

DRAFT ASSESSMENT POLICY Glasheen Boys' School

January/March 2017

Introduction: Our school has been using both formal & informal assessment, throughout the school, as well as maintaining Assessment Folders, for many years. Until 2017, our Assessment Policy was included as part of our SEN Policy but is now a standalone and extended document. This new policy was formulated, following a period of consultation with staff, from December 2016 – February 2017. It was made available to parents in February 2017, for the purpose of consultation, in advance of being passed by our Board of Management in March 2017.

This policy should be read, in conjunction with our SEN Policy & '**Assessment In The Primary School Curriculum – Guidelines For Schools**' (NCCA), which is available online and in the school office.

Aims: (i) To have an Assessment Policy laying out **Procedures** for Assessment
(ii) To assist Assessment **of** Learning
(iii) To assist Assessment **for** Learning.

Why Should Learning Be assessed:

Assessment is part of good teaching & learning. It provides the teacher with information to make decisions about what and how the child is learning. This enables the teacher to identify the next steps in progressing the child's learning and adapt his/her teaching strategies / activities, as appropriate.

What Is To Be Assessed:

Each curriculum area/subject needs to be addressed, to include knowledge acquired, skills learned, as well as attitudes, values and disposition, shown by the child.

How To Assess:

Various methods of assessment are used, as set out in 'Assessment in The Primary School Guidelines'. These include: Self-Assessment, Conferencing, Portfolio Assessment, Concept mapping, Questioning, Teacher Observation, Teacher Designed Tasks & Tests, as well as Standardised Testing.

Assessment for Learning:

Formative assessment is a practical approach to using assessment, for the purposes of enhancing student learning. It is an on-going process, that takes place during learning. It involves responding to the child's learning, in order to enable progression.

Learning Goals

WALT - We Are Learning Today

WILF - What I am Looking For

Prior Knowledge

Brainstorming, KWL Charts, Coding, Four Corners, Concept Maps.

Teacher Observation & Feedback

Peer / Self-Assessment

Two Stars and a Wish, Think Pair Share, Traffic Lights, Rubrics

Assessment Folders:

Each class teacher maintains an assessment folder, throughout the school year. These records assist teachers in Assessment of Learning, Assessment for Learning and in reporting progress to parents.

Assessment in The Early Years:

Much of this assessment is informal and takes place through observation, interaction with the child and active listening to the child, in a variety of learning situations.

Formal screening measures used at infant and all class levels in Glasheen Boys' School, are listed later in this policy.

Screening allows for early identification of strengths or challenges, which will then be communicated to parents. Effective supports can be organised, using the (NEPS) staged approach (as outlined in our SEN Policy).

Assessment of Pupils in Junior & Senior Infants

Assessment of Learning	
Teacher designed tasks and tests	Revision and consolidation tests based on concepts and skills covered. Busy at Maths assessment booklet, Céim ar chéim assessment booklet.
Questioning	Teacher generated questions based on topics covered.
Teacher Observation	During specific lessons and on an ongoing basis. Infant Early Intervention meetings with teachers providing in-class support.
Portfolio	Samples of writing, drawing.
Assessment for Learning	
Pupil Profiles	Individual Pupil profiles, checklists in Literacy, Mathematical skills and self-management.
Self-Assessment	Thumbs up, thumbs down system. In mathematics pupils draw the appropriate face in the space provided to show how they feel about their work.

Assessment of Pupils in 1st, 2nd & 3rd Classes:

Assessment of Learning:

Weekly tests, Oral work, Teacher Observation, Correction of Home & School Work. Children's writing progress in every class is assessed throughout the school, using

the First Steps programme, by tracking 3 children from each class at the beginning, middle and end of the school year

Assessment for Learning:

- Pupils use a 'Traffic Lights' / Thumbs Up/Thumbs down System to evaluate where they feel they are on a certain subject (hold up green if they fully understand, hold up orange if they are a little bit confused, hold up red if they are completely lost)

Focused, teacher-led discussion after the introduction of new concepts

Assessment of Pupils in 4th, 5th & 6th Classes:

Assessment of Learning:

- Daily morning quiz - oral examination of homework learning assigned the previous night.
- Weekly Tests (Maths, English & Irish Spelling, Irish Grammar, Quiz Questions based on SESE work or Maths Rules)
- Monthly Maths Testing.
- End of Term English & Irish Tests.
- 2 Stars, 1 Wish
- K.W.L charts/grids
- Tests
- Quizzes
- Documented Observations
- Self Assessment Grids/Charts:
 - - I can do this independently. I understand.
 - - I can do this with help. There are parts I don't understand.
 - - I don't fully understand. I need to do this again.

Assessment for Learning:

- Pupils use a 'Traffic Lights' System to evaluate where they feel they are on a certain subject (hold up green if they fully understand, hold up orange if they are a little bit confused, hold up red if they are completely lost)

Focused, teacher-led discussion after the introduction of new concepts Self Assessment using emoji symbols



easy peasy



I'm okay



Uh oh

K.W.L charts/grids

Questioning

Peer feedback

Teacher feedback

Assessment for Pupils with English as an Additional Language (EAL):

In Glasheen BNS, children are initially assessed using the **Initial Interview Assessment** followed by the **Placement Assessment** (both from the Primary School Assessment Kit). The Placement Assessment tests the pupils proficiency on the 4 skills Speaking, Listening, Reading and Writing in order to assess if they are eligible for EAL.

The following **assessment strategies** are then used for children attending EAL :

- Concept Mapping
- Self-Assessment
- Questioning
- Teacher observation
- Teacher designed tasks and tests
- Work samples in folders
- PSAK (Primary School Assessment Kit- Dept. of Education and Science)
- Learning Support Standardised Tests (as appropriate. These include Marino Word Recognition Test, Spar Reading Test, Schonell Spelling Test.)

Formal Assessment / Screening of Pupils, Class by Class:

Junior Infants: The class teacher monitors all students in Junior Infants closely & teacher observation is applied to identify children with special needs. The Belfield Infant Assessment Profile (B.I.A.P) provides an early screening test (age 4-7yrs) and it is administered to identify children with potential learning difficulties as early as possible in their school careers, ideally before they have experienced educational failure. The Lucid CoPS computerised psychometric assessment system, which is also designed to identify children's cognitive strengths & weaknesses, is administered in Term 3 to children presenting with obvious learning difficulties.

The **Belfield Infant Assessment Profile** provides a screening procedure for the five major developmental areas & assists teachers in identifying the particular strengths & needs of infant children. It's the first stage in a process of continuing profiling throughout our school. The areas it examines are:

Early Learning Styles, Language & Communication, Perceptual Processes, Motor Development, Social & Emotional Development.

Cognitive Profiling System (CoPS) provides direct assessment for use with children (4 years to 8 years 11 months) & was created after a 5-year research project. The eight areas of cognitive abilities tested – four visual and four auditory, are significantly related to the development of reading, writing, spelling and numeracy skills.

Senior Infants: The class teacher informally assesses all children on a regular basis. In-class support is provided in September in accordance with early intervention strategies. As the term passes, the class teacher & support teacher decide on the childrens' needs. If a group is chosen for literacy support teaching, the class teacher then approaches parents & a consent form is signed. The support teacher meets with each parent with a view to making a short simple plan for the pupil's identified needs (IPLP) and to discuss the literacy programme planned. The support teacher administers appropriate **Individual Diagnostic Literacy Tests** throughout the year. If concern remains after a number of consultations and adaptations of the plan intervention at stage 2 may be considered. CoPS is administered to children presenting with obvious learning difficulties & supplements test findings regarding visual / auditory strengths & weaknesses

Reading Recovery is ongoing throughout the year

Literacy Lift Off is brought into the classroom in a co-operative teaching framework **M.I.S.T.** is administered in January/February during the children's fifth term of schooling, as is recommended. The information this test yields is carefully analysed. This is in accordance with the D.E.S. learning support intervention programmes

An added part of our early intervention programme involves the introduction of shared reading in the Senior Infant classes

The **Middle Infant Screening Test (MIST)** provides us with an overall picture of pupil's performance in the following areas:

- The ability to listen and respond.
- A knowledge of letter sounds.
- The ability to write letters and words from memory.
- The ability to segment letter sounds.
- The ability to use these skills in writing sentences.

At the end of the school year, we are now also administering the **New Group Reading Test (NGRT)**, from GL Assessment.

First Class: Literacy Testing The class teacher informally assesses all children on a regular basis.

- Checklists have been devised by the Special Education Department and are administered by class teachers to aid in the information gathering process
- Quest English Standardised Screening Test is administered by the class teacher in October
- Quest Diagnostic English Test is subsequently administered by the learning-support teacher to those receiving literacy support
- The class teacher administers Drumcondra (English & Maths) in May.
- Individual Diagnostic Literacy Testing takes place, as appropriate, throughout the year
- CoPS is administered to all First Class children presenting with obvious learning difficulties and supplements test findings regarding visual and auditory strengths and weaknesses
- Reading Recovery is ongoing throughout the year
- Literacy Lift Off is a co-operative teaching model used.
- Shared Reading is actively promoted

Numeracy Testing Quest Maths Screening Test is administered by the class teacher in October.

Quest Diagnostic Maths Test is subsequently administered by the support teacher to those receiving numeracy support

Diagnostic Tests used by the support teacher, as necessary with First Class:-

Quest Diagnostic Tests (English and Maths), Rain Sentence Test, Marino Reading Test, Jackson Phonics, Group Reading Test, CoPS, Schonell Spelling, Free Writing, Sight Vocabulary Tests – Dolch, Murray McNally etc., Checklists as follows: Aspergers, Autism, Dyspraxia, Dyslexia, Sensory and Language & Communication.

The **Rain Sentence Reading Test** is an individually administered test of reading achievement

The **Marino Graded Word Reading Scale** is an objective measuring instrument for assessing the level of attainment in basic reading skills

Jackson Phonics assesses knowledge of Individual letters, Two and three letter words, Final consonant blends, Initial consonant blends, Vowel digraphs Consonant digraphs etc.

The **Group Reading Test** measures the reading of sentences

The **Schonell Spelling Test** yields a child's spelling age.

Second Class: Testing

The class teacher informally assesses all children on a regular basis Drumcondra (English & Maths) are administered by class teacher in May.

- Individual Diagnostic Literacy Testing takes place as appropriate, throughout the year
- CoPS is administered to all Second Class children presenting with obvious learning difficulties and supplements test findings regarding visual and auditory strengths and weaknesses. Shared Reading is also actively promoted

Diagnostic Tests The following is a list of the diagnostic tests used by the support teacher, as deemed necessary, with Second Class:-

Rain Sentence Test, Marino Reading Test, Jackson Phonics, Group Reading Test, CoPS, Schonell Spelling, Free Writing, Sight Vocabulary Tests, Neale Analysis Of Reading Ability 2, Non-Reading Intelligence Tests, Aston Index, Checklists as follows: Aspergers, Autism, Dyspraxia, Dyslexia, Sensory and Language & Communication.

Third Class: Testing

The class teacher informally assesses all children on a regular basis.

Drumcondra (English & Maths) administered by the class teacher in May.

Individual Diagnostic Literacy Testing takes place, as appropriate, throughout the year.

The following is a list of the **diagnostic tests**, used by the support teacher, as deemed necessary, with Third Class:-

Rain Sentence Test, Marino Reading Test, Jackson Phonics, Group Reading Test, LASS, Schonell Spelling, Free Writing, Sight Vocabulary Tests, Neale Analysis of Reading Ability 2, Non-Reading Intelligence Test, Aston Index, Checklists as follows: Aspergers, Autism, Dyspraxia, Dyslexia, Sensory and Language & Communication.

Fourth Class: Testing

The class teacher informally assesses all children on a regular basis.

Drumcondra (English & Maths) are administered by the class teacher in May.

Individual Diagnostic Literacy Testing takes place as appropriate, throughout the year

The following is a list of the **diagnostic tests** used by the support teacher, as deemed necessary, with Fourth Class:-

Rain Sentence Test, Marino Reading Test, Jackson Phonics, Group Reading Test, Schonell Spelling, Free Writing, LASS, Sight Vocabulary Tests, Neale Analysis of Reading Ability 2, Non-Reading Intelligence Test, Aston Index, Checklists as follows: Aspergers, Autism, Dyspraxia, Dyslexia, Sensory and Language & Communication.

Fifth Class: Testing

The class teacher informally assesses all children on a regular basis. Drumcondra (English & Maths) are administered by the class teacher in May. Individual Diagnostic Literacy Testing takes place as appropriate, throughout the year

The following is a list of the **diagnostic tests** used by the support teacher, as deemed necessary, with Fifth Class:-

Rain Sentence Test, Marino Reading Test, Jackson Phonics, Group Reading Test, Schonell Spelling, Free Writing, LASS, Sight Vocabulary Tests, Neale Analysis of Reading Ability 2, Non-Reading Intelligence Test, Aston Index, Checklists as follows: Aspergers, Autism, Dyspraxia, Dyslexia, Sensory and Language & Communication.

Sixth Class:

It is the policy of the school to continue, if possible, ongoing support to those boys in sixth class who have been supported previously. In line with revised requirements Drumcondra Tests are administered in sixth class.

The following is a list of the **diagnostic tests** used by the support teacher, as deemed necessary, with Sixth Class:-

Rain Sentence Test, Marino Reading Test, Jackson Phonics, Group Reading Test, Schonell Spelling, Free Writing, LASS, Sight Vocabulary Tests, Neale Analysis of Reading Ability 2, Non-Reading Intelligence Test, Aston Index, Checklists as follows: Aspergers, Autism, Dyspraxia, Dyslexia, Sensory and Language & Communication

Communication of Results to Parents: In the context of the revised Primary School Curriculum and our obligations under Article 22 of the Education Act to “regularly evaluate students and periodically report the results of the evaluation to the students and the parents” the following policy regarding the Communication of English and Maths Results has been adopted by the Principal and staff of Glasheen Boys’ School:

- Class teachers will administer standardised English and Maths Tests annually in May from classes 1st to 6th inclusive
- Class teachers will correct the tests to the 'raw score' stage
- 'Raw score' will be converted to yield a 'standard score' which will then be converted to a 'percentile score' and 'sten score'
- A computerised score sheet for each entire class will then be generated
- Class teachers will communicate, in written form, both sten scores achieved, to the parents of all children as part of their end of year school report. In order to comply with the above regulation (Article 22) that results must also be communicated verbally to parents of children in 1st, 3rd and 4th classes. In our school, class teachers of 2nd, 5th and 6th classes will also refer to these results during their parent/teacher meetings, no later than November (Test results are valid only for six months).

Policy on Retention of Standardised Tests:

It is the policy of Glasheen Boys' School that completed test booklets travel with the students to their new classroom where they will be retained for the duration of one year. At the end of that year, the SNA will shred the booklet but will detach the completed result page from the front of each booklet, and these are further retained until the child leaves the school.

Thereafter, it is deemed sufficient that results only, are retained in the Designated secure cabinet near the Principal's office until pupil reaches 21 years of age. All school reports will continue to be stored until 21 years is reached.