



Assessment Policy

June 2023



AN ROINN
OIDEACHAIS AGUS SCILEANNA
DEPARTMENT OF
EDUCATION AND SKILLS



Introductory Statement

This policy was originally drafted in 2009-2010 based on the advice and information provided in the Primary Curriculum, the NCCA website, the NCCA booklet *“Assessment in the Primary School Curriculum – Guidelines for Schools”* and Circular 0138/2006. The policy was most recently revised during 2022-2023 in line with the Primary Language Curriculum Webinar 3 in November 2021 which focused on Assessment.

Rationale

The core of this policy is that all children should work to their potential and experience success at school. This policy endeavours to identify at the earliest opportunity, children who may have learning difficulties and put in place a school response to their needs. An effective assessment policy is central to this core objective. This policy covers both Assessment of Learning (AOL), which is summative assessment- assessing how well children perform after a specified period, e.g Standardised Testing, and Assessment for Learning (AFL), which is continuous formative assessment and is used to determine future planning and teaching goals.

Relationship to characteristic spirit of the school

Our school adopts a holistic approach to the education and development of each child, the enhancement of teaching processes. An effective Assessment Policy identifies early interventions that need to be put in place to ensure that each child reaches his/her potential and positive self-esteem is achieved. This links with the Mercy Philosophy of Education to educate the whole child and always promoting the pursuit of excellence.

Aims and objectives of our Assessment Policy

- To facilitate improved pupil learning
- To create a procedure for monitoring achievement
- To involve parents and pupils in identifying and managing learning strengths or difficulties
- To track learning processes which assist teachers’ long and short term planning
- To co-ordinate assessment procedures on a whole school basis, including storage of test results and reporting of same.

Purposes of Assessment:

- To facilitate progress in pupil’s learning
- To inform planning for all areas of the curriculum
- To identify the particular learning needs of pupils/groups of pupils including the exceptionally able
- To enable teachers to modify their programmes and their teaching methodologies in order to ensure that the particular learning needs of individual pupils/groups are being addressed
- To compile records of individual pupils’ progress and attainment
- To facilitate communication between parents and teachers about pupils’ development, progress and learning needs
- To facilitate the active involvement of pupils in the assessment of their own work

- To gather and interpret data at class/whole school level and in relation to national norms

Assessment Definition

Assessment is “the process of **gathering, recording, interpreting, using and reporting information** about a child’s progress and achievement in developing knowledge, concepts, skills and attitudes”. Assessment is integral to teaching and learning and is concerned with children’s progress and achievement. It involves gathering information to understand how each child is progressing at school and using that information to extend a child’s learning. Assessment, therefore, involves much more than testing. It is an ongoing process that concerns the daily interactions between the teacher and the child that include moment-by-moment conversations, observations and actions. (NCCA, *Assessment in the Primary School Curriculum – Guidelines for Schools*. November 2007 p.7).

Policy Content

Our school embraces N.E.P.S. Continuum of Support and we follow the D.E.S. Guidelines for the new Model of Support (2017). This policy is geared towards using assessment to inform planning and identify the needs of all pupils, including the exceptionally gifted so that adequate strategies are put in place early enough to facilitate remediation. These strategies may include pupil self-assessment, pupil profiling, two-way communication between parents and teachers, modification of teacher programmes (differentiation in the classroom) and School Support Plans.

Forms of Assessment

There are three main types of assessment – formative, summative and evaluative.

- **Formative** : Covering a range of formal and informal assessments and enabling the teacher to modify the teaching and learning to improve the child’s attainment. This includes self-assessment strategies. Formative Assessment is assessment for learning.
- **Summative** : Using teacher designed tasks and tests to provide information about the achievement of learning targets. This is Assessment OF Learning.
- **Evaluative** : Focusing on the achievements of the school, i.e. the teaching and learning that is taking place. This is Assessment OF Learning.

Curricular Assessment

Assessment for each subject is mentioned in the relevant curriculum plans. Please see Appendix 1 for list of assessments to be found in each child’s profile in the “Assessment Folder” each class teacher has.

Range of Assessment Methods used Throughout the School:

Both *assessment of learning* and *assessment for learning* will be used by teachers to make professional judgements about pupil achievement/progress. Deciding what to assess will be based on the curriculum objectives in each curriculum area/subject and on what the teacher intends to help the children to learn. Each teacher will use the most appropriate assessment method to measure the extent to which children have achieved these objectives. The range of assessment methods which may be used throughout the school are outlined below.

Assessment Techniques/Methodologies

We have three "Assessment Posters" in our school that are used to complement and enhance the work covered in the classroom. It also facilitates a consistent whole school approach.

The following methods may be used.

1. Teacher observation (focused, continuous, informed and structured)
2. Teacher-designed tasks and tests ; weekly and termly tests, projects, reports and homework
3. Portfolios
4. Success and Improvement Strategy (also referred to as '**two stars and a wish**').
This involves children reflecting on their work and identifying two 'best bits'/parts they like and one area where their work can be improved. Children can highlight the 'best bits' or put a star or smiley face beside it. Children also highlight one area where they could improve/do differently the next time. If possible, the children should have time to make the improvement. This process is particularly useful for children's writing. Initially, teachers will model this process using exemplars. This strategy can be used orally in junior classes. This strategy may also be used when marking children's work.
5. **WALT & WILF** - Sharing the learning intention/objective and devising success criteria - i.e. Telling children what they are going to learn... and agreeing the criteria for judging to what extent the outcomes have been achieved. We are learning to..... We will know when we've achieved this because.....The learning objective(s) and the success criteria may be displayed on a chart/whiteboard/post its etc).Teacher/peer/self-evaluation in terms of these by identifying successes and improvement needs against the criteria. (See Appendix 1)
6. **Effective teacher questioning** – teachers use higher order questioning to provoke fruitful discussion. Strategies for turning recall questions into formative questions may include –
 - a. Giving a range of answers. You need to give two definite 'yes' answers, two definite 'no' answers and one or two 'maybe' answers. E.g. which of these activities are in themselves aerobic? golf; swimming; darts; table-tennis, sky-diving; cycling.
 - b. A statement (e.g. instead of asking 'what drugs are bad for you?' state 'All drugs are bad for you. Do you agree or disagree and why?')
 - c. Right and wrong – two examples/pictures, one 'right' (e.g. a healthy meal on a plate) and one 'wrong' (a junk food meal) and asking children to discuss.
 - d. Give the answer – and ask how it was arrived at.
 - e. An opposing standpoint – e.g. what would a mother whose children were starving think of shoplifting?

Examples of Higher Order Questions may be found in the Guidelines for schools pp.86 – 88. Other issues relating to questioning are outlined on pages 42 – 44.

7. **Individual oral feedback** – to include enabling children identify the next steps in their learning.
8. **Quality marking by teacher** – occasional pieces of work marked focusing on pointing out *success* and *improvement* rather than to mark every error in existence. On occasion 'test' marking will be undertaken whereby all aspects of the work will be marked e.g. a story where comments are made re. spelling, grammar, punctuation, handwriting and the overall quality of the work.
9. **Self-assessment** : Self-assessment is the means by which pupils take responsibility for their own learning. Teachers may select from the following strategies to aid self-assessment as appropriate

a. **KWL/KWHL charts**

1. What do you know about.....? (Assessment of current knowledge to inform teaching activities and learning goals)
2. What would you like to know about.....?
3. How could we find out about.....?
4. What have you learned about.....? How did you learn this? (Assessment of what has been learned and skills developed)

b. **Concept maps**

c. **Evaluation sheets**

- What have you been learning about in.....
- List three things you learned about this topic....
- Were you a good team member? Give a reason for your answer.
- What could your team do better next time?
- Teacher comment....

d. **Self-Evaluation Questions to facilitate reflection –**

- Where did you get stuck? What helped you out? Have you learned anything new? Do you have any questions? What are you most pleased with? What did you need more help with? What did you find easy? What did you find difficult?
 - How will I know if my work is good? What can I remember and understand about..., What do I need to do to improve?
- e. **Graphic Organisers** – include KWL charts mind maps, brainstorming maps and Concept maps. Also include: PMI charts (Plus, Minus, Interesting); Thumbs up/thumbs down, and Talking partners. (See guidelines pp. 84 – 85)
- f. **Reflection; Representation; Reporting.** Children think about what they have been learning. They then represent what they have learned (by – drawing, concept map, brainstorm, questions, map, paragraph etc.) Children then report on their learning – to teacher; class; group; parent; partner etc.

9. **Conferencing where appropriate/necessary.** (Guidelines pp. 24 – 27)

10. **Completed assignments by pupils** – projects, copybooks, work samples, homework

11. **Standardised Testing**

12. **Diagnostic Testing**

Standardised tests

Standardised tests are used to measure a child's reading and mathematical skills, and to determine a child's progress in those areas. The purpose of the standardised tests is to allow teachers to make placement and progress decisions based on assessment results and to develop appropriate interventions for certain children. All classes from First class to Sixth class are given standardised tests every year. We use SIGMA-T Maths tests and Drumcondra Reading Tests. These tests are usually administered by the class teacher during a designated week in May.

- The Special Education Co-ordinator in consultation with the class teacher and the principal is responsible for purchase, distribution and co-ordination of testing.

Test Procedure

Administration and Correction

- Tests are administered by the class teacher and corrected by the class teacher.
- In the event that a pupil is absent on the day of the test the Special Education teacher will administer the test at a later date.
- All results are recorded on Aladdin system by each individual teacher with a hard copy held by the Special Education Team

Exclusion from Tests

- Pupils may be excluded from tests if, in the view of the Principal, and in line with DES guidance, they have a learning, communicative or physical disability which would prevent them from attempting the test.
- Children may also be excluded if their level of English is such that attempting the test would be inappropriate.

Recording

- Each child's raw score, standard score, percentile rank, and STEN are recorded on the child's profile on Aladdin.
- Tests will be recorded electronically (via the school data system Aladdin) by the class teacher. A class score sheet is generated and given to the class teacher.
- The Special Education team will retain a copy for the purpose of further diagnostic testing and tracking of results.

Tracking

- Results are tracked from year to year using percentile scores and recorded on file by the Special Educational Needs Co-Ordinator.

Storage

- Test results are stored digitally using the school data system Aladdin.
- Test booklets are stored for 12 months in a secure filing cabinet in the central storage area (archive room), until replaced by the following year's tests. The test booklets are then shredded.
- Results are kept as per the Mercy Convent's Data Protection & Record Keeping Policy – until the pupils have reached the age of 21 and then shredded.

Reporting of Results

- Children are not given the results of the tests.
- The results are communicated to parents at the end of the school year, on the school report. The STEN score is given to parents. The descriptor will be provided with each result. See Appendix 3
- Where a concern arises about a child's test results the Class Teacher will make contact with parents to discuss the concern.
- In the case of children attending the Special Education Teachers results are given during the formulation/review of the child's School Support Plan twice yearly.
- Where children are transferring to other Primary Schools or Secondary Schools results may be forwarded to them without permission from parents. In this event, Sten scores are shared with the school and not percentile scores.
- The school will report aggregate standardised test results for 2nd, 4th and 6th Class (via Esi-Net) once annually to the Department of Education.
- At the end of each year Class teachers are given the opportunity to meet with the previous Class teacher to discuss the results of the tests and the strengths and weaknesses of each child. This may also happen the following September.

Test Analysis

- The results will determine the allocation of School Support hours in the school and the nature of the support provided (in-class or withdrawal). Children who receive support are tracked as they progress through the school. A record sheet with test results is kept for each child. Children who are no longer in receipt of school support are closely monitored. See S.E.N. policy.
- Test results will be analysed by Class Teachers and the Special Education Teachers and discussed on a whole-school basis.
- These results will be used to monitor the child's progress and inform classroom planning.
- The results may also be used in the Schools self-Evaluation process.

Note : Parents are not given copies of the test. The Class teacher may show the completed test booklet to parents if requested, and this is appropriate in individual circumstances. A parent may view their child's booklet in the presence of the teacher. No photographs are permitted.

Screening

Screening facilitates the early identification of learning difficulties and allows for effective communication with the child's parents. The screening tests used to identify learning strengths and challenges in our school are :

- Middle Infant Screening Test (MIST) : Administered in groups of 10 ; second term of Senior Infants.
- Drumcondra Early Literacy Test : Administered in groups of 10 ; May of Senior Infants
- Drumcondra Early Numeracy Test : Administered in groups of 10 ; May of Senior Infants
- The MIST is administered to senior infants by the Special Education Teachers towards the end of the second term. The Special Education team and class teachers are involved in interpreting the results.
- Screening is used by the school to initiate the staged approach to intervention as per our S.E.N Policy. The "Forward Together" programme will be undertaken if any child meets the criteria after the M.I.S.T. screening test.
- The teacher checklists and teacher observation in infant classes indicate if diagnostic testing is needed. This information is communicated to parents.
- In all classes, where there is concern in relation to a child, the parental consent is sought to carry out diagnostic testing. Parents are invited to a meeting to communicate the results.
- NNRIT Tests are administered in late September to children in third classes and term two of fifth class. The results are used along with the results of the standardised test results for screening purposes.

Diagnostic Assessment:

Special Education Teachers administer any diagnostic test deemed necessary. In house diagnostic testing takes places following classroom intervention and the completion of a Classroom Support Plan (as per staged approach) and following referral from the class teacher in consultation with

parents. The administration of such tests is in keeping with Circulars 02/05, 0014/2017, and 0018/2021, where a staged approach is used by the individual Class Teacher before recourse to diagnostic testing /psychological assessment.

These tests provide detailed information to allow for the implementation of S.M.A.R.T. targets and an individualised plan for intervention. (S.S.F.) Parents are provided with test results and if a psychological assessment is warranted, parental permission is sought and a consent form is completed. The principal will facilitate such an assessment happening.

The diagnostic tests available in our school include :

- Dyslexia Portfolio
- YARC “York Assessment of Reading Comprehension” including Early Reading Assessment
- Drumcondra Early Numeracy Test

Professional Assessments

Is Stages 1 and 2 fail to deliver adequate intervention, the class teacher/ S.E.T. will contact the parents to discuss the need for a suitable professional assessment for their child : educational, Occupational Therapy, Speech and Language, multi-disciplinary assessment. An assessment will determine the subsequent level of intervention.

Psychological Assessment

A psychological assessment may be recommended in order to provide us with

- Additional information about the child’s difficulties
- Advice about teaching and resources
- Assistance in applying for other support , e.g Special Needs Assistants

A Psychological Assessment is recommended where :

- The results of diagnostic testing carried out by the Special Education Teacher warrant further assessment and Special Education condition, learning disability or specific difficulty is suspected.
- Having initiated a School Support Plan with a child, little progress is taking place.
- There appears to be a marked discrepancy between perceived ability and performance.
- There are several emotional and / or behavioural problems.

Provision of Psychological Assessment

- Psychological assessments may be done privately or done through the school.
- Currently our school does not have a psychologist assigned NEPS(National Educational Psychological Service).
- We have access to psychological assessments through the Scheme for Commissioning Psychological Assessments (SCPA), which is administered by NEPS.
- Priority is given to younger children with Special Education conditions and / or serious learning difficulties and children in sixth class who may be leaving the school with undiagnosed Learning Disabilities.
- Parents may choose to arrange an assessment privately through a private Educational Psychologist or other agency.

Procedure for Psychological Assessment

- Class teacher in consultation with the Special Education Teacher recommends an Assessment.
- Parental consent is sought for the Assessment.
- When consent is obtained a decision is made about the provision of the assessment.
- Where the assessment is to be carried out through SCPA, the Principal contacts the Educational Psychologist and a date for the assessment is arranged. Consent/Referral forms are completed by parents and school. The Assessment takes place in the school. After the Assessment, the psychologist meets with the parents. The psychologist meets with the class teacher and Special Education teacher. A report is sent to parents and to the school.
- The School Support/School Support Plus process is initiated.

Storage of Psychological Assessments

- Psychological reports are stored in locked filing cabinets in the Special Educational Needs Co-Ordinator's room, Special Education teacher's room and in the Principal's office. Each class teacher has access to the reports on the children in her class.

Recording & Storage of Assessments

Each pupil has a file which is stored in "Aladdin". The front page of standardised test results are also stored in a cabinet in the SEN room. This file is accessible to the class teacher/ SET teacher/Principal.

- NNRIT results, MIST results, Drumcondra and Sigma-T test results are recorded on Aladdin.
- At the end of sixth class, psychological reports, assessment results and any other relevant information is transferred to the pupil file and retained safely until the pupil is 21.
- Teachers have agreed terminology for reporting on children's progress and achievement. Comments and observations will be recorded in an objective and instructive manner.
- Information based on assessments will be transferred from teacher to pupil, teacher to teacher, teacher to parent, primary to second level school, and to other agencies (e.g. NEPS, HSE, and SENO) as necessary. (Guidelines p.80)
- Assessment information will be safely stored to facilitate access to it if required by former pupils at any stage until their 21st birthday (Guidelines p.80).
- Children keep records of spelling tests and mental maths in their copies/books.
- At infant level children's progress in reading is recorded regularly.
- Parent teacher meetings are held in the first term for classes from senior infants to sixth and second term for junior infants. Other parent teacher meetings will be convened as required.
- Pupil reports are made available on Aladdin in June.

Success Criteria

This policy is considered successful if ;

- Early identification and intervention are achieved
- Clarity is achieved regarding procedures involved in a staged approach incorporating N.E.P.S. Continuum of Support.
- Procedures are clear with roles and responsibilities defined.
- S.E.T. have clearly defined roles and

- A range of informal and formal assessment modes are used to place assessment as an integral part of teaching and learning.
- There is efficient transfer of information from class teacher to class teacher at the beginning/end of the school year.

Roles and Responsibilities

Principal and Special Educational Needs Co-ordinator will oversee the implementation and review of this policy.

All teachers are responsible for assessment in their own classroom and for implementing this policy. It is the responsibility of the class teacher to set in train staged interventions at class level, putting a Classroom Support Plan in place if deemed necessary. At Stage 2, the responsibilities are shared with the Special Education Team and a School Support Plan is opened. The Principal assumes the primary role at Stage 3 when a psychological Assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

Implementation

This policy supersedes the previous policy and is effective from June 2023.

Ratification and Communication

This policy was ratified by the Board of Management in 27th June 2023.

Timetable for Review

The policy will be reviewed every three years (or as circumstances may warrant) and amended as necessary by means of a whole school collaborative process.

Ratification & Communication

This assessment policy was officially ratified by the Board of Management in June 2023.

This policy has been made available to school personnel through a central shared folder.

Parents can request a copy from the office and a folder of all school policies is available from the school office.

Signed: [Signature]
Chairperson of Board of Management

Date: 27 June 2023

Signed: [Signature]
Secretary / Principal

Date: 27 June 2023

Date of next review: **June 2026**

References

- "Assessment In The Primary School Curriculum – Guidelines for Schools" NCCA, 2007
- DES Circular 02/05
- DES Circular 0014/2017
- DES Circular 0018/2021
- DES Guidelines for New Model of Support 2017
- www.sess.ie

Appendix 1

Assessments at Each Class level

These will be stored in the class teacher's "Assessment Folder" and collected by management at the end of each academic year. Contents will be presented in a folder "My Learning Journey" to children when leaving at the end of sixth class.

Class	W.A.L.T	W.I.L.F	Thumbs Up/Down	Traffic Lights	Two Stars and a wish
Junior Infants					
Number	Subject	Topic			
1	English - handwriting	Sample of each letter			
2	English Phonics	Sounds assessment			
3	Maths	Drawing shapes			
4	Gaeilge	Colours & foclóir			
5	Art	'My Family' drawing			
6	Fine Motor	Cutting and sticking (Christmas)			
7	Art & S.P.H.E.	Bucket filler ' fabric and fibre			
8	History	What I can do as a baby and what I can do now.			
9	S.E.S.E.	Sequencing an experiment			
10	Music	Listening and Responding			

Class : Senior Infants	W.A.L.T	W.I.L.F	Thumbs Up/Down	Traffic Lights	Two Stars and a wish
Number	Subject	Topic			
1	English	Our News			
2	Maths	Number Story			
3	Maths	Shape and space picture			
4	Irish	Label a picture			
5	Art	Myself and My Friends			
6	Music	Listen and respond			
7	S.E.S.E.	Picture of each season			
8	S.E.S.E.	Photo of design and make project			
9	English	Phonics Assessment			
10	S.E.S.E	Sequencing a story			

Class : First	W.A.L.T	W.I.L.F	Thumbs Up/Down	Traffic Lights	Two Stars and a wish
Number	Subject	Topic			
1	English	Writing sample Term 1			
2	English	Writing sample Term 3			

3	Maths	Assessment from Busy at Maths Term 1/2
4	Maths	Assessment from Busy at Maths Term 3
5	Gaeilge	Mé Féin
6	Art	Visual Arts(One piece of art work)
7	Art	Visual Arts(One piece of art work)
8	S.E.S.E.	All About Me
9	English Writing	Acrostic Poem 'My name'
10	S.P.H.E	Belonging

Class : Second		W.A.L.T	W.I.L.F	Thumbs Up/Down	Traffic Lights	Two Stars and a wish
Number	Subject	Topic				
1	English	Writing Sample (Term 1)				
2	English	Writing Sample (Term 1)				
3	Maths	Assessment from back of Busy At Maths Manual Term 1				
4	Maths	Assessment from back of Busy At Maths Manual Term 3				
5	Gaeilge	All about Me : Mé Féin				
6	Visual Arts	Two pieces of art work of different mediums				
7	Visual Arts	Two pieces of art work of different mediums				
8	S.E.S.E.	Mapping the locality – 5 landmarks in Naas				
9	English	Creative Writing or Poetry				
10	S.P.H.E.	My Thoughts About School				

Class : Third		W.A.L.T	W.I.L.F	Thumbs Up/Down	Traffic Lights	Two Stars and a wish
					draw colour on work to show how they found it	Certain specific areas – when reading their stories to each other
Number	Subject	Topic				
1	Literacy	Handwriting sample Term 1				
2	Literacy	Handwriting sample Term3				
3	Maths	Busy at Maths – Assessment/Look back				
4	S.P.H.E.	Thoughts About School				
5	Literacy	Dictation				
6	Literacy	Spelling test				
7	Gaeilge	Piece of writing Term 1				

8	Gaeilge	Piece of writing T 3
9		
10		

Class : Fourth		W.A.L.T	W.I.L.F	Thumbs Up/Down & in the middle	Traffic Lights draw colour on work to show how they found it	CUPS Capital Letters Understanding Punctuation Spelling
Number	Subject	Topic				
1	Maths	Look back pages at Maths booklet				
2	Handwriting sample					
3	Free writing English					
4	Free writing Irish					
5	S.P.H.E	My Thoughts About School				
6	Spelling Test	English and Irish (Wordlists or dictation)				
7	S.E.S.E.	Test – to show recall and understanding				
8						
9						
10						

Class : Fifth		W.A.L.T	W.I.L.F	Thumbs Up/Down	Traffic Lights or Numbers	Changed to "Self-Reflection"
Number	Subject	Topic				
1	Maths	Busy At Maths Booklet Assessment				
2	Maths	Busy At Maths Booklet Assessment				
3	Maths	Busy At Maths Booklet Assessment				
4	Maths	Busy At Maths Booklet Assessment				
5	English	Samples of a writing genre, Term 1				
6	English	Samples of a writing genre Term 2				
7	English	Samples of a writing genre Term 3				
8	Gaeilge	As per topic mar shampla : Mé féin, Scoil, Caitheamh Aimsire				
9	S.E.S.E.	Projects/Reports based on topics /people studied				
10	Art	Sample				

Class : Sixth		W.A.L.T	W.I.L.F	Thumbs Up/Down	Traffic Lights	Two Stars and a wish
Number	Subject	Topic				

1	English	Example of a recount
2	English	Example of a report
3	English	One Poem
4	Gaeilge	Sliocht as 'Mé Féin'
5	Maths	Samples from lines and angles
6	Maths	Samples from graphs
7	S.E.S.E	Experiment (TBC)
8	S.E.S.E	Tourist brochure ; Place of interest
9	S.E.S.E.	Reports on famous people from history
10	Art	Self Portrait

Special Education Teachers	W.A.L.T	W.I.L.F	Thumbs Up/Down	Traffic Lights	Two Stars and a wish
Junior Infants – First class			Second – Sixth Class		
Green YARC YARC Beginner Level 1 st /2 nd (blue) Includes Single Word Reading test Initial sounds and letters assessment PAST : Phonological Awareness PM Testing One minute fluency probe			Spar Reading from 2 nd class up YARC Comprehension PM testing One minute fluency probe		

Appendix 2

Interpreting Sten Scores for Parents

Table 3: Interpreting STen scores for parents

Standard Score Range	STen Score Range	Descriptor	Coverage
115 and above	8-10	Well above average	Top one-sixth of pupils
108-114	7	High average	One-sixth of pupils
93-107	5-6	Average	Middle one-third of pupils
85-92	4	Low average	One-sixth of pupils
84 and below	1-3	Well below average	Bottom one-sixth of pupils

INFORMATION FOR PARENTS

STen SCORE

What do my child's test scores mean?

The teacher used STen scores to tell you how your child did in the tests. STen scores go from 1 to 10. The table below describes what the different STen scores tell you about your child's achievement in the tests.

STen score	What does the STen score mean?	Proportion of children with this score
8 - 10	Well above average	1/6 or almost 17%
7	High average	1/6 or almost 17%
5 - 6	Average	1/3 or almost 34%
4	Low average	1/6 or almost 17%
1 - 3	Well below average	1/6 or almost 17%

If your child's STen score is between 5 and 6 for example, you will know that his/her performance on the test is average. The table shows that about one in every three children in Ireland have STen scores in this range. You can also see that some children have STen scores above and below the average.

Scores for children with English as an additional language may not always reflect progress being made in class. Similar care is needed when interpreting scores for children with special educational needs.

If my child's score is low, what does this tell me?

A STen score of 1, 2 or 3 suggests that your child *may* have difficulties in one of the areas tested. Other assessments may be used to determine if this is the case. Information about your child's learning and development at home e.g. homework, may also be helpful to the teacher. Teachers at your child's school may decide that your child would benefit from extra support. If so, your child's teacher will talk to you about this.

If my child's score is high, what does this tell me?

A STen score of 8, 9 or 10 *may* suggest that your child is a high achiever in the area tested. As with low scores, one high score is not enough to confirm this. Your child's teacher will use information from other classroom assessments to understand more clearly how well your child is doing in maths, English reading or Irish reading. The teacher may talk to you about extra learning opportunities that you and the school can provide for your child.

What can affect my child's test score?

As with other tests your child does in school, the score on a standardised test can be affected by how he/she feels on the test day or by worry or excitement about a home or school event. This means that each test score is an *indication* of your child's achievement. Remember that you play an important role in encouraging and supporting your child regardless of test results. You may like to arrange to meet with your child's teacher if you have any concerns about his/her scores.

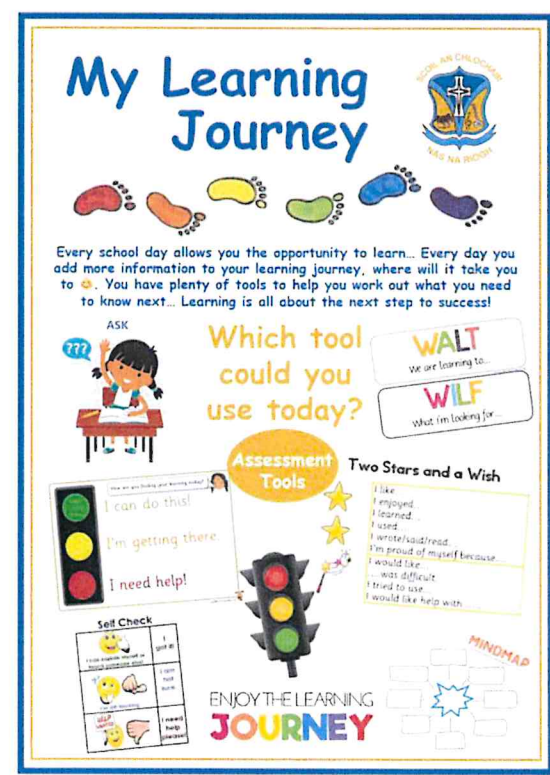
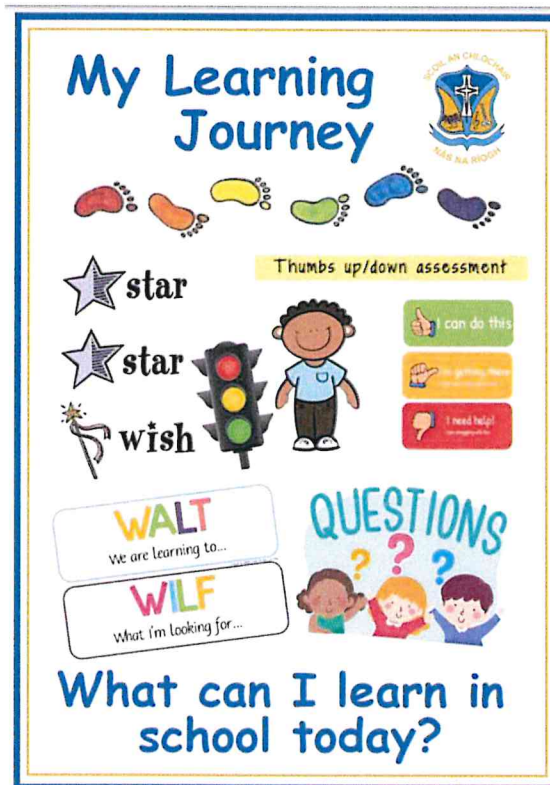
How can I help my child?

The NCCA has developed some online resources to help you to support your child's learning in primary school. Many of these are available in various languages and new resources are regularly added to the parents' page at www.ncca.ie/parents. Take a look at the resources for your child's class.



Appendix 3

Assessment Posters



My Learning Journey

In class your teacher creates opportunities and experiences for you to learn each and every day. It is important that you share in your learning because it is for you. You need to focus on you, what you know now, what you need to know and how you can make sure you get there. Enjoy the journey...

Two Stars & a Wish

I really like the way you...

I liked you...

We learned a lot when...

I think the best thing about it was...

It was interesting how you...

You grabbed my attention when...

You should be proud of...

It would be great if you...

I think you might want to...

I would recommend it if you...

Next time maybe you could try...

You can improve by...

It would be even better if you...

MINDMAP

Start Here

End Here

WILF

What I'm looking for...

WALT

We are learning to...

How is your learning going?

I don't understand!
Can we go over it again, please?

I'm nearly there!
I think I understand this, but I may need help doing this on my own.

I can do it!
I can do this on my own and explain my learning to others. I am ready for a challenge.

Be a Self-Regulated Learner!

What goals am I aiming for?

What part of those goals have I met?

What do I need to do to meet the rest of the goals?

Learning styles

The Verbalist

The Visualiser

The Kinesthetic

The Auditor

The Reader

The Writer

Take action!