

Clonmoney NS

Assessment Policy



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Assessment Policy**1. Introductory Statement and Rationale**

The staff of Clonmoney NS formulated this policy based on 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. This policy ensures consistency in assessment procedures across the school and promotes best practices for supporting student learning.

2. Relationship to characteristic spirit of the school

Assessment activities used in this school will contribute to pupil learning and development by gathering relevant information to guide each pupil's further learning (assessment for learning) and by providing information on each pupil's achievement at a particular point in time (assessment of learning). This commitment to pupil learning and assessment, ties in with our mission statement, to foster the holistic development of each individual thus enabling them to achieve their full potential. Assessment is about building a picture over time of a child's progress and/or achievement in learning across the Primary School Curriculum. Information about how the child learns (the learning process) as well as what the child learns (the product of learning) shapes the picture. The teacher uses this information to identify and celebrate the child's current learning, and to provide him/her with appropriate support for future learning.

3. Aims of our Assessment Policy:

- To benefit pupil learning through ongoing feedback and intervention.
- To identify the learning needs of all pupils, including exceptionally able pupils requiring additional challenges.
- To coordinate assessment recording and reporting at a whole-school level.
- To generate baseline data to monitor achievement trends over time.
- To engage parents and pupils in understanding learning progress.
- To assist teachers in planning and adapting teaching strategies.

4. Purposes of assessment:

- To inform curriculum planning and differentiated instruction.
- To identify individual learning needs and ensure appropriate interventions.
- To provide evidence-based support for school-wide teaching improvements.
- To track student progress using both qualitative and quantitative methods.
- To facilitate effective communication between school, parents, and external agencies.

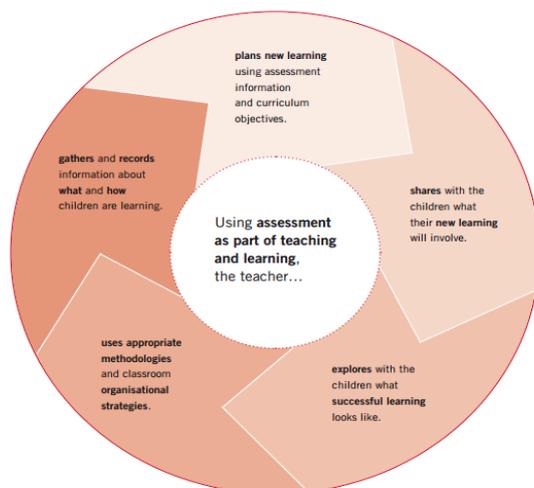
5. Definition of Assessment

In line with the NCCA, our staff believe that 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 further a child's learning. We concur with their definition of classroom assessment as **"the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, concepts, skills**

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and attitudes.” Assessment, therefore, involves much more than testing. It is an on-going 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).

6. Screening

Screening tests are used to facilitate the early identification of learning strengths / difficulties. Standardised test scores are used for screening pupils from 1st to 6th class. The CAT 4 is used for screening pupils in 3rd Class. The CAT4 are administered in late February and Standardised tests are administered in all class levels by the class teachers in May / June. Screening checklists and teacher observation are used in the classroom to screen pupils for progression in special education. Test results are interpreted by the class teacher, SET team and relevant post-holders. Children under the 20th percentile on Standardised Tests are recommended for diagnostic testing and receive intervention. Consideration will also be given to the class teacher's recommendation and/or results of class assessment tests. Priority for support in Literacy and Numeracy will be given to children who fall below the 20th percentile in the Drumcondra Standardised Tests throughout the school. Consideration will also be given to the class teacher's recommendation and/or results of class assessment tests in Literacy and Numeracy. A letter is sent to a child's parents / guardians to seek consent for completion of diagnostic testing.

7. Approaches & Range of Assessment Methods Used

Clonmoney NS uses assessment methods which are underpinned by Assessment of Learning and Assessment for Learning. While the methods used for each can overlap, there are clear aims in both approaches. The difference in these two strategies are detailed below:

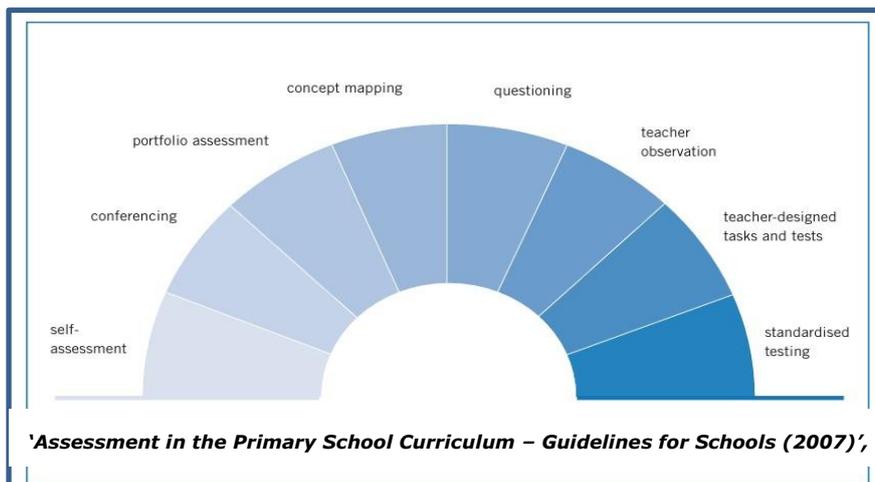
Assessment of Learning (AoL)	Assessment for Learning (AfL)
Involves assessing a pupil's learning at the end of a given instructional period	An ongoing process of recognising and responding to the pupil's learning in order to enhance his/her development
Teacher-led	Pupil-centred and pupil-directed

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Goal is to establish levels of attainment	Goal is to enable learners to further their own learning
Takes place at the end of a particular piece of work or a period of time	Takes place in the day-to-day, minute-by-minute interactions between teachers and children
Summative, more formal assessments	Formative, more informal assessments

Assessment Methods:



As part of the assessment process, a selection of assessment methods, chosen at the discretion of the teacher, will be used to help gain a clearer picture of the success of the teaching and learning in our school.

'Assessment in the Primary School Curriculum – Guidelines for Schools (2007)', which can be seen [here](#).

In general, the assessment methods used in this school are:

- ❖ **Self-Assessment** - children looking at their work and the work of their peers in a reflective way (AfL and AoL)
- ❖ **Conferencing** - The child's work and progress can be the subject of meetings between the child and his/her teacher, or the teacher and parents/guardians, or teacher and teacher, or all parties together (AfL and AoL)
- ❖ **Portfolio Assessment** - A pupil portfolio is a collection of the child's work, reflecting his/her learning and development over a period of time, and encourages pupils to take more responsibility for the quality of their own work. Portfolios also provide opportunities for collaborative assessment whereby the teacher and child together look at and talk about the child's work, identifying positive features and points for improvement (AfL and AoL)
- ❖ **Concept Mapping** – A process used to make spatial representations of ideas and the relationships between these ideas. Writings, drawings, graphic organisers or picture summaries all show the child's understanding of ideas and the relationships between ideas (AfL and AoL)
- ❖ **Questioning** - underpins all classroom assessment methods in AfL and AoL. Teachers regularly ask children oral questions about their work to find out what they have done and why. Children also use questions to help them to learn, for example they ask their teacher and their peers questions (AfL and AoL)
- ❖ **Teacher observation** - Observations made by the teacher in the classroom provide some of the most immediate and accurate information about a child's learning (AfL and AoL)
- ❖ **Teacher-designed tasks and tests** - Tasks and tests can take the form of written or oral assessments or practical assignments developed by the teacher to assess children's learning (AfL)
- ❖ **Standardised Tests** - Standardised tests are used to measure a child's reading, spelling and mathematical skills, and to determine children's progress in those areas (AoL)

Assessment Practices:

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Assessment practices in Clonmoney NS incorporate some of the following approaches. This is not an exhaustive list:

Self-Assessment	<ul style="list-style-type: none">• Thumbs up, thumbs down• Traffic lights system• 3• Two stars and a wish• Smiley faces• Journals• Find and fix (error-analysis)• Goal setting• K.W.L. chart (what I know/want to know/learned)• Sharing learning intentions: W.A.L.T. / Learning Outcomes• Sharing success criteria: W.I.L.F. / Success Criteria
Conferencing	<ul style="list-style-type: none">• Teacher-led conferences• Pupil-led conferences• Between teachers and parents/guardians (including parent-teacher meeting in January)• Between teachers and other school staff• Between teachers and outside professionals (with permission from parents/guardians)• End of year report card (3rd-5th Class)• End of year passport (6th Class)
Portfolio	<ul style="list-style-type: none">• Pupil Portfolio that pupils keep from 3rd-6th Class• Copybooks and hardbacks with classwork and homework• SPHE Scrapbook• My Thoughts on School Checklist annually• Handwriting assessment termly• Examples of work at different stages of development• Project work• Work samples• Reflective logs and journals
Concept-mapping	<ul style="list-style-type: none">• Mind maps of topics before, during and after teaching• Graphic organisers
Questioning	<ul style="list-style-type: none">• Teacher questioning• Peer questioning
Teacher Observation	<ul style="list-style-type: none">• Of engagement and participation in lessons and activities• Use of mini-whiteboards• Work samples (use of copies)• Teacher assessment folder and notebook
Teacher-designed tasks and tests	<ul style="list-style-type: none">• Pre-tests• Summative tests• Maths half-termly tests• Reading assessment termly• AR Star Reading Test
Standardised testing (see further details below)	<ul style="list-style-type: none">• CAT-4 Test of Reasoning Abilities• Drumcondra Maths Test• Drumcondra Reading Test• Drumcondra Gaeilge Test• Drumcondra Spelling Test

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Standardised Assessment

We are cognisant of the value of standardised testing in order to establish pupil attainment in Mathematics, English reading and spelling agus Gaeilge. Standardised tests allow us to:

- compare pupils' achievements with national norms
- monitor pupils' performance in Mathematics and English reading and spelling
- identify strengths and weaknesses in the school approach to the teaching of literacy and numeracy
- inform teaching strategies in literacy and numeracy
- alert teachers to pupils' difficulties in literacy and/or numeracy
- provide a nationally agreed method of reporting to parents/guardians of their pupils' progress in the area of literacy and numeracy

Exemption from standardised testing is considered when deemed necessary. Criteria for exemptions can be found at this link:

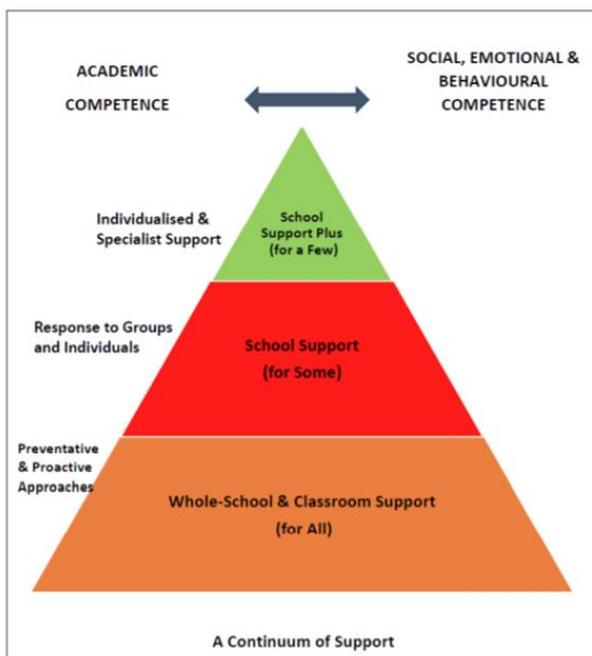
<https://www.gov.ie/pdf/?file=https://assets.gov.ie/132001/dca79a10-590a-4ac9-9ca5-4ab7a8ccae10.pdf#page=null>

Standardised Testing Timetable:

January 3rd Class CAT-4 test	This is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides the teacher with an analysis of potential student achievement. This test is completed on a Chromebook. Results are communicated to parents/guardians and stored digitally on Aladdin until the pupil is 25 years old. Paper tests need to be kept for one year after the child leaves 6th class (in a box in the office or archived in the attic). Before that, the paper tests should be kept in the teacher assessment folder and passed to the next teacher each year.
May All classes: Drumcondra Reading Drumcondra Spelling Drumcondra Maths 2 nd , 4 th & 6 th : Drumcondra Gaeilge	Drumcondra Reading and Maths tests are completed in paper format. Drumcondra Spelling test is also completed in paper form. It may, on occasion, be deemed appropriate by the school to administer standardised tests at the beginning of the school year, to help gain a clearer picture as to any learning needs of a particular child/class. However, it should be noted that this is not required and if carried out will be in addition to the May testing. Results of these tests (Standard Score) are communicated to parents/guardians in the end of year school report card. These results are accompanied by a standard explanatory note from school. Under the circular, these results are also reported to the BOM. Results for Fourth and Sixth Class are reported to the Department of Education and Skills in aggregated form. If a concern about attainment scores or progress is raised by parents/guardians or teachers, a meeting will be held to discuss the concern. The results of tests are analysed by the class teacher, the SET and Principal. Where results indicate a learning difficulty i.e. where there is a marked difference between the child's chronological and reading/spelling/mathematical age and/or whose classroom performance signifies some level of difficulty, the Continuum of Support Model may be activated. Results of all standardised tests are kept on Aladdin until the pupil is 25 years old. Paper tests need to be kept for one year after the child leaves 6th class (in a box in the office/attic). Before that, the paper tests should be kept in the teacher assessment folder and passed to the next teacher each year.

Assessment and Intervention based on the Continuum of Support Guidelines

**please read the 'S.E.N. Policy' for more information.*



The Continuum of Support Model and Guidelines have been designed to assist teachers in primary schools to identify needs and to develop and evaluate interventions to meet those needs and they are adhered to in Clonmoney NS. The Guidelines present a continuum of assessment and intervention processes which acknowledges the central role of the class teacher supported as appropriate by the school’s special education team and by agencies external to the school. The continuum of support described in these guidelines encompasses a graduated problem-solving model of assessment and intervention in schools comprising three distinct school-based processes which are detailed below. Relevant assessments for each level are also listed.

Classroom Support is an intervention process coordinated by the class teacher and carried out within the main classroom. Problem solving at this level typically begins when a parent/guardian or teacher has concerns about an individual pupil. The teacher and parents/guardians discuss the nature of the problem and consider strategies which may be effective. Assessment for Learning, Assessment of Learning and Pupil/Teacher Self -Assessment are followed. A Classroom Support Plan is the responsibility of the Class Teacher.

School Support is an assessment and intervention process which is coordinated by the Special Education Teacher (SET) working alongside the class teacher. Interventions at this stage will be additional to those provided through classroom support. After consultation with parents/guardians, the Special Education Teacher, in co-operation with the Classroom Teacher, will administer screening/diagnostic checklists and/or tests in order to identify any underlying causes of learning difficulties which are acting as obstacles to learning (See Appendix 1). By eliciting more precise information, it is possible to analyse the relative strengths and weaknesses of the child. Programmes can then be devised, based on the needs of the child, in order to give him/her specific help. A School Support Plan will be drawn up and is the responsibility of the SET teacher. If a parent/guardian chooses to decline support, a letter/email detailing that must be addressed to the class teacher or SET.

School Support Plus If a pupil's special educational needs are severe and/or persistent, they are likely to need the intensive support of School Support Plus, which will generally involve personnel outside the school team in the problem solving, assessment and intervention process or the school requesting their involvement and support e.g. HSE personnel including Psychologists, Speech Therapists, Occupational Therapist, Physiotherapists, School Aged Team, CAMHS, CDNT, Primary Care, and Family Service visiting teachers for the deaf/ visually impaired etc. In planning for Assessment and Intervention, it is important that the teaching and/or behavioural interventions are based on clear evidence from assessment and that they are well planned and given enough time to work. The S.E.T. will support the class teacher and any other supporting teachers in gathering further information to inform the assessment process which may involve, as appropriate, external professionals. A School Support Plus Plan will be drawn up and is the responsibility of the SET teacher.

Identification of Educational Needs through the Continuum of Support Process	
<i>*modified from the Continuum of Support Guidelines</i>	
Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> ▪ Parental/Guardian consultation ▪ Teacher observation records ▪ Teacher-designed measures/assessments ▪ Basic needs checklist ▪ Learning environment checklist ▪ Pupil consultation - My Thoughts About School Checklist ▪ Literacy and numeracy tests ▪ Screening tests of language skills (CAT4) <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
School Support	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> ▪ Teacher observation records ▪ Teacher-designed measures/assessments ▪ Parent/guardian and pupil interviews ▪ Learning environment checklist ▪ Diagnostic assessments in literacy/numeracy ▪ Formal observation of behaviour including ABC charts, frequency measures ▪ Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p>

School Support Plus	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none">▪ Teacher observation and teacher-designed measures▪ Parent/Guardian and pupil interviews▪ Functional assessment▪ Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc. <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is more detailed and individualised, and includes longer term planning and consultation.</p>
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Enlisting the support of outside agencies

If there are serious concerns expressed by the parents/guardians, Special Education Teachers and class teacher, support from an outside agency will be sought which may include a formal assessment.

English as an Additional Language (EAL) Testing

Each September incoming Junior Infants and new pupils to the school are tested as required. Any new children who arrive during the school year are also tested where necessary. All EAL pupils are re-tested at the end of each instructional term using the Primary School Assessment Kit (PSAK)

Exceptionally Able/Gifted Pupils

The definition adopted by the NCCA's Exceptionally Able Students; Draft Guidelines for Teachers (2007) is that an exceptionally able student is one who is in the top range of 5-10% of the student population. An exceptionally able student is one who has the capacity for or demonstrates high levels of performance in an academic area or within a domain-specific ability in a non-academic area. Exceptionally able students are identified through:

- Standardised test results – over 90%
- Views and opinions of the parents/guardians are taken into account
- Observations of the student by the current/past teachers/school/external agencies or organisations involved in the student's education

Exceptionally able pupils will be catered for within the classroom using differentiation or if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents/guardians. These classes will form part of each SET's timetable where feasible.

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The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation. Exceptionally able pupils will be assessed and monitored by:

- Testing - high performance on achievement tests can be used to ensure the exceptionally able pupils are reaching their full potential as well as identifying any new individuals who are working beyond the level of their peers, as well as ensuring they are reaching their full potential. Examples of such tests include Drumcondra tests.
- Off-level testing - this kind of testing compares a student's level of achievement on a test designed for much older students.
- Monitoring and updating of the register and observation notes
- Individual targets - targets are identified with each child so that they feel a sense of ownership and they are moving their own learning forward

Digital and Technological Assessment Methods

- Use of Aladdin, Google Classroom & Google for Education, and other digital tools for assessment tracking.
- Online formative assessments to provide immediate feedback.

8. Teacher Professional Development in Assessment

Teachers can enhance their understanding of assessment through professional development opportunities focused on both Assessment for Learning (AfL) and Assessment of Learning (AoL) strategies. These CPD sessions provide staff with practical approaches to integrating effective assessment techniques into their teaching, ensuring they can support pupil progress more effectively. Additionally, workshops on using standardised test data enable teachers to analyse assessment results critically and use this information to inform their instructional planning. By engaging in these training opportunities, educators can develop a more data-driven approach to teaching, leading to improved pupil outcomes.

9. Sharing & Storage of Assessment Information

The Data Protection (Amendment) Act 2003 entitles the parents/guardians of all primary school children to have access to all personal data relating to their children, whether stored in electronic form or hard copy.

Clonmoney NS complies with this legislation and parents/guardians can request assessment information on their child at any point.

Where appropriate, the school also shares information with other teachers, primary schools and secondary schools when children transfer. Assessment information on an individual child will be provided to another school, primary or post-primary, to which the child is transferring. This will only be done upon receipt of written enrolment confirmation.

The school also shares information with other relevant individuals and agencies such as the Inspectorate of the Dept. of Education and Skills, Special Education Needs Organisers (SENOs), Educational Welfare Officers (EWOs), Tusla and other professionals such as speech and language and occupational therapists, with the permission of the parents/guardians. Where assessment information is shared, confidentiality is maintained between the school and the receiver of the information.

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Assessment information is both formally and informally shared with parents/guardians. Informally, parents/guardians have contact details (emails) for the class teacher and SET (where relevant). Parents/guardians and teachers can email/phone each other about information that needs to be passed on.

Assessment information is formally shared with parents/guardians twice a year. Parent-teacher meetings take place once a year during the second term, usually in January. Each child's parents/guardians are invited to attend a ten-minute meeting. If either the teacher or the parents/guardians believe that a follow-up meeting should take place, it will be arranged for a mutually convenient time. A comprehensive written report is given to parents/guardians at the end of the school year. This report covers both academic and social/emotional progress. This report includes the results of the Drumcondra standardised tests. Results of screening/diagnostic tests if applicable are shared with the parents/guardians and teacher of the child concerned. Copies of the end of year reports are available to the child's new teacher at the beginning of the following school year via Aladdin. CAT4 results in 3rd Class will be emailed to parents/guardians after the testing period.

10. Roles and Responsibilities

The Principal, Deputy Principal, class teachers and special education teachers will have responsibility for the implementation of this policy.

11. Success Criteria of the Policy

This policy will be successful when:

- ❖ All of the staff are familiar with and implement the procedures outlined
- ❖ All of the staff understand and recognise their responsibilities and carry out the assessment of pupils' work continually
- ❖ The transfer of assessment data between teachers is systematic and efficient at the end of each school year (between SNS teachers, between class teachers, and between secondary schools for outgoing 6th Class)
- ❖ Each pupil has been presented with the opportunity of assessment from the spectrum of assessment tools mentioned above.

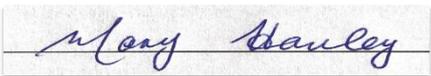
12. Implementation, Review and Communication

This policy was reviewed, approved and adopted by the Board of Management on 6th of February 2025. The Board of Management will monitor the implementation of all aspects of this policy and amend as required. The policy will be available on the school website.

This policy will next be reviewed in January, 2026.

13. Ratification

This policy was ratified by the Board of Management on

Signed:  Date: **29th of January 2026**

(Chairperson, Board of Management)

List of Available Assessments – Screening and Diagnostic <i>*This is not an exhaustive list</i>	
Spelling	<ul style="list-style-type: none"> ❖ Drumcondra Standardised Spelling Test ❖ Words Their Way (2nd, 4th, 6th) ❖ LETRS Screening Test (3rd & 5th) ❖ Schonell Graded Spelling Test ❖ Single Word Spelling Test ❖ SNIP Programme ❖ Wechsler Individual Achievement Test (WIAT) Third Edition
Sight Words	<ul style="list-style-type: none"> ❖ Dolch Sight Word Lists ❖ McNally, Murray 100 Word List ❖ Fry’s Word Lists ❖ Wechsler Individual Achievement Test (WIAT) Third Edition
Reading	<ul style="list-style-type: none"> ❖ Drumcondra Standardised Reading Test ❖ YARC - York Assessment of Reading for Comprehension (Early reading 4-7 years / Passage Reading 5-11) ❖ Diagnostic Reading Analysis ❖ DIBELS Oral Reading Fluency (DORF) ❖ The Burt Word Recognition Test ❖ Wechsler Individual Achievement Test (WIAT) Third Edition ❖ NEPS Interventions for Struggling Readers Manual https://assets.gov.ie/24811/6899cf6091fb4c3c8c7fce50b6252ec2.pdf ❖ NEPS Interventions for Struggling Readers Resource Pack https://www.into.ie/app/uploads/2019/07/neps_literacy_resource_pack.pdf
Phonics	<ul style="list-style-type: none"> ❖ Jolly Phonics ❖ Jackson Phonics ❖ Quest Diagnostic Reading Test ❖ Wechsler Individual Achievement Test (WIAT) Third Edition
Comprehension	<ul style="list-style-type: none"> ❖ Cloze Reading Tests, Level 1-3
Dyslexia Screening	<ul style="list-style-type: none"> ❖ CTOPP 2 - (Comprehensive Test of Phonological Processing)
Maths	<ul style="list-style-type: none"> ❖ Drumcondra Maths Standardised Test ❖ More Trouble With Maths Chinn Assessments ❖ Minute tables test
Speech and Language	<ul style="list-style-type: none"> ❖ Westwood’s Short-term Auditory Memory Test ❖ Westwood’s Sentence Repetition Test
Motor Skills/Regulation	<ul style="list-style-type: none"> ❖ Motor Skills United Programme

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School Support Plus	<ul style="list-style-type: none">❖ Autism Good Practice Guidelines for Schools❖ STRANDS Down Syndrome❖ Mild/ Moderate Curriculum
Verbal/Non-verbal test	<ul style="list-style-type: none">❖ CAT4
Other SEN Assessments	<ul style="list-style-type: none">❖ Drumcondra English Profiles❖ Checklists from Continuum of Support including 'My Thoughts About School', 'Basic Needs' etc.

Appendix 2: Assessment for Learning by Class:

Class	<u>Jun/Sen</u>	<u>1st/2nd</u>	<u>3rd/4th</u>	<u>5th/6th</u>
Term 1	<p>Junior Infants:</p> <ul style="list-style-type: none"> ❖ Green smiley face -Yes, I understand - I did this all by myself. ❖ Red sad face -No, I don't fully understand -I need some help ❖ Circle your best effort - written work. <p>Senior Infants:</p> <ul style="list-style-type: none"> ❖ Star -This is my very best effort. -I understand this well and can explain this. ❖ Green smiley face - -This is good work but I could do even better. -Yes, I understand - I did this all by myself. ❖ Red sad face -I didn't try as hard as I could -No, I don't fully understand -I need some help ❖ Circle your best effort - written work. 	<p>1st Class:</p> <ul style="list-style-type: none"> ❖ Thumbs up Green - Yes, I understand and I know what to do ❖ Thumbs down Red - No I don't understand and I need help <p>2nd Class</p> <ul style="list-style-type: none"> ❖ Feedback Sandwich ❖ CUPS for reviewing/editing written pieces. 	<ul style="list-style-type: none"> ❖ KWL charts ❖ Two stars and a wish ❖ Learning journals ❖ Checklists ❖ Self / peer assessment (partner feedback) ❖ Mind maps ❖ Individual response boards 	<ul style="list-style-type: none"> ❖ KWL charts ❖ Two stars and a wish ❖ Self/peer assessment (partner feedback) ❖ Individual response boards ❖ Rubrics ❖ 3,2,1 Exit tickets ❖ Checklists

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Class	<u>Jun/Sen</u>	<u>1st/2nd</u>	<u>3rd/4th</u>	<u>5th/6th</u>
Term 2	<p>Junior Infants</p> <ul style="list-style-type: none"> ❖ Green smiley face -Yes, I understand <i>- I did this all by myself.</i> ❖ Red sad face <i>-No, I don't fully understand</i> <i>-I need some help</i> ❖ Circle your best effort - written work. <p>Senior Infants</p> <ul style="list-style-type: none"> ❖ Star <i>-This is my very best effort.</i> <i>-I understand this well and can explain this.</i> ❖ Green smiley face - <i>-This is good work but I could do even better.</i> <i>-Yes I understand</i> <i>- I did this all by myself.</i> ❖ Red sad face <i>-I didn't try as hard as I could</i> <i>-No, I don't fully understand</i> <i>-I need some help</i> ❖ Check for capital letters in your sentences. Write and tick a letter C at the top right-hand corner to show check has been completed. 	<ul style="list-style-type: none"> ❖ Introduce and teach CUPS for reviewing/editing written pieces. ❖ Thumbs up Green- Yes, I understand and I know what to do ❖ Thumbs down Red - No I don't understand and I need help ❖ Feedback Sandwich ❖ CUPS for reviewing/editing written pieces. 	<ul style="list-style-type: none"> ❖ KWL charts ❖ Two stars and a wish ❖ Learning journals ❖ Checklists ❖ Self / Peer assessment (partner feedback) ❖ Mind maps ❖ Individual response boards 	<ul style="list-style-type: none"> ❖ KWL charts ❖ Two stars and a wish ❖ 3,2,1 Exit tickets ❖ Checklists ❖ Self / peer assessment (partner feedback) ❖ Individual response boards ❖ Rubrics

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Clonmoney NS

Class	<u>Jun/Sen</u>	<u>1st/2nd</u>	<u>3rd/4th</u>	<u>5th/6th</u>
Term 3	<p>Junior Infants</p> <ul style="list-style-type: none"> ❖ Green smiley face -Yes I understand - I did this all by myself. <p>Red sad face</p> <ul style="list-style-type: none"> -No, I don't fully understand -I need some help <p>Circle your best effort - written work.</p> <p>Senior Infants</p> <ul style="list-style-type: none"> ❖ Star -This is my very best effort. -I understand this well and can explain this. <ul style="list-style-type: none"> ❖ Green smiley face – <i>-This is good work but I could do even better.</i> <i>-Yes I understand</i> <i>I did this all by myself.</i> <ul style="list-style-type: none"> ❖ Red sad face <i>-I didn't try as hard as I could</i> <i>-No, I don't fully understand</i> <i>-I need some help</i> <ul style="list-style-type: none"> ❖ Check for full stops at the end of your sentences. ❖ Mark and tick a full stop at the top right hand corner to show check has been completed. 	<ul style="list-style-type: none"> ❖ Feedback Sandwich ❖ CUPS for reviewing/editing written pieces. 	<ul style="list-style-type: none"> ❖ KWL charts ❖ Two stars and a wish ❖ Learning journals ❖ Checklists ❖ Self / Peer assessment (partner feedback ❖ Mind maps ❖ Individual response boards 	<ul style="list-style-type: none"> ❖ KWL charts ❖ Two stars and a wish ❖ 3,2,1 Exit tickets ❖ Checklists Self / Peer assessment (partner feedback) ❖ Individual response boards ❖ Rubrics