



Polasaí Measúnaithe

Réamhrá

Aithníonn an Polasaí Measúnaithe seo riachtanas na scoile meastóireacht rialta a dhéanamh ar scoláirí agus tuairisc a thabhairt go tréimhsiúil ar thorthaí na meastóireachta do na scoláirí agus dá dtuismitheoirí, mar atá leagtha síos san Acht Oideachais 1998. Déanfar athbhreithniú rialta ar an bPolasaí Measúnaithe seo, de réir mar a ordóidh an Bord. na Bainistíochta.

Beidh príomhról ag an bPolasaí Measúnaithe seo chun féachaint lena chinntiú go mbaineann gach scoláire amach ac(h)umas acadúil iomlán i dtimpeallacht foghlama a léiríonn cultúr na comhpháirtíochta idir múinteoirí, tuismitheoirí agus scoláirí.

Aidhmeanna agus Cuspóirí an Bheartais seo

- Is iad príomhaidhmeanna agus cuspóirí an bheartais:
- Teagasc feabhsaithe agus foghlaim na ndaltaí a éascú.
- Nós imeachta measúnaithe comhsheasmhach agus caighdeánaithe a chruthú chun monatóireacht agus tuairisciú a dhéanamh ar ghnóthachtáil sa scoil
- Nósanna imeachta measúnaithe a chomhordú laistigh de ranna ar bhonn scoile uile
- Cur chuige scoile uile a fhorbairt maidir le measúnú a dhéanamh ar obair scoláirí agus é sin a thaifeadadh agus a thuairisciú.

Measúnú chun Foghlama & Measúnú ar an bhFoghlaim

Clúdaíonn an polasaí seo measúnú ar an bhfoghlaim agus measúnú chun foghlama araon. Is é atá i measúnú na foghlama ná measúnú chun críocha cuntasachta, chun leibhéal feidhmíochta an scoláire ar thasc ar leith nó ag deireadh aonaid teagaisc agus foghlama a chinneadh. Úsáidfear an fhaisnéis a gheofar ón gcineál seo measúnaithe sa tuairisciú.

Is próiseas leanúnach é an measúnú chun foghlama a nascann grád le comhairle don scoláire chun tuilleadh feabhais a chur air. Tá an dá chineál measúnaithe fíor-luachmhar, agus bainfidh múinteoirí na scoile seo úsáid astu go cothrom.

Éascóidh an cineál measúnaithe seo socrú spriocanna do scoláirí aonair sna réimsí ábhair aonair.

Cuspóirí an Mheasúnaithe

- Measúnú a dhéanamh ar a bhfuil foghlamtha ag dalta i réimse ar leith.
- Aiseolas a thabhairt do scoláirí ar bhealach tráthúil cuiditheach.
- Aiseolas a sholáthar do mhúinteoirí ar an rath a bhí ar mhodheolaíochtaí teagaisc ar leith sa phróiseas foghlama.
- Chun aird a tharraingt ar dheacrachtaí agus ar easnaimh sa phróiseas foghlama chun straitéisí idirghabhála a fhorbairt.
- Daltaí a aithint a bhféadfadh uaireanta breise teagaisc a bheith ag teastáil uathu agus iarratas a dhéanamh chuig an NCSE más gá.
- Sonraí bonnlíne a sholáthar mar chuid de phróiseas pleanála agus Féinmheastóireacht Scoile DEiS.
- A chur ar chumas an Chomhordaitheora RSO agus an Rúnaí Scrúduithe mic léinn a mbeidh RACE de dhíth orthu a aithint agus iarratas a dhéanamh dá réir.
- Daltaí a bhfuil gníomhaíochtaí sínte de dhíth orthu mar thacaíocht foghlama a aithint.
- Scileanna féinmheasúnaithe a spreagadh agus a mhéadú.
- Taifid ghnóthachtála a choinneáil a chuirfidh tuismitheoirí ar an eolas trí phróiseas tuairiscithe na scoile.
- Chun dul chun cinn na mac léinn thar am a thomhas.
- Ionchais agus caighdeáin a ardú.
- Spreagadh a thabhairt do dhaltaí freagracht a ghlacadh as a gcuid foghlama féin ionas go mbeidh siad mar fhórsa tiomána ina gcuid oideachais féin.
- Chun a fháil amach an bhfuil sé oiriúnach do mhac léinn leanúint ar aghaidh ag staidéar in aon réimse ábhair ar leith.
- Chun socrú spriocanna a éascú do scoláirí aonair sna réimsí ábhair aonair.

Foirmeacha Measúnaithe

Measúnú Foirmitheach

Is dlúthchuid den teagasc agus den fhoghlaím é measúnú foirmitheach. Ní chuireann sé leis an marc deiridh a thugtar don obair a chríochnaítear ach cuireann sé leis an bhfoghlaím trí aiseolas a sholáthar. Ba chóir go léireodh sé cad atá go maith faoi phíosa oibre agus cén fáth a bhfuil sé seo go maith; ba chóir go léireodh sé freisin cad nach bhfuil chomh maith sin agus conas a d'fhéadfaí an obair a fheabhsú. Beidh tionchar ag aiseolas foirmitheach éifeachtach ar an gcéad rud eile a dhéanfaidh an dalta agus an múinteoir.

Ba chóir go dtacódh measúnú leis an bhfoghlaím chomh maith leis na torthaí a thomhas.

Cuireann measúnú éifeachtach chun foghlama ar chumas na scoláirí tuiscint a fháil ar conas a gcuid oibre a fheabhsú trí:

- Cabhrú leo na critéir mheasúnaithe a thuiscint sula gcuirtear tús le tasc
- Ag insint dóibh cad atá déanta go maith acu agus cad a d'fhéadfaidís a fheabhsú
- Ag insint dóibh conas a gcuid oibre a fheabhsú
- Samplaí d'obair a chomhlíonann na critéir a chur ar fáil ionas go bhfeiceann siad conas a gcuid oibre féin a fheabhsú
- A bheith mar chuid de phleanáil éifeachtach
- Ag díriú ar conas a fhoghlaimíonn daltaí
- A bheith lárnach i gcleachtas an tseomra ranga
- Gach éachtaí oideachais a aithint.

Baineann measúnú foirmitheach le raon straitéisí atá deartha chun aiseolas a thabhairt do scoláirí, do mhúinteoirí agus do thuismitheoirí ar thuiscint na scoláirí ar ghnéithe dá gcuid foghlama ar chúrsaí.

Ghlac Coláiste Chineál Eoghain leis an gcur chuige Measúnú chun Foghlama (AFL) maidir le measúnú foirmitheach. Is é an cuspóir atá leis an bpróiseas measúnaithe iomlán a úsáid chun cabhrú le foghlaiméirí a gcuid foghlama a fheabhsú. Tá sé foirmitheach toisc go bhfuil sé ar intinn aige na chéad chéimeanna eile san fhoghlaim a fhoirmiú, a mhúnlú nó a threorú. Baineann sé le 'foghlaim conas foghlaim'.

Aithnímid, áfach, nach bhfuil gach gné den chur chuige seo tairbheach i ngach achar curaclaim agus moltar rogha an mhúinteora an teoiric a chur in oiriúint d'éilimh ar leith an ábhair.

Is foirm neamhfhoirmiúil iad na cineálacha measúnaithe is coitianta a úsáidtear i gColáiste Chinéal Eoghain, agus tarlaíonn siad seo go rialta sa seomra ranga. Is faoi rogha na múinteoirí aonair na measúnuithe neamhfhoirmiúla seo a úsáidfídh go cuiditheach iad chun foghlaim a dhéanamh. Tá aiseolas tráthúil agus comhairle chuiditheach ina gcuid ríthábhachtach den phróiseas seo.

Nuair is cuí, coimeádfaidh múinteoirí taifid ar na measúnuithe seo chun léargas a thabhairt ar dhul chun cinn na scoláirí thar am agus chun an próiseas foghlama a threorú go hiomlán.

Chomh maith leis na straitéisí AFL atá aibhsithe thuas d'fhéadfadh go n-áireofaí na nithe seo a leanas i modhanna measúnaithe neamhfhoirmiúla eile:

- Bileoga oibre & obair ranga scríofa
- Ceisteanna agus freagraí sa rang
- Aistí & tascanna
- Léamh & Scríbhneoireacht sa Rang
- Ceisteanna scrúdaithe samplacha
- Obair bhaile – scríofa nó foghlamtha
- Tuairimí – sa rang

Measúnú Suimitheach

Measúnú ar fhoghlaim na scoláirí is ea an Measúnú Suimitheach. Is é príomhaidhm an mheasúnaithe shuimigh ná gnóthachtáil na scoláirí a ghrádú agus a dheimhniú. Tá measúnú suimitheach foirmiúil.

Is iad na Modhanna Measúnachta Suimitheacha a úsáidtear i gColáiste Chineál Eoghain ná:

Scrúdú Deiridh Aonaid/Caibidil – Is féidir le hábhair aonair cinneadh a dhéanamh scrúdú a thabhairt nuair a bhíonn aonaid oibre nó caibidlí críochnaithe. Féadfaidh na scrúdú seo a bheith i bhfoirm scrúdú foirmiúla ach d'fhéadfadh go mbeidís ina bpíosaí oibre níos faide a chríochnófar thar thréimhse ama. D'fhéadfadh go mbeadh gné phraiticiúil ag teastáil ó na scrúdú i roinnt ábhar. Taifeadfar torthaí na dtrialacha seo i dialann na ndaltaí agus déanfaidh na múinteoirí ranga aonair iad a thaifeadadh ina ndialann féin. Tá an cumas ag córas bainistíochta na scoile torthaí scrúdú a thaifeadadh. Féadfaidh múinteoirí ábhair iarraidh ar an bPríomhoide an áis seo a 'oscailt' dá n-ábhar féin.

Scrúduithe Tí – 1ú, 2ú agus 5ú Bliain a Scrúdú Nollag i Mí na Nollag agus a Scrúduithe Samhraidh ag deireadh mhí Bealtaine. Dréachtóidh an Príomhoide clár ama scrúduithe speisialta.

Beidh trialacha in-ranga ar siúl do gach dalta sa 3ú agus sa 6ú Bliain i ngach ábhar ar leith. Is é cuspóir an mheasúnaithe seo ná tagarmharc a fháil maidir lena bhfuil ar eolas ag an scoláire agus cad a chaithfidh siad a bheith ar eolas chun ullmhú do na scrúduithe stáit. Tarlóidh sé seo le linn thréimhse na Nollag.

Ní thabharfar scrúdú tí do dhaltaí sa tSraith Shóisearach má tá MLB á dhéanamh acu nó má tá tasc measúnaithe á dhéanamh acu mar chuid dá dTeastas Sóisearach. Mar shampla, má bhíonn tasc measúnaithe á dhéanamh ag scoláirí i mBéarla i rith mhí na Nollag NÍ bheidh siad ag déanamh trialach Béarla eile mar chuid dá dTrialacha Nollag.

Scrúduithe Stáit – Déanfaidh an scoil a dícheall a chinntiú go mbeidh gach dalta sa 3ú agus sa 6ú Bliain páirteach – mar a ordóidh Coimisiún na Scrúduithe Stáit – san iliomad measúnaithe a chomhdhéanann an Teastas Sóisearach, Ardteistiméireacht. Feidhmeofar na measúnuithe seo, lena

n-áirítear ó bhéal, obair chúrsa, obair phraiticiúil, obair phunann i measc eile, de réir na rialacha atá leagtha síos ag Coimisiún na Scrúduithe Stáit.

Tar éis dul i gcomhairle leis an tSeirbhís Náisiúnta Síceolaíochta Oideachais, déanfaidh an scoil iarratas ar RACE de réir na dtreoirilínte atá leagtha síos ag Coimisiún na Scrúduithe Stáit.

Measúnuithe Eile – féadfaidh an scoil gabháil do chineálacha eile measúnaithe ó am go chéile. Déanfaidh Bliain 1 ag teacht isteach measúnú caighdeánaithe a sholáthróidh sonraí bonnlíne is féidir a úsáid mar bhunús le ranganna cumais mheasctha sa Chéad Bhliain. Cuirfidh an measúnú seo táscaire luath ar fáil don scoil maidir le hacmhainneacht dalta. Beidh an CAT IV á riaradh le linn mhí Dheireadh Fómhair den chéad bhliain i gColáiste Chinéal Eoghain

Chomh maith leis seo déanfaidh an Roinn Tacaíochta Foghlama scagadh ar na 1ú Blianta ar fad chun fiosrú a dhéanamh ar an bhféidearthacht cúnamh breise a sholáthar nuair is gá.

Féadfaidh síceolaí na Seirbhíse Náisiúnta Síceolaíochta Oideachais na scoile, i gcomhairle le bainistíocht na scoile, measúnuithe síceolaíochta agus measúnuithe eile a dhéanamh ar dhaltaí ag amanna éagsúla i rith na bliana.

Is féidir measúnuithe iompraíochta a dhéanamh ar mhic léinn a bhfuil deacrachtaí iompair acu agus is féidir scoláirí a atreorú chuig speisialtóirí eile, m.sh. Urlabhra agus Teanga, Teiripe Shaothair tríd an tSeirbhís Náisiúnta Tacaíochta Iompraíochta.

Measúnú na Sraithe Sóisearaí:

Measúnuithe Rangbhunaithe – tugadh MRBanna isteach chun deis a thabhairt do scoláirí a dtuiscint ar choincheapa agus scileanna a léiriú agus a gcumas iad a chur i bhfeidhm ar bhealaí nach féidir a dhéanamh i scrúdú a ndéantar measúnú seachtrach air. Bainfear úsáid as MRBanna i measúnú na foghlama in ábhair agus i ngearrchúrsaí. Déanfaidh na múinteoirí ranga aonair measúnú ar MLBanna. Tabharfaidh mic léinn faoi dhá MLB i ngach ábhar de réir mar a thugtar isteach an curaclam dóibh. Éascóidh an múinteoir ranga aonair na MLBanna, duine sa dara bliain agus duine eile sa tríú bliain. Sonrófar MRBanna i ngach ábhar ar leibhéal comónta.

Clúdóidh na measúnuithe a bhaineann le MRBanna raon leathan gníomhaíochtaí lena n-áirítear tascanna ó bhéal, obair scríofa de chineálacha éagsúla, tascanna praiticiúla nó deartha agus déanamh, léirithe ealaíne, turgnaimh eolaíocha, tionscadail nó tascanna oiriúnacha eile. I réimse na hEalaíne, na Ceardaíochta agus an Dearaidh, an Cheoil, na hEacnamaíochta Baile agus na n-ábhar Teicneolaíochta, beidh obair phraiticiúil nó cruthú déantán nó taibhiú i gceist leis an dara MLB.

Déanfaidh Coimisiún na Scrúduithe Stáit measúnú ar an obair phraiticiúil seo, mar aon leis an bhfianaise scríofa a théann léi, nuair is cuí. Tabharfaidh mic léinn faoi MRBanna laistigh d'am ranga de réir amchláir náisiúnta.

Ar chríochnú na MRBanna, glacfaidh múinteoirí ábhair páirt i gcruinnithe Athbhreithnithe ar Fhoghlaim agus ar Mheasúnú Ábhair (ACLS) chun na MRBanna a mheasúnú. Déanfaidh múinteoirí na scoláirí measúnú ar an obair a dhéanfar agus cuirfear na torthaí in iúl do na scoláirí. Agus leibhéal gnóthachtála scoláirí i MLB á measúnú in aghaidh na dtorthaí foghlama, bainfidh múinteoirí ábhair

úsáid as breithiúnas ‘cothroime’ maidir leis na gnéithe cáilíochta, atá leagtha amach i gceithre thuairisceoir leibhéil:

Eisceachtúil

Thar lonchais

De réir lonchais

Le Comhlíonadh lonchais fós

Toisc go ndéanann CSS an dara CBA a chríochnaíodh sna hábhair phraiticiúla a mharcáil, d'fhéadfadh sé nach mbeadh SLARS ag teastáil sna CBAanna sonracha seo.

Maidir le MRBanna i nGearrchúrsaí ní bheidh níos mó ná dhá MRB ann agus déanfar cur síos ar ghnóthachtáil na mac léinn mar na tuairisceoirí atá liostaithe thuas. Beidh SLARS ag teastáil chun measúnú a dhéanamh ar MRBanna a chríochnaítear i ngearrchúrsaí.

Tasc Measúnaithe:

Comhlánaíonn na scoláirí Tasc Measúnaithe scríofa foirmiúil le cur faoi bhráid Choimisiún na Scrúduithe Stáit lena mharcáil in éineacht leis an Measúnú Deiridh. Léireoidh gach plean roinne sonraí an tasc mheasúnaithe a bhaineann go sonracha lena n-ábhar. Cuirfidh an ball foirne ar sannadh uaireanta acmhainní bainistíochta an fhoireann teagaisc ar an eolas faoi na dátaí a bhaineann leis na tascanna measúnaithe agus déanfar féilire díobh a cheapadh agus a roinnt.

Treoirlínte Ginearálta

Braitheann foirm na measúnuithe neamhfhoirmiúla agus foirmiúla seo ar an réimse ábhair a bheidh á mheasúnú agus athróidh sé ó ábhar go hábhar. Is minic go mbíonn cineálacha áirithe measúnaithe sainiúil d'ábhar ar leith.

Déanfaidh gach cineál measúnaithe thuas gach iarracht freastal ar riachtanais aonair agus ar dhifríochtaí na scoláirí ar fad sa seomra ranga nuair a thagann siad chun cinn. Is féidir úsáid a bhaint as straitéisí ranga mar mheasúnú difreáilte, áiseanna amhairc, áiseanna éisteachta, tarscaoileadh litrithe, breis ama agus foclóirí i measc eile, ó am go chéile, de réir mar a shocraíonn an múinteoir ábhair aonair.

Nuair is féidir, agus mar a chinntear i bpleananna gach roinne, bainfear úsáid as measúnuithe comónta thar bhliainghrúpa i ngach réimse ábhair. Déanfaidh sé seo foráil do chomhoibriú méadaithe agus comhthagarmharc thar gach réimse ábhair.

Bítear ag súil go ndéileálfadh scoláirí le gach ceann de na cineálacha measúnaithe thuas le meas. Déileálfar dá réir sin le haon scoláire a mhainníonn páirt iomlán a ghlacadh, nó a ghníomhaíonn ar bhealach dímheasúil d'aon chineál measúnaithe sa scoil.

Measúnú agus Tuairisciú

Ba chóir go gcuirfeadh tuairisciú measúnaithe ar chumas tuismitheoirí:

- A bheith páirteach i bhfoghlaim a bpáiste
- An dul chun cinn atá á dhéanamh ag a bpáiste a thuiscint agus a spreagadh
- Chun dul chun cinn a bpáiste a sheiceáil le linn a gcuid ama i gColáiste Chineál Eoghain

Tá modhanna éagsúla ann chun torthaí measúnaithe foirmeálta agus neamhfhoirmiúla a thuairisciú do thuismitheoirí.

Dialann an Mhic Léinn – taifeadfaidh mic léinn na torthaí measúnaithe leanúnaigh go léir ina ndialann do gach ábhar. Féadfaidh an múinteoir toradh aon mheasúnaithe a chur in iúl do thuismitheoirí/chaomhnóir an dalta trí nóta a scríobh i dialann an dalta. Táthar ag súil go n-admhóidh an tuismitheoir/chaomhnóir go bhfuarthas an nóta seo trína chomhshíniú.

Teagmháil Dhíreach - féadfaidh an múinteoir cinneadh a dhéanamh mar is cuí leis/léi dul i dteagmháil go díreach leis an tuismitheoir/chaomhnóir maidir le toradh aon mheasúnaithe a dhéanann dalta.

Síniú an Tuismitheora ar Mheasúnú – féadfaidh an múinteoir an measúnú ceartaithe é féin a chur abhaile leis an dalta le go bhfeicfidh an tuismitheoir/chaomhnóir é agus é sínithe.

Cruinnithe Tuismitheoirí Múinteoirí – bíonn Cruinnithe Tuismitheoirí Múinteoirí ann do gach Bliainghrúpa i rith na bliana acadúla. Ag na cruinnithe seo beidh múinteoirí in ann torthaí na measúnuithe éagsúla a chur in iúl do thuismitheoirí/chaomhnóirí scoláirí aonair, rud a ghineann pictiúr cruinn ar dhul chun cinn an scoláire.

Tuairiscí scríofa – Seoltar tuairiscí scríofa foirmeálta chuig tuismitheoirí/chaomhnóirí na scoláirí dhá uair le linn na bliana acadúla, ag brath ar cén bhliainghrúpa ina bhfuil siad. Nollaig roimh laethanta saoire na Nollag, agus a dTuarascáil Samhraidh i rith na seachtaine deiridh roimh laethanta saoire an tSamhraidh.

Gheobhaidh tuismitheoirí/chaomhnóirí an 3ú agus an 6ú Tuairisc Nollag freisin i mí na Nollag, ach geobhaidh siad tuairisc eile ansin i mí Aibreáin le torthaí a Scrúduithe Réamhshóisearacha agus Réamh Ardteistiméireachta. Ní fhaigheann tuismitheoirí/chaomhnóirí na 3ú agus na 6ú bliana Tuairisc Samhraidh.

Próifíl Gnóthachtála na Sraithe Sóisearaí (JCPA): Glacfaidh an PGSS gnóthachtálacha na mac léinn i roinnt gnéithe measúnaithe a dhéanfar thar na trí bliana den tsraith shóisearach, lena n-áirítear na gráid sna scrúduithe stáit teistiméireachta ag deireadh an chlár trí bliana. Tabharfaidh sé tuairisc freisin ar mhic léinn; Gnóthachtáil i MRBanna in ábhair agus i ngearrchúrsaí agus i gCláir Foghlama Leibhéal 2 (CFL2anna) Tugann an PGSS deis freisin do thuairimí a thabhairt ar ghnóthachtáil, rannpháirtíocht nó dul chun cinn na mac léinn i réimsí eile foghlama a d'fhéadfadh a bheith san áireamh i gclár na sraithe sóisearaí, do mar shampla, rannpháirtíocht i gcór na scoile, ball den chomhairle scoile nó foirne spóirt éagsúla. Tabharfaidh an PGSS deis do gach mac léinn a láidreachtaí

agus a rannpháirtíocht féin i réimsí de shaol na scoile, seachas na réimsí acadúla traidisiúnta, a bheith
aitheanta agus deimhnithe.

Tá an polasaí seo daingnithe ag an mBord Bainistíochta.

Signed: _____

Chairperson Board of Management

Date: _____

Signed: _____

Principal

Date: _____



Assessment Policy

Introduction

This Assessment Policy recognises the requirement of the school to regularly evaluate students and periodically report the results of the evaluation to the students and their parents, as set down by the Education Act 1998. This Assessment Policy will be reviewed regularly, as directed by the Board of Management.

This Assessment Policy will play a key role in striving to ensure that each student realises his/her full academic potential in a learning environment that reflects a culture of partnership between teachers, parents and students.

Aims and Objectives of this Policy

- The primary aims and objectives of the policy are:
- To facilitate improved teaching and pupil learning.
- To create a consistent and standardised assessment procedure for monitoring and reporting achievement in the school
- To co-ordinate assessment procedures within departments on a whole school basis
- To develop a whole school approach to assessing students work and recording and reporting of same.

Assessment for Learning & Assessment of Learning

This policy covers both assessment of learning and assessment for 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 is a continuous process which combines a grade with advice to the student towards further improvement. Both forms of assessment are invaluable, and will be used by equally by teachers in this school.

This form of assessment will facilitate target setting for individual students in the individual subject areas.

The Purposes of Assessment

- To evaluate what a student has learned in a particular area.
- To provide feedback to students in a timely and constructive manner.
- To provide feedback to teachers on the success of particular teaching methodologies in the learning process.
- To highlight difficulties and shortcomings in the learning process in order to develop intervention strategies.
- To identify students who may require additional teaching hours and apply to the NCSE if necessary.
- To provide baseline data as part of the DEiS planning and School Self Evaluation process.
- To enable the SEN Coordinator and Examinations Secretary to identify students that will require RACE and apply accordingly.
- To identify students who require extension activities such as learning support.
- To encourage and increase the skills of self-assessment.
- To keep records of attainment that will inform parents through the school's reporting process.
- To measure the progress of students over time.
- To raise expectations and standards.
- To encourage students to take responsibility of their own learning in order for them to become a driving force in their own education.
- To ascertain whether it is appropriate for a student to continue studying in any given subject area.
- To facilitate target setting for individual students in the individual subject areas.

Forms of Assessment

Formative Assessment

Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for work completed, instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what

is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next.

Assessment should support learning as well as measure the outcomes.

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
- Telling them 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
- Focusing on how students learn
- 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 courses.

Coláiste Chineál Eoghain has adopted the Assessment for Learning (AFL) approach to formative assessment. Its purpose is to use the whole process of assessment to help learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning. It is about 'learning to learn'.

We recognise, however, that not all aspects of this approach are of benefit in all curriculum areas and the discretion of the teacher is advised to adapt the theory to suit the particular demands of the subject.

The most common forms of assessment used in Coláiste Chinéal Eoghain 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 AFL strategies highlighted above other informal assessments methods may include:

- Worksheets & written classwork
- Questions and answers in class
- Essays & assignments
- Reading & writing in Class
- Sample exam questions
- Homework – written or learned
- Observations –in class

Summative Assessment

Summative Assessment is an assessment of the students' learning. The main purpose of summative assessment is to grade and certify students' achievement. Summative assessment is formal in nature.

Methods of Summative Assessment used in Coláiste Chineál Eoghain are:

End of Unit/Chapter Tests– Individual subjects may decide to administer a test on completion of units of work or chapters. These tests may take the form of formal tests but may also be longer pieces of work completed over a period of time. Some subjects may require the tests to have a practical aspect to them. The results of these tests will be recorded in the student's journal and individual class teachers will record them in their own journal. The schools' management system has the capacity to record tests results. Subject teachers may request the Principal to 'open' this facility for their individual subject.

House Exams – 1st , 2nd and 5th Years will sit their Christmas Exams in December and their Summer Exams at the end of May. A special Exam timetable will be drafted by the Principal.

In-Class tests will take place for all 3rd, 6th Year students in each individual subject. The purpose of this assessment will be to ascertain a benchmark as to what the student knows and what they will

need to know in order to prepare for the state examinations. This will occur during the Christmas period.

A house exam will not be given to students in Junior Cycle if they are completing a CBA or sitting an assessment task as part of their Junior Certificate. For example if students are sitting an assessment task in English during December then they will NOT be sitting another English test as part of their Christmas Tests.

State Exams – The school will strive to ensure that all 3rd and 6th Year students participate - as directed by the State Exams Commission - in the many assessments that make up the Junior Cert , Leaving Cert. 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.

Following consultation with National Educational Psychological Service, the school will apply for RACE in accordance with the guidelines as set down by the State Examinations Commission

Other Assessments – the school may engage in other forms of assessment from time to time. Incoming 1st Years will undertake standardised assessment which will provide baseline data which may be used as a basis to form mixed ability 1st Year classes. This assessment will offer an early indicator to the school of a student's potential. The CAT IV will be administered during October of their first year in Coláiste Chinéal Eoghain

In addition to this all 1st Years will be screened by the Learning Support Department to investigate the possible provision of additional help where necessary.

The school's National Educational Psychological Service psychologist, in consultation with school management, may carry out psychological assessments and other assessments on students at different times throughout the year.

Behavioural assessments may be carried out on students presenting with behavioural difficulties and students may be referred to other specialists, e.g Speech and Language, Occupational Therapy through the National Behaviour Support Service.

Junior Cycle Assessment:

Classroom Based Assessments- CBAs 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 will be facilitated by the individual class teacher, one in second year and one in third year. CBAs in all subjects will be specified at a common level.

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. In the area of Art, Craft and Design, Music,

Home economics and the Technology subjects, the second CBA will involve practical work or the creation of an artefact or a performance.

Assessment of this practical work will be marked by the State Examinations Commission, together with accompanying written evidence, where appropriate. CBAs will be undertaken by students within class time to a national timetable.

On completion of the CBAs, subject teachers will engage in Subject Learning and Assessment Review meetings (SLARs) in order 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 'on-balance' judgement in relation to the features of quality, which are set out in four level descriptors:

Exceptional

Above Expectations

In Line with Expectations

Yet to Meet Expectations

As the second CBA completed in the practical subjects are marked by the SEC then SLARS may not be required in these specific CBAs.

In relation to CBAs in Short Courses there will be no more than two CBAs and the achievement of students will be described as the descriptors listed above. SLARS will be required for the assessment of CBAs that are completed in short courses.

Assessment Task:

Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the Final Assessment. Each department plan will indicate the details of the assessment task specific to their subject. The member of staff assigned management resource hours will notify teaching staff of dates relating to the assessment tasks and a calendar of same will be devised and shared.

General Guidelines

The form that these informal and formal assessments will take, are dependent on the subject area being assessed and will vary from subject to subject. Certain forms of assessment may oftentimes be peculiar to a particular subject.

All forms of assessment above 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.

Students are expected to treat all of the above forms of assessment with respect. Any student who willingly fails to participate fully, or who acts in a disrespectful way towards any form of assessment in the school will be dealt with accordingly.

Assessment and Reporting

Reporting of assessment should enable parents:

- To be involved in their child's learning
- To understand and encourage the progress their child is making
- To check their child's progress throughout their time in Coláiste Chineál Eoghain

There are different methods whereby the results of formal and informal assessments will be reported to parents.

Student Journal – students will record all continuous assessment results in their journals for all subjects. The teacher may communicate the outcome of any assessment to the parents/guardian of a student by writing a note in the students' journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.

Direct Contact - the teacher may decide as they see fit to contact the parent/guardian directly with respect to the outcome of any assessment undertaken by a student

Signature of Parent on Assessment – the teacher may send the corrected assessment itself home with the student to be viewed and signed by the parent/guardian.

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 generates a accurate picture of the student's progress.

Written reports – Formal written reports are posted to the parents/guardians of students on two occasions during the academic year, depending which year group they are in. 1st, 2nd, 5th Year and LCA1 students' parents/guardians will receive their Christmas Report in December before the Christmas holidays, and their Summer Report during the last week before the Summer holidays.

Parents/guardians of 3rd and 6th will also receive a Christmas Report in December, but will then receive another report in April with the results of their Pre Junior and Pre Leaving Cert Exams. 3rd and 6th Year parents/guardians do not receive a Summer Report.

Junior Cycle Profile of Achievement (JCPA): The JCPA will capture student achievements in a number of assessment elements undertaken over the three years of junior cycle, including the grades in the state certified examinations at the end of the three year programme. It will also report on students; achievement in CBAs in subjects and short courses and in Level 2 Learning Programmes (L2LPs) The JCPA also provides an opportunity for comments on students achievement, participation or progress in other areas of learning that may have been included in the school's junior cycle programme, for example , participation in school choir, member of the school council or various sports teams. The JCPA will provide an opportunity for every student to have their own particular strengths and engagement in areas of school life, other than the traditional academic areas, recognised and affirmed. The JCPA will be issued to students and their parents before the end of the first term following the completion of the Junior Cycle