

Assessment Policy

Kishoge Community College

Adopted by the Board of Management on 20th September 2023

Relationship to Mission Statement

“The staff, students, and parents in Kishoge Community College work together to promote a growth mindset in an active learning community. We value innovation and participate in an inclusive, creative, equality-based environment. Students collaborate and develop skills that contribute to their success and that reflect the high expectations of the school.”

Research and Rationale

The purpose of this policy is to provide students and parents with information regarding our Assessment Policy and procedures in line with the Education Act 1998, which requires schools to “regularly evaluate students and periodically report the results of the evaluation to the students and their parents”. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student’s progress and achievement. As a school we recognise that parents, teachers, and students need to have an effective learning-focused partnership to ensure the best possible outcomes can be achieved for our students. The quality framework in Looking at Our Schools (2022), and the School Self Evaluation (SSE) process give us, in Kishoge Community College, an opportunity to focus on continuous improvement in teaching, learning, and assessment. This Assessment Policy was developed in partnership with all stakeholders of the Kishoge Community College school community and will be presented to and reviewed as appropriate by the school’s Board of Management.

What is Assessment?

In Ireland the National Council for Curriculum and Assessment (NCCA) define assessment as:

“The process of generating, gathering, recording, interpreting, using, and reporting of learning in individuals, groups, or systems. Educational assessment provides information about progress in learning and achievement in developing skills, knowledge, behaviours, and attitudes” (2023)

In this policy, assessment will be considered as any process that provides individuals with information on student learning be it summative or formative in its nature.

Summative Assessment

Summative assessment is used for reporting and certification purposes (Davis and Neitzel, 2011), it is often referred to as Assessment of Learning. To put it simply, summative assessment provides individuals with a grade or a percentage score on how they have performed on an examination or test. Examples of summative assessment set by our school are our Winter and Summer examinations.

Formative Assessment

In general, the terms formative assessment and assessment for learning are often used interchangeably as a precise definition for these concepts is lacking (Benett, 2011). Considering this the following definition for formative assessment is utilised in Kishoge Community College:

“Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited”

(Black and Wiliam, 2009, p.9)

In addition, the following table that relates strategies for formative assessment to instructional processes is used in Kishoge Community college to underpin our professional development on assessment.

	Where the Learner is Going	Where the Learner is Right Now	How to Get There
Teacher	Clarifying learning intentions and sharing criteria for success	Engineering effective classroom discussions and tasks that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating students as instructional resources for one another	
Learner		Activating students as the owners of their own learning	

Table 1: Framework relating strategies of formative assessment to instructional processes (Wiliam and Thompson, 2007, p.64)

Assessment Strategies in Kishoge Community College

Summative Assessment:

Summative assessment refers to the *assessment of learning* and aims to provide a summary of the achievements of the learner. Summative assessment in Kishoge Community College is subject to the needs of the school and is outlined in Table 2. End of term written assessments generally follow a similar format to the Junior Cycle and Leaving Certificate Examinations: marking schemes are clearly identified and language subject assessments may include oral and aural examinations. In class assessments may vary in format and include projects, presentations, oral work, or written tests. Mock examinations are set externally by external agents (where possible) and are corrected internally/externally.

Year Group	Summative Assessments	Timeline

1 st Year	Winter Exams Summer Exams	December May
2 nd Year	Winter Exams Summer Exams Classroom Based Assessments ¹	December May
3 rd Year	In class tests Classroom Based Assessments Winter exams Mock examinations Assessment tasks Junior Cycle examinations	Throughout the year December February Following CBA 2 June with practical and oral examinations taking place in the second term
Level 2 Learning Programme	Portfolio ²	Throughout Junior Cycle
Transition Year	Credit based system including: Interviews External certification Portfolios Presentations Winter exams Summer exams	Throughout the year December May
5 th Year	In class tests Winter exams Summer exams	Throughout the year December May
6 th Year	In class tests Winter exams Mock examinations Leaving Certificate examinations	Throughout the year November February June with practical and oral examinations taking place in the second term
Leaving Certificate Applied (LCA)	Credit based system (see Appendix 1) In class tests Task interviews Project work Oral exams October assessments Winter exams	Throughout both years Dependent on year of entry October December

¹ A classroom-based assessment may be used as a summer or winter examination in place of a written examination. See [Circular 15 2017](#)

² The Level 2 Learning Programmes (L2LPs) guidelines covers learning, teaching and assessment for students with General Learning disabilities in the low mild to high moderate range of abilities in first, second and third years in post primary school. See [Curriculum Online](#) for further information.

	Summer exams State Examinations	May June of 5 th and 6 th Year
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Table 2: Summative Assessments in Kishoge Community College

Formative Assessment

Formative Assessment is a strategy that is used in lessons in Kishoge Community College as we teach and assess our students. This allows teachers and students to assess work regularly to ensure the teaching and learning of all is being met. Formative assessment is completed in several ways across each of our departments, including those listed in Table 3. Each strategy can be altered and used in any classroom across the school.

	Where the Learner is Going	Where the Learner is Right Now	How to Get There
Teacher	Clarifying learning intentions Sharing criteria for success Homework menus (e.g., Nando's) Mentimeter Differentiation grids (tic-tac-toe)	Questioning (e.g., Bloom's taxonomy, randomising, hot seat) Classroom based assessments Show me boards Thumbs up/Thumbs down responses Audio quizzes	Regular verbal feedback Feedback in copy books Universal Marking Key Kahoot/Blooket Quizlet Online feedback (e.g., VSWare/OneNote) Student support plans (AEN students)
Peer	Traffic light system Think pair share Creating success criteria	Peer assessment Project based learning Group work	
Learner		SMART Targets (self-assessment) Reflection forms Traffic light worksheets Retrieval practice	

Table 3: Formative Assessment in Kishoge Community College

Other Examinations:

- Cognitive Ability Tests (CAT): 6th class entrance tests.
- Standard reading test: 6th class entrance tests.
- Career Guidance aptitude testing (with "My Future Career").
- Reasonable Accommodations at Certificate Examinations (RACE) assessments: Wide Range Achievement Test (WRAT) 5 Spelling test and Reading Test, and Detailed Assessment of Speed of Handwriting (DASH) Test.
- Disability Access Route to Education (DARE) Assessments: WRAT 5 Spelling and Reading, WRAT 5 Maths, Wechsler Individual Achievement Test (WIAT) III for comprehension.
- English as an Additional Language (EAL) Testing: Involves placement of students into levels – Beginning, Intermediate and Advanced.

Roles and Responsibilities

Students

- Punctual attendance at all assessments.
- Appropriate assessment preparation and organisation (include management of assessment resources).
- Participation in reflection and learning resulting from assessment.

Classroom Assistants

- Deal with the day-to-day care needs of students during and in the lead up to assessments.
- Help with practical tasks and assessments e.g., lifting of heavy objects for students.
- Support the organisation and planning for exams in co-operation with staff.
- Supervise and ensure the integrity of exam rules.
- Scribe, read and/ record for students in in-house and state examinations.

Subject Teachers

- Implement appropriate assessment strategies during their daily teaching practice.
- Assign and review homework regularly in accordance with the homework policy.
- Cooperate fully with department and school wide assessment processes.
- Engage in marking and feedback processes to the best of their professional ability.
- Update centralised data hubs with results of assessment where appropriate (VSWare reports, CBA forms, SLAR documents etc.).
- Uphold the school protocols for assessment supervision, as per whole-school communications.
- Ensure differentiation of in-house exams where applicable.
- GDPR Protocols: Using school servers for recording/storing of reports. Password protection of files.

Department Coordinators

- Cooperate with Senior Management in the preparation and organisation of in house and mock exams.
- Oversee the rollout and review of classroom-based assessments, day practicals, aurals, orals, and projects required by the State Examinations Commission.
- Remain up to date with circulars related to the subject department.
- Allocate Subject Learning and Assessment Review (SLAR) facilitators.

Parents

- Review and respond (where appropriate) to school communications related to assessment including (but not limited to) reports, VSWare, post, and phone calls.
- Engage with the school regarding queries on assessment in accordance with the communication policy.

Senior Management

- Communicate relevant information regarding assessment to staff.
- Support continuous professional development related to assessment.
- Principal has oversight of all assessment practices in the school.
- Deputy Principals oversee planning, preparation, and organisation of in house, mock and state exams – including hiring of auxiliary staff and engagement of external agencies where appropriate.

Recording and Reporting

Reporting aims to support and underpin ongoing learning and assessment, and to be manageable, accessible, and effective for the school, teacher, student, and parents/guardians.

Effective reporting in KCC will:

- Provide opportunities for students to reflect on their learning.
- Use the language of learning to provide effective feedback.
- Encourage authentic engagement with parents.
- Value the professional judgements of teachers.
- Be manageable and not take away from teaching and learning.
- Clearly communicate students' progress in learning.
- Provide information on a broad range of achievement.
- Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach to feedback³.

Reporting takes place through a variety of media. These include:

- VSWare including digital term assessments, behaviour, attendance etc.
- Student Journal.
- Communication and engagement with parents/guardians via telephone, VSWare, post, twitter, the school newsletter, and school website.
- Informal oral and written feedback.
- Comment only marking in 1st and 2nd Year copies/OneNote.
- Peer feedback in copies/OneNote.
- Discussions with class teacher/tutor/year head/guidance/senior management.
- Student learning logs and diaries.

Formal Reporting

- Full reports with written teacher comments are issued throughout the year following summative assessments in November (6th Year), December (1st, 2nd, 3rd, TY & 5th Year), March (3rd & 6th Year) and May (1st, 2nd, TY & 5th Year). These reports include comments and grades relating to student achievement and progress and provide

³ [NCCA Reporting Guidelines](#)

specific targets for improvement. Class tutor comments are included to report on overall progression. All reports are signed by the principal or deputy principals.

- Report grades are based on achievement levels and grade boundaries (see Appendix 2) with the teacher applying a best-fit approach in situations where there is no clear grade. These reports are available to view on VSWare.
- Parent-Student-Teacher Meetings (PSTMs) are held formally throughout the year. These allow for students to lead discussion of their progress and goals with their parents and teachers.
- At any time during the academic year, a teacher or parent may arrange an additional meeting to report on and/or discuss student progress.
- SMART Targets are set twice a year. These are completed by students in consultation with individual subject teachers and are recorded in the student journal.

Appendix 1: LCA Credit System

Course Name	Year One		Year Two	
	Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June
Vocational Preparation	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">2 Enterprise</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">2 Guidance</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Personal & Social Communications</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Communication & the Digital World</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Communication in Media</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Express Yourself</div>
	VOC. PREP. TASK			
Vocational Education	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Mathematics & Planning</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Mathematics & the World Around Me</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Mathematics & Life Skills</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Mathematics & Work</div>
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>
	VOC. ED. TASK		VOC. ED. TASK	
General Education		<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1 My/Com</div> 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1 Ctp/Iss1</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1 Soc/Health</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1 Ctp/Iss 2</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1 Tk/Charge</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1 Soc/Health</div>
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div>
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>
GENERAL ED. TASK		CONT. ISSUES TASK		
Elective Courses	<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div>
30 Hour Modules (3 to 4 class periods per week)		PRACTICAL ACHIEVEMENT TASK		
Indicates that the module credits may be taught in this session but cannot be claimed until May of that year.		PERSONAL REFLECTION TASK PART 1		
<div style="border: 1px solid black; padding: 2px; display: inline-block; width: 20px; height: 10px;"></div> Indicates that the module credits can be claimed at the end of this session.				
		PERSONAL REFLECTION TASK PART 2		
All tasks have a value of 10 credits each				

Table 4: LCA Breakdown of Tasks and Credits

In addition, students will gain credits for larger pieces of work i.e., tasks and state exams to culminate in a final grade as Table 5 and 6 demonstrate.

Final Examinations

Area	Credits
English & Communications Oral and written incorporating audio visual	12
Vocational Specialisms (x2) Practical and written - practical briefs issued in advance	12 each
Languages (x2) Oral and written incorporating aural	6 each
Social Education Written incorporating audio	10
Mathematical Applications Written	10
Total	68

Table 5: LCA Credits in Final Examinations

LCA Certification		
Certification awarded at 3 levels		
PASS	120 - 139 credits	60-69%
MERIT	140 - 169 credits	70-84%
DISTINCTION	170 - 200 credits	85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a "Record of Experience".

Table 6: LCA Certification

Appendix 2: Grade Descriptors

Grading scale for Leaving Certificate from 2017

New grades*	% Marks
H1/O1	90 - 100
H2/O2	80 < 90
H3/O3	70 < 80
H4/O4	60 < 70
H5/O5	50 < 60
H6/O6	40 < 50
H7/O7	30 < 40
H8/O8	0 < 30

Junior Cycle Profile of Achievement grades

Percentage Range	Grade
90 or over	Distinction
75 but less than 90	Higher Merit
55 but less than 75	Merit
40 but less than 55	Achieved
20 but less than 40	Partially Achieved
Less than 20	Not Graded

The Junior Cycle CBA grades are

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations
- Not reported