

Coláiste Phobal Ros Cré



ASSESSMENT POLICY

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Coláiste Phobal Ros Cré

Assessment Policy

Assessment Policy Statement

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement.

This Assessment Policy outlines the importance of assessment and the key role students, parents and teaching staff play in supporting this policy document.

Aims of the Policy:

This Assessment Policy aims to:

1. Explain the rationale and importance of assessment
2. List the different types of assessments
3. Detail the annual schedule of assessments
4. Detail the reporting procedures post assessments

Rationale and importance of Assessments

Assessment is an essential part of teaching and learning:

1. Assessments enable the teacher to monitor a student's progress and make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in advancing the students' learning and adapt teaching strategies and learning activities as appropriate.
2. Assessments provide the students and parents with information regarding progress.
3. Assessments help to identify appropriate subject levels for students in the Junior Cycle and Leaving Certificate.
4. Assessments help identify students who may need additional support and services and to inform consultations with the NEPS psychologist where necessary.
5. Assessments assist school management in identifying students, subjects, classes, and areas of the curriculum that require further timetabled support.
6. Assessments play an important role in subject choice, career guidance and progression to third level and further education.

Types of Assessment

Formative Assessment

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or success criteria they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it's happening*. What makes an assessment "formative" is not the design of a test, technique, or self-evaluation, but the way it is used - i.e., to inform in-process teaching and learning modifications.

Examples of Assessment for Learning (AFL) strategies used for Formative Assessment in Coláiste Phobal Ros Cré are:

- Success Criteria
- Target Setting
- Peer/ Self Assessments
- Group work
- In- class discussions
- Project Work

- Homework Assignments
- Graphic Organisers
- White boards
- Traffic Lights
- Think Pair Share
- Observations

- Effective Questioning
- Quizzes
- Reflection
- Presentations / Performances
- Surveys

Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, review, term, programme, or school year. Summative assessments are therefore generally evaluative, rather than diagnostic. Summative tests, assignments, or projects are used to determine whether students have learned what they were expected to learn, and results are recorded as scores or grades and form part of the student's academic record.

Examples of Summative Assessments used in Coláiste Phobal Ros Cré are:

- House Exams
- Mock Exams
- Oral Exams
- Leaving and Junior Certificate Exams
- Entrance Assessments

Schedule of Assessments

Examinations for year groups take place throughout the year as detailed in the table below:

Year	Exams	Time of Year	Duration	Location
6 th Class	CAT4	February	1 Day	In school – Computer Rooms
1 st	House Exams	December	1 hour	Classroom Based
		May	1 hour	Formal Exam Setting
2 nd	CBA's	Throughout the year*	In line with SEC guidelines	Classroom
	House Exams	December	1 hour	Classroom Based
		May	1 hour	Formal Exam Setting
3 rd	CBA's	Throughout the year*	In line with SEC specifications.	Classroom
	House Exams	November	1-2 Hours	Formal Exam Setting
	Mock Exams	February	1 ½ - 2 Hours in line with SEC Exam	Formal Exam Setting
	Junior Cycle Examination	June	SEC Exams 1 ½ - 2 Hours Subject Specific	SEC Exam Centres Controlled and overseen by SEC
TYs	Transition Years have 2 rotations of subjects during the year. Assessment windows are laid out- to be completed by dates in December and Late April/ May. Results are Credits based leading to level of award achieved by students			
5 th	House Exams	December	2 hours	Formal Exam Setting
	House Exams	May	2 hours	Formal Exam Setting
5 LCA	House Exams	December	1-2 hours	Formal Exam Setting
	Task Interviews	January and May		Interview Rooms
	House Exams	May	1-2 hours	Official Exam Centre
	Irish/Modern Foreign Language Assessment	June – end of year 1	State exam timings	SEC Exam Centres
6 th	House Exams	November Assessment	1-2 Hours	Formal Exam Setting

	Mock Exams	February	2 Hours – 3 Hours 20 minutes in line with SEC Exam	Formal Exam Setting
	Oral Exams	Easter Break		SEC Centre in School
	LCVP	First Wednesday in May	2 ½ Hours	SEC Exam Centre in School
	Practical Examinations (Engineering, Construction Studies, Agricultural Science)	May	In line with SEC Exam Times	SEC Exam Centre in School
	Leaving Certificate Exams	June	2 Hours – 3 Hours 20 minutes in line with SEC Exam	SEC Exam Centres Controlled and overseen by SEC
6 LCA	House Exams	November	1-2 hours	Formal Exam Setting
	Task Interviews	January and May		Interview Rooms
	Leaving Certificate Applied Final Exams	June	State exam timings	SEC Exam Centres Controlled and overseen by SEC

When appropriate, 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 collaboration and a common benchmark across each subject area.

Where appropriate, subject teachers will assess students in each areas of assessment used in state examinations (Aural, Oral, Practical, Portfolio) as well as written assessments.

*** Classroom-Based Assessments**

Classroom-Based Assessments (CBA's) are the occasions when the teacher assesses the student using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support the teacher's judgement. The criteria are found in the Features of Quality linked to each CBA. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of CBA the teacher's judgement is recorded for the Subject Learning and Assessment Review (SLAR) and is used in the school's reporting to parents and students.

Once the SLAR has been completed, the result may be included in student reports.

State Examinations run by State Examinations Commission

The Junior Cycle and Leaving Certificate Examinations begin the first Wednesday after the June Bank Holiday Monday each year. The exact timetable of examinations is usually available from the previous January.

The school will strive to ensure that all Third Year and Sixth Year students participate (as directed by the State Exams Commission) in the many assessments that make up the Junior Cycle and Leaving Certificate Examinations.

These assessments, which may include orals, aurals, course work, practical work, portfolio work, journal work, CBAs, Assessment Tasks amongst others, will be conducted in accordance with the regulations set down by the State Examinations Commission.

Senior Cycle Programme Assessment: LCVP Assessment (State Exams)

Portfolio: 60%

Written Examination: 40%

Written Examination:

The written examination takes place on the first Wednesday in May of 6th Year. It includes 3 sections and is long.

Section A- Audio- Visual Presentation Section B-

Case Study

Section C- General Questions

Portfolio:

The Portfolio consists of 6 pieces of work to be completed. 4 Core elements completed by all students and 2 further pieces of work (choose 2 from 4 options)

Core items:

- Curriculum Vitae
- Career Investigation
- Summary Report
- Enterprise/ Action Plan

Options: 2 of 4 to be completed

- Diary of Work Experience
- Enterprise Report
- Report on "My Own Place"
- Recorded Interview/ Presentation

LCA Assessment (State Exams)

LCA Modes of Assessment								
Satisfactory completion of modules + 90% attendance					62 credits	31%		
• Evidence of completion of 4 key assignments for each module								
• One credit per course module in which there is a final exam								
• Two credits per course module in which there is NO final exam								
7 Student tasks @ 10 credits each					70 credits	35%		
Vocational Preparation		Vocational Education (x2)		General Education				
Contemporary Issue		Personal Reflection		Practical Achievement				
Final examinations					68 credits	34%		
English & Communication		Vocational Specialisms (x2)		Languages (x2)			Social Education	Mathematical Applications
12 credits		12 credits each		6 credits each			10 credits	10 credits
Total					200 credits	100%		

For each of the 7 tasks an interview is completed with an External examiner from the SEC who awards the credits.

TY Assessment

TY assessment is based on a credits system throughout the year.

Each Subject has 5 credits per module to award and these can be awarded through summative or formative assessment decided upon by the subject department. Students are informed of the breakdown of credits at the start of the term in each subject.

Credits are entered into VSware at the end of each rotation.

Depending on the number of classes of TY each year there can be 2 or 3 rotations and the total number of credits available will differ accordingly.

Credits are also awarded for the students E-Portfolio, Work Experience, Attendance and also credits for Competitions or Extra Curricular Student Achievements are available.

Below is the breakdown for the academic year 2024/25:

Credits Breakdown:

Session 1: 100 Credits – 20 subjects x 5 credits

Session 2: 100 Credits – 20 Subjects x 5 credits

Portfolio: 100 Credits

Work Experience: 45 Credits Attendance:

100 Credits

Total Available: 445

Award Grading Distinction

345-445

Merit 245-344

Achieved 145-244

Completed >145

Guidance Assessments

Fifth Year: Skills Audit, Qualities Audit, Values Audit, Tests on Uniqueness and Difference and a Multiple Intelligence (all tests developed by Classroom Guidance) and the Careers Portal Interest Test

Fifth Year LCA: Career Category Checklist; Multiple intelligence Test; Skills Checklist (completed as part of the Guidance module) and the Qualifax Interest Test.

Standardised and Screening Assessments

CAT 4 – Completed by incoming 1st Years

The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. While many tests focus on a child's attainment in core subjects, CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed. Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

NGRT – Completed by 1st Year students

The New Group Reading Test (NGRT) enables you to assess students' reading and comprehension skills in a single test – helping to identify those students who may need further support.

PTM – Completed by 1st Year students (NEW assessment as part of DEIS targets)

The Progress Test in Maths (PTM) is a standardised assessment of pupils' mathematical skills and knowledge. PTM assesses two dimensions of maths' learning: 1. Mathematical content knowledge 2. Understanding and applying mathematical processes through reasoning and problem solving (including reasoning and problem solving) PTM looks at a student's ability and their achievement in Maths and Reading. They help to identify students who may need extra support (below the 10th percentile) and those who may need to be challenged further.

They allow teachers to differentiate appropriately and may help parents and students when it comes to subject choice.

WIAT- III – T (Single Word Spelling)

Wechsler Individual Achievement Test, Third Edition. This test is administered to all 2nd year students and the end of the school year for screening students to assess eligibility for RACE (Reasonable Accommodations at the Certificate Examinations). An application is made to the Department of Education regarding accommodations for the Junior Certificate, Leaving Certificate and Leaving Certificate Applied exams based on the SEC criteria for RACE using the WIAT III.

Maths and Reading Age Tests

Aptitude Tests

Year	Exams	Time of Year	Duration	Location
6 th Class	Ability Testing - CAT 4	February	1 Day	In school - Computer Rooms
1 st year	Achievement Testing - Literacy NGRT	October Form A	1 hour	Classroom Based - Online
		May Form B	1 hour	Classroom Based - Online
1 st year	Achievement Testing - Numeracy - PMT	March/April	1 Hour	Classroom Based - Online
End of 2 nd and 6 th Year - RACE testing	WIAT III - End of 2 nd Year	April/May	1 Hour	Classroom based - Paper
	DASH 3 rd Year prior to application	Oct/Nov	1 Hour	Classroom based - Paper
Individuals	WIAT III Word Reading Test for Reading Assistance	Nov	1 hour	In School - Resource Time
All Years	WIAT III WRAT 4 DASH	After Screening - Upon request from Pastoral Care Team and Student Support Teams, As part of the development of an SSP	N/A	In School - Resource time
*All assessments are prescribed as per RACE guidelines and Circular 0084/2024				

EAL Assessments

Standard Ten (STen) scores and educational passports are collected from the primary schools.

Over the first term in CPR all students will be informally observed by mainstream teachers. A list of potential EAL students is shared with the EAL Coordinator. Referrals are also taken from primary school passports, the guidance department, care teams and/or parents.

Formal assessment is then completed on the referred students through the NCCA Toolkit for Post Primary students. This is done in Special Tuition classes by AEN teachers. We endeavour to test students' progress every 6 months if possible. Information is also gathered through informal interviews with the students and parental input forms where possible. The EAL coordinator will maintain records of these tests and keep tests in a centralised area for safekeeping. Further testing and support may be provided for students in following years.

EAL Identified students who enrol in Coláiste mid-academic year will be tested 6 weeks after their placement with us as per EAL guidelines.

A similar assessment will be offered to students who transfer to our school mid-year.

Proficiency results are recorded in SSF and shared with parents/ guardians and relevant staff through VSWare.

Reporting Procedures for Assessments

Assessments are reported to Students and Parents in a variety of ways.

Formative Assessment

- Discussion with students on progress and standard of work completed in the classroom. This ranges from standard of answering oral questioning, standard of written work and standard of practical work presented by the student. Feedback on such work is individual and can be verbal or written.
- Written effective feedback can be given to students on attached to their corrected work. The feedback also allows students to understand their effort level and help set targets for future work in the subject.
- Parents/ Guardians may access their child's academic records through the online administration system (VSWare).
- Parent-Teacher Meetings – there are Parent-Teacher Meetings for all year groups throughout the academic year. At these meetings it will be possible for teachers to relay the outcomes of varying assessments to parents/guardians of individual students that generate an accurate picture of the student's progress. Third and Sixth-year students have two Parent Teacher meetings, one prior to Christmas and a second in March after the Mock exams have been corrected.

Summative Assessment Reports

Formal written reports are sent to the parents/guardians of students on two occasions during the academic year. The report template is computerised and allows teachers to distinguish levels. A mark and grade are awarded and a comment is given by the teacher.

Teachers are required to fill in a comment on all these formal written reports. It is the responsibility of the teacher to ensure the accuracy of these comments.

A zero grade should not be entered for students who are absent, instead a comment explaining that the student was absent for the test should be written in the comment box.

All reports are reviewed by the Year Head and a general comment may be made on progress to date.

- First, Second and Fifth-year parents/guardians will receive their Christmas Report post-Christmas, and their Summer Report in June.
- Transition year parents/guardians will receive two reports annually. These reports will be linked with the subject rotations throughout the year.
- Third and Sixth-year parents/guardians will also receive a Christmas report post-Christmas and another report with the results of their Mock Exams.

Junior Cycle Assessment Breakdown

Subject	Breakdown	Percentage
Applied Technology	Project including portfolio Written Examination CBA 1 – February 2 nd Year CBA 2- September 3 rd Year	70% 30%
Business Studies	Written CBA 1 – Term 3 2 nd Year CBA 2 – Term 2 3 rd Year	100%
Engineering	Written Project CBA 1 – February 2 nd Year CBA 2 – September 3 rd Year	30% 70%
English	Written Exam CBA 1 – Term 3 2 nd Year CBA 2 – December 3 rd Year	100%
French	Written Examination Aural Examination CBA 1- Term 3 2 nd Year CBA 2- November 3 rd Year	65% 35%

Gaeilge	Written Aural Examination CBA 1 – December/Jan 2 nd year CBA 2 – December/Jan 3 rd year	80% 20%
German	Written Aural Examination CBA 1 – Term 3 2 nd Year CBA 2 -December 3 rd Year	65% 35%
Geography	Written CBA 1 – December 2 nd Year CBA 2 -	100%
Graphics	Written Project CBA 1 -March 2 nd Year CBA 2 - September 3 rd Year	70% 30%
History	Written CBA 1 – February 2 nd Year CBA 2 -	100%
Home Economics	Written Practical Cookery Exam CBA 1- 6 week window- 2 nd Year CBA 2 – February – March 3 rd Year	50% 50%
Maths	Written CBA 1 – October 2 nd Year CBA 2 -	100%
Music	Written Examination Performance Exam CBA 1 – Dec/ Jan 2 nd Year CBA 2 – Dec/ Jan 3 rd Year	70% 30%
Science	Written Examination CBA 1- January 2 nd Year CBA 2 – December / January 3 rd Year	100%
Visual Art	Project – Sept – April 3 rd Year CBA 1 – 2 nd Year Term 2 CBA 2 – Sept – Nov 3 rd yr	100%
Wood Technology	Written Exam Project including Portfolio March 2 nd Year September 3 rd Year	30% 70%
CSPE	CBA – 3 rd Year Term 2	
Digital Media and Literacy	CBA - Term 2 3 rd Year	
Physical Education	CBA 1- Sept/October 2 nd Year	
SPHE	CBA 3 rd Year	

- Note per subject specifications some subjects have an assessment task for Junior Cycle (10%) these have not yet been introduced.

Leaving Certificate Assessment Breakdown

Subject	Breakdown	%
English	Written Exam 2 papers	100%
Irish	Oral Aural Written Exam	40% 10% 50%
Maths	Written Exam - 2 papers	100%
Accounting	Written Exam	100%
Agricultural Science	Project Work Written Exam	25% 75%
Art, History & Appreciation	Project Practical day Exam Written Exam	50% 20% 30%
Biology	Written Exam	100%
Business	Written Exam	100%
Chemistry	Written Exam	100%
Construction Studies	Project including Portfolio Practical Day Exam Written Exam	25% 25% 50%
Design & Communication Graphics	Project Written Exam	40% 60%
Engineering	Higher: Project Practical Exam Written Theory exam <u>Ordinary:</u> Project Practical Exam Written Theory Exam	25% 25% 50% 30% 30% 40%
French	<u>Higher:</u> Oral Aural <u>Ordinary:</u> Oral Aural Written Exam	25% 20% 20% 25% 55%

Geography	Project	20%
	Written Exam	80%
German	Oral	25%
	Aural	25%
	Written Exam	50%
History	Research Study Report	20%
	Written Exam	80%
Home Economics	Food Studies Coursework	20%
	Written Exam	80%
Link Modules	Portfolio [due March of 6 th year]	60%
	Written Exam [first Wednesday in May]	40%
Music	Listening (State Exam June)	25%
	Composing (State Exam June)	25%
	Performance	25%
	Remaining 25% is chosen by student in either performing or technology- Muscores.	25%
Physics	Written Exam	100%
Technology	Project including Portfolio	50%
	Written Exam	50%

Note: Leaving Certificate Assessment breakdown will change in the coming years with the introduction of the new Senior Cycle subjects. Table will change annually according to changes introduced.

Junior Cycle Final State Examination Grades

Students sitting an exam in their subject at the end of their Junior Cycle receive one of these descriptors:

Descriptor Percentage
Distinction ≥ 85 to 100
Higher Merit ≥ 70 and < 84
Merit ≥ 55 and < 69
Achieved ≥ 40 and < 55
Partially Achieved ≥ 20 and < 40
Not graded ≥ 0 and < 20

State Examinations are corrected by the State Examinations Commission (SEC) and one of the above descriptors is awarded per subject by the State Examinations Commission (SEC). Junior Cycle Profile of Achievement (JCPA).

The Junior Cycle Profile of Achievement (JCPA) will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Other Areas of Learning, etc. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; CBAs and SEC grades which include results from the state – certified examinations and the Assessment Tasks.

The JCPA will be compiled by the school and received by the students in the school year following third year, when all assessment results from the SEC and the school are available and confirmed.

The school advises students to participate in the wide variety of co-curricular and extra-curricular activities from the start of first year and throughout their time in Loreto in order to assist students with reporting on Other Areas of Learning in the Junior Cycle Profile of Achievement (JCPA).

Leaving Certificate Grades and Points

Leaving Certificate grades vary depending on level higher or ordinary in the Leaving Certificate established. Also, the Leaving Certificate Vocational programme has different grades. This information is noted below.

Leaving Certificate Grades and Points					
Leaving Certificate Established Programme				Leaving Certificate Vocational Programme (LCVP)	
HL Grade	Points	OL Grade	Points	Link Modules Grade	Points
H1 (≥ 90 to 100)	100				
H2 (≥ 80 and < 90)	88				
H3 (≥ 70 and < 80)	77			Distinction	
H4 (≥ 60 and < 70)	66			(≥ 80 to 100)	66
H5 (≥ 50 and < 60)	56	O1 (≥ 90 to 100)	56	Merit	
H6 (≥ 40 and < 50)	46	O2 (≥ 80 and < 90)	46	(≥ 65 to 80)	46
H7 (≥ 30 and < 40)	37	O3 (≥ 70 and < 80)	37	Pass	
H8 (≥ 0 and < 30)	0	O4 (≥ 60 and < 70)	28	(≥ 50 to 65)	28

Maths Bonus Points:

25 bonus points will be awarded for Higher Level Mathematics for H6 grades and above.

Adoption and Communication

The Board of Management adopted these procedures at a meeting on 28/5/25 and they are available on the school website.

Chairperson:

Fiona Dunne

Date:

28/5/25

Secretary:

Paula Ryan