

St. Killian's College



ASSESSMENT POLICY



1. Introduction

This Assessment Policy outlines the principles, purposes, and practices that guide the assessment of student learning at the school. It ensures that assessment is fair, consistent, transparent, and aligned with the school's educational goals and curriculum requirements.

2. Mission Statement

In St. Killian's College we aim to develop the full potential of every student in a learning environment where fairness, understanding, success and discipline will be pursued.

This policy is based on the school's fundamental aim to foster in students an attitude of learning to serve them for lifelong learning. Students are encouraged to strive for excellence at the level of their full potential.

3. Purpose of Assessment

Assessment at the school is designed to:

- Support and improve student learning,
- Measure student progress and achievement,
- Inform teaching and curriculum planning,
- Provide meaningful feedback to students and parents/guardians,
- Ensure accountability and academic standards,
- Guide reporting.

4. Principles of Assessment

All assessment practices shall be:

- Fair and inclusive—providing equal opportunities for all learners,
- Valid – accurately measuring intended learning outcomes,
- Reliable – producing consistent and dependable results,
- Transparent—clear criteria and expectations shared in advance,
- Continuous—supporting learning throughout the academic year.

5. Types of Assessment

St. Killian's College uses a balanced range of assessment approaches, including:

5.1 Formative Assessment

Definition:

Formative assessment is the process of assessing students' learning during the instructional process to monitor progress, identify learning gaps, and provide ongoing feedback. Its purpose is to support and improve student learning rather than just to assign grades. Formative assessment is an integral part of the teaching and learning cycle and should be embedded in all lessons. It ensures that learning is continuous, responsive, and student-centered, helping all learners achieve their full potential.

Key Features:

- Carried out during the learning process,
- Focuses on learning improvement rather than summative evaluation,
- Involves active student engagement in their own learning,
- Guides teachers in adapting instruction to meet students' needs.

Examples of Formative Assessment:

- Quizzes and short tests to check understanding,
- Class discussions and questioning,
- Observations of student participation and engagement,
- Peer and self-assessment exercises,
- Exit tickets or mini reflections at the end of a lesson,
- Homework tasks designed to reinforce learning.

Strategies We May Use:

- Sharing learning intentions and success criteria with students at the start of a lesson,
- Regular feedback where teachers highlight strengths and areas for improvement,
- Student self-assessment checklists for reflection on learning progress,
- Peer-assessment activities to encourage collaborative learning,
- Differentiated instruction based on formative assessment results,
- Ongoing progress tracking using their student journal.

5.2 Summative Assessment

Definition:

Summative assessment is the process of evaluating student learning at the end of a teaching period, such as a unit, term, or academic year. Its purpose is to measure overall achievement against learning objectives or curriculum standards and often contributes to reporting, certification, and subject level decisions. Unlike formative assessment, summative assessment focuses on what students have learned, rather than providing ongoing feedback for improvement.

Key Features of Summative Learning

- Carried out at the conclusion of a unit, term, or course,
- Focuses on overall achievement and assesses the knowledge, skills, and understanding gained,
- Formal and structured—usually follows clear guidelines, criteria, and rubrics,
- Standardised benchmarks ensure comparability across students or groups,
- Documentation of learning—provides evidence of achievement for records and accountability.

Examples of Summative Assessment:

- End-of-term or end-of-year examinations—tests measuring mastery of content and skills,
- Final projects or assignments – evaluating application of knowledge to real-world or extended tasks,
- Practical or performance-based assessments—assessing skills in labs, arts, or practical subjects,
- Portfolios—collections of student work demonstrating cumulative learning,
- Standardised tests—comparing achievement against local, national, or international benchmarks.

Strategies We May Use:

- Design clear marking schemes and rubrics aligned with learning outcomes,
- Use a variety of assessment methods (written tests, projects, presentations, practicals, and portfolios) to capture different skills,
- Schedule assessments appropriately to ensure students have adequate time for preparation,
- Ensure fairness and accessibility for all students, including accommodations for diverse needs in as far as possible,
- Analyse results to inform curriculum planning and teaching strategies for future learning,
- Communicate results clearly to students and parents/guardians with constructive feedback where possible.

6. Assessment Methods

Assessment methods may include, but are not limited to:

- Written tests and examinations,
- Assignments and projects,
- Presentations and oral assessments,
- Practical and performance-based tasks,
- Portfolios and coursework,
- Observations and self/peer assessments.

7. Grading and Reporting

- Grades will reflect achievement against curriculum standards,
- Feedback shall be constructive, timely, and focused on improvement,
- Feedback will be provided directly to students individually or in class,
- Student progress will be formally reported to parents/guardians at scheduled intervals, following week 10, 20 & 30 assessments, this will include CBA descriptors where appropriate,
- Parent-teacher meetings,
- Face-to-face meetings with parents/guardians by appointment.

8. Feedback and Use of Results

Assessment results will be used to:

- Provide feedback that supports student improvement,
- Identify students requiring additional support or enrichment,
- Inform instructional strategies and curriculum review,
- Monitor overall school performance and learning outcomes.

9. Inclusivity and Additional Considerations

- Reasonable accommodations will be provided for students with additional educational needs in as far as possible,
- Alternative assessment arrangements may be approved where appropriate,
- Cultural, linguistic, and learning diversity will be respected in assessment design,
- Students with English as an Additional Language are supported as per State Examinations Commission guidelines.

10. State Examinations

St. Killian College will ensure that 3rd and 6th year students participate in the many assessments that make up the Junior Cycle and Leaving Certificate examinations, as directed by the State Exams Commission. These assessments, which may include orals, course work, practical work, classroom-based assessments, and portfolio work, will be operated according to the regulations set down by the State Examinations Commission.

10.1 Junior Cycle Profile of Achievement

At the end of their three years of Junior Cycle, students receive a Junior Cycle Profile of Achievement (JCPA). The JCPA reflects a wide range of your child's achievements. The JCPA will report on:

Classroom-Based Assessments (CBA's)

Classroom-Based Assessments (CBA's) provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills. CBA's will be undertaken in subjects and short courses and will be facilitated by the classroom teacher.

CBA's will be undertaken during a defined time period within normal class contact time and to a national timetable. CBAs will be reported on in the JCPA using the following descriptors:

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations
- Not reported

State Examinations

Students do exams in each of their subjects at the end of third year. Maths, English, and Irish are assessed at Higher and Ordinary level, and all other subjects are assessed at Common level only. State Exam results will be reported on the JCPA using the following descriptors:

- Distinction (85 to 100%)
- Higher Merit (70 to 84%)
- Merit (55 to 69%)
- Achieved (40 to 54%)
- Partially Achieved (20 to 39%)
- Not graded (0 to 19%)

Other Areas of Learning

Students will have the opportunity to engage with a range of other learning experiences as part of their Junior Cycle Programme and their learning can be reported on the JCPA. Other

Areas of Learning play a critical role in ensuring that students are provided with a broad and balanced educational experience.

Wellbeing

This area of learning includes, amongst others, Physical Education (PE), Civic, Social and Political Education (CSPE), Social, Personal and Health Education (SPHE) and Guidance. Learning in Wellbeing is reported on the JCPA.

10.2 Leaving Certificate

This is a two-year senior cycle programme providing a broad academic curriculum assessed mainly through written exams at the end of the two-year programme and additional assessment components (AAC's). These components form part of the final grade awarded to students and are completed during the course of study in accordance with guidelines issued by the State Examinations Commission.

Additional Assessment Components may include, but are not limited to:

- **Coursework or project work**, such as research investigations or design projects completed during the Senior Cycle programme,
- **Practical assessments**, including laboratory work, performance, or demonstrations of practical skills in relevant subjects,
- **Oral examinations**, particularly in language subjects, which assess students' ability to communicate effectively in spoken form,
- **Portfolios or coursework journals**, which provide evidence of students' ongoing engagement with practical or creative work.

The school supports students in completing these additional assessment components by providing appropriate instruction, supervision and structured timelines. All assessment work must comply with the procedures and guidelines issued by the State Examinations Commission to ensure authenticity, fairness, and consistency in the national examination process. Students are expected to engage fully with all aspects of assessment associated with their chosen subjects.

Higher Level Grade	Points	Ordinary Level Grade	Points
H1	100	O1	56
H2	88	O2	46
H3	77	O3	37
H4	66	O4	28
H5	56	O5	20
H6	46	O6	12
H7	37	O7	0
H8	0	O8	0

Bonus Points for Higher Level Maths

- +25 bonus points for H6 or higher in Higher Level Maths.
- Example: A H6 (46 points) becomes **71 points** with the bonus.

11. Academic Integrity

- Students are expected to demonstrate honesty in all assessment activities,
- Plagiarism, cheating, or any form of academic misconduct is prohibited,
- Clear procedures and consequences for malpractice will be communicated and enforced.

12. Roles and Responsibilities

12.1 Teachers

- Design and implement appropriate assessments,
- Use assessment data to support learning,
- Provide clear instructions, criteria, and feedback.

12.2 Students

- Engage honestly in assessment activities,
- Use feedback to improve learning,
- Meet assessment deadlines and requirements.

12.3 School Administration

- Ensure consistent implementation of the assessment policy,
- Support professional development in assessment practices,
- Monitor quality and fairness of assessment.

13. Record Keeping

- Accurate records of student assessment and progress will be maintained,
- Assessment data will be stored securely and treated confidentially.

14. Policy Review

This Assessment Policy shall be reviewed regularly to ensure it remains effective, relevant, and aligned with curriculum and regulatory requirements.

Chairperson BOM:

Michael Maher

Principal:

Michelle Hynes

Date:

16/31/26.