chonglais is a warm, caring, and welcoming school in which all students are valued and respected. We provide a positive, supportive, and inclusive learning environment, where each student and their unique contribution is celebrated. We are committed to excellence in education and to empowering each student to reach their full potential.

School Motto

"Empowering Minds, Shaping Futures and Celebrating Success"

KWETB Core Values

Scoil Chonglais is a coeducational, multidenominational post primary school, under the patronage of KWETB. Our school community is committed to our ETB core values of Excellence in Education, Care, Respect, Equality and Community.



Definition of Assessment

The term ‘Assessment’ refers generally to the gathering and interpretation of information related to a student’s learning abilities, learning attainments, learning strengths, developmental areas and learning needs.

Purpose of Assessment

- To enhance student learning and achievement.
- To provide constructive feedback that supports growth and development.
- To ensure accountability and transparency in student evaluations.

Assessment of Learning

Assessment of learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. The information gained from this kind of assessment will be used in reporting.

Assessment for Learning

Assessment for learning is a continuous process which informs the teacher and student towards further improvement. This form of assessment will facilitate target setting for individual students in the individual subject areas.

Types of Assessments

- **Formative Assessments**: Ongoing assessments (e.g., classwork, quizzes, homework) to inform teaching and learning.
- **Summative Assessments**: End-of-term exams, projects, and presentations that evaluate cumulative knowledge and skills.
- **Standardised Assessments**: Initial assessments to identify students' strengths, weaknesses, and learning needs.

Formative Assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.

Effective formative assessment will affect what the student and the teacher do next.

Assessment should support learning as well as measure the outcomes. It is formative because its intention is to form, shape or guide the next steps in learning. It is about 'learning to learn.'

Effective assessment for learning enables students to understand how to improve their work by:

- Helping them to understand the assessment criteria before an assignment is begun.
- Telling them what they have done well and what they could improve on.
- Providing feedback on how to improve their work.
- Making available examples of work which do meet the criteria so they can see how to improve their own work.
- Being a part of effective planning.
- Being central to classroom practice.
- Recognising all educational achievements.

Formative assessment involves a range of strategies designed to give students, teachers and parents' feedback about students' understanding of elements of their learning in subjects.

Scoil Chonglais has adopted the Assessment for Learning (AFL) approach to formative assessment. Its purpose is to use the whole process of assessment to help students improve their learning.

The most common forms of assessment used in Scoil Chonglais are of an informal nature, and these take place regularly in the classroom. These informal assessments are at the discretion of individual teachers who will use them constructively for learning to take place. Timely feedback and constructive advice are vital components in this process.

Where appropriate, teachers will keep records of these assessments to provide an insight into a students' progress over time and to fully inform the learning process.

In addition to the assessment for learning strategies highlighted above other informal assessments methods may include;

- Worksheets & written classwork
- Questions and answers in class
- IL methodologies
- Essays & assignments
- Reading & writing in Class
- Sample exam questions
- Presentations
- Observations

Summative Assessment

Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner. The main purpose of summative assessment is to grade and certify students' progress. Summative assessment is formal in nature.

Methods of Summative Assessment

- Class Tests - These tests may take the form of formal tests but may also be longer pieces of work completed over a period.
- December Exams for all 1st, 2nd, TY and 5th year groups.
- Pre Mock Assessments (PMA) for all 3rd & 6th year groups in November (over a two-week schedule, SEC exam style and 1 hour in class assessment)
- Mock Exams - 3rd & 6th Years will sit mock exams in February.
- Post Mock Assessments (PMA) for all 3rd & 6th year groups in November (over a two-week schedule, SEC exam style and 1 hour in class assessment)
- Summer Exams for all 1st, 2nd, TY & 5th year groups.
- State Exams - 3rd & 6th Years will sit state exams in June. These assessments which may include orals, course work, practical work, portfolio work amongst others, will be operated in accordance with the regulations set down by the State Examinations Commission.
- Oral Exams – these exams will be held before the easter break for exam subjects.
- In-class tests take place for all years at various points throughout the year.
- Incoming 1st Years will undertake standardised assessment which will provide baseline data. This assessment will offer an early indicator to the school of a student's educational needs.

Standardised Assessments

CAT IV - all incoming First Year students, administered in March of year of enrolment. Results from these tests are provided to parents, teachers and students.

STEN scores in Mathematics and English obtained from Educational Passports from 6th class are also available

Junior Cycle Assessment CBA – Classroom Based Assessment

Classroom Based Assessments have been introduced to allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally assessed examination. CBAs will be used in the assessment of learning in subjects and in short courses. CBAs will be assessed by the individual class teachers. Students will undertake two CBA in all subjects as they are introduced to the curriculum. CBAs in all subjects will be specified at a common level. Please note changes that have occurred due to the "Revised arrangements for the completion of Classroom-Based Assessments June 2023".

The assessments associated with CBAs will cover a broad range of activities including oral tasks, written work of different types, practical or designing and making tasks, artistic performances, scientific experiments, projects or other suitable tasks.

On completion of the CBAs, subject teachers will engage in Subject Learning and Assessment Review meetings (SLARs) to assess the CBAs. The students' teachers will assess the work completed and the outcomes will be reported to the students. When assessing the level of student achievement in a CBA against the learning outcomes, subject teachers will use features of quality, which are set out in four level descriptors:

- Exceptional
- Above Expectations
- In Line with Expectations Yet to Meet Expectations

AT - Assessment Task - Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the final assessment. Please note changes that have occurred due to the “Revised arrangements for the completion of Classroom-Based Assessments June 2023”.

Feedback Mechanism

- Timely feedback will be provided within two weeks of assessment completion.
- Feedback will focus on strengths, areas for improvement, and strategies for growth.

Assessment Integrity

- Strict policies against cheating, plagiarism, and other forms of academic dishonesty will be enforced.
- Violations will result in appropriate consequences, including possible grade penalties.

Special Considerations

- Accommodations will be made for students with disabilities or special educational needs, following individual education plans (IEPs).
- Language support will be provided for non-native English speakers.
- All forms of assessment will strive to meet the individual needs and differences of all the students in the classroom when they arise.
- Classroom strategies such as differentiated assessment, visual aids, hearing aids, spelling waivers, increased time and dictionaries amongst others, may be used from time to time, as determined by the individual subject teacher.
- Where feasible, and as determined by each department plan, common assessments across a year group will be used in each subject area. This will provide for increased cooperation and a common benchmark across each subject area.

Appeals Process

- Students may appeal grades through a structured process.

Professional Development

- Ongoing training for staff on assessment strategies and tools will be encouraged to promote best practices.

Ratification by Board of Management

This policy was adopted and ratified by the Board of Management on **09/11/2026**

Board of Management Next Review

This policy will be reviewed by the Board of Management in **November 2027**