



Respect - Justice - Integrity - Honesty - Saothar

Coláiste na Mí

Draft Assessment Policy

2026

Kindness - Honour - Teamwork - Responsibility



Tel: 046 9012130
Email: colaistenami@lmetb.ie
www.colaistenami.ie
Johnstown Educational Campus,
Johnstown, Navan, Co. Meath, C15 T028

Find us on X, Facebook and Instagram





Table of Contents

Glossary

Key Policies, Circulars and Publications

1. Introduction & Rationale	5
2. The Aims of the Policy	6
3. The relationship of Assessment Policy to the School's Mission Statement	6
4. What is Assessment?	6
5. Characteristics of Good Practice in Assessment	7
6. Principles of Assessment	8
7. Types of Assessment at Coláiste na Mí	8
7.1. Assessment for Learning (Formative Assessment)	9
7.2. Assessment of Learning (Summative Assessment)	10
8. Assessment Instruments/Tests	10
8.1. Definition of Assessment Instruments for the purposes of this policy	11
8.2. Using Assessment Instruments within Coláiste na Mí	12
9. Whole School Roles and Responsibilities for Assessment	13
10. Academic Target setting in Coláiste na Mí	15
11. Coláiste na Mí Assessment & Reporting calendar	16
11.1. Assessment Cover Sheet	17
11.2. Reporting to Parent/Guardian(s) on Student Progress following Assessment ..	18
11.3. Sample Reports	19
11.4. Benefits of Reporting on Assessment Processes to Parent/Guardian(s)	22
12. Monitoring and Tracking Student Performance using Athena and Compass	22
12.1. Monitoring and Tracking Student Performance in Parent Teacher Meetings ..	22
12.2 Processes and procedures for Parent Teacher Meetings in Coláiste na Mí	23
13. RACE	24
14. DARE	25
15. EAL	26
16. Appendix A: Communication on Assessment with Parents / Guardians	27
16.1. Appendix B: Additional information	29
17. The Policy Review Process	30



Glossary

Access arrangement	A special arrangement made for a student if they cannot sit an examination the same way that other candidates do
AEN	Additional Educational Needs
AFL	Assessment for Learning (Formative Assessment)
AOL	Assessment of Learning (Summative Assessment)
AON	Assessment of Need
Braille examination paper	A copy of the examination paper that is produced in braille format. Tactile diagrams with braille labelling are also provided where necessary
CAO	Central Applications Office
CAT4	Cognitive Abilities Test Fourth Edition
Centre	Each room or group of candidates sitting the examination under the supervision of a superintendent. There are usually several centers in each school, including main centers and special centers. Sometimes, a large hall has more than one center in it
DARE	Disability Access Route to Education
DASH	Detailed Assessment of Speed of Handwriting
EAL	English as an Additional Language
Emergency applications	Only for cases of injury, sudden illness, and similar emergencies that happen after the closing dates and that could not have been foreseen. There are no closing dates. Schools contact State Exam Commissions as soon as the emergency happens. They complete the emergency form and we will issue a decision as soon as possible
Exemption	An arrangement where you have been allowed to not do an entire component of the examination (such as the aural component of a language). Used as a last resort and under a narrow set of conditions, it is rare. See the section in the guide on “Exemptions, waivers, and explanatory notes” within examinations.ie
GDPR	The General Data Protection Regulation
JCPA	Junior Cycle Profile of Achievement
LC	Leaving Certificate
LCA	Leaving Certificate Applied
LMETB	Louth and Meath Education and Training Board
L2LP	Level 2 Learning Programme
RACE	Reasonable Accommodations at the Certificate Examinations
SEC	State Examinations Commission
SLT	Senior Leadership Team
TY	Transition Year
WIAT III - T	Wechsler Individual Achievement Test – Third Edition for Teachers
YH	Year Head



Key policies, Circulars and publications

- Assessment of Need AON Circular 0069/2025
- Department of Education and Skills (2019) Circular 0058/2019
- www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0058_2019.pdf
- Best Practice, Ethical and Legal Considerations in Psychometric Testing for Guidance Counsellors. Declan Fitzgerald and Ciara Farrell (2014). In the NCGE School Guidance Handbook.
- www.ncge.ie/school-guidance-handbook/best-practice-ethical-and-legal-considerationspsychometric-testing
- Video Role Play: Provision of Feedback on Psychometric Test Results. Declan Fitzgerald (2015).
- In the NCGE School Guidance Handbook. www.ncge.ie/school-guidance-handbook/video-role-play-provision-feedback-psychometric-testresults
- Perspectives on the use of ability tests in schools. Declan Fitzgerald and Evin Cowhey (2016).
- In the NCGE School Guidance Handbook.
- <https://www.ncge.ie/school-guidance-handbook/perspectives-use-ability-tests-schools>
- Confidentiality and Consent in Guidance in Schools. NCGE and Colum Layton (2019) In the NCGE School Guidance Handbook.
- <https://www.ncge.ie/school-guidance-handbook/confidentiality-and-consent-in-guidance-in-schools>
- Data Protection for the Guidance Counsellor (GDPR). Hugh Jones (2018). In the NCGE School Guidance Handbook. www.ncge.ie/school-guidance-handbook/data-protection-guidance-counsellor-gdpr
- Data Protection: Consent in the School Context: Issues to plan for. Hugh Jones (2015). In the NCGE School Guidance Handbook.
- www.ncge.ie/school-guidance-handbook/data-protection-consent-school-context-issues-plan
- Data Protection in Schools. JMB (2013). <http://www.dataprotectionschools.ie/en/>
- Standardised Testing for Primary Education. NCCA (2015).
- www.ncca.ie/media/1354/standardised-testing.pdf
- NCCA Education Passport, www.ncca.ie/en/primary/reporting-and-transfer/report-card-templatescreator
- JC-L2-Programme-Statement-ENG-INT-p2.pdf



1. Introduction & Rationale

Coláiste na Mí (CNM) is a multi-denominational and co-educational post-primary school under the patronage of Louth and Meath Education and Training Board (LMETB). As such, it operates within the regulations laid down by the Department of Education and Skills and follows the curricular programmes prescribed.

The educational vision for Coláiste na Mí is surmised in the school's 9 values which underpin all we do; Respect, Justice, Integrity, Honesty, Saothar, Kindness, Honour, Teamwork, Responsibility. Our school is a child centred, supportive learning environment where each student is encouraged and facilitated in realising their full potential in a positive climate which is caring, respectful, fair and inclusive. The school community of Coláiste na Mí is a partnership of students, staff, parents and other agencies within the community. The promotion of personal development and learning through hard work, creativity and commitment is a priority in our school.

This Assessment Policy was developed in partnership and consultation with all members of the school community including students, staff, and parents/guardians. This Assessment Policy was developed to outline the different types of Assessment that takes place in our school. This policy will enhance communication on all aspects of assessment for all members of the school community. Assessment is essential for high-quality learning. It enables teachers to understand students' needs, plan for progression, and evaluate the effectiveness of teaching methodologies. For students, assessment provides clarity, motivation, and direction. For parents and guardians, it ensures transparency and meaningful communication.

This policy provides coherence and consistency across the whole school. It ensures:

- Clear expectations for Assessment
- Alignment between Teaching and Assessment
- Fairness and equity for all students
- A cycle of feedback and improvement
- Accountability to LMETB and national standards

This policy aligns with:

- National Council for Curriculum and Assessment (NCCA) requirements
- Junior Cycle Framework
- Senior Cycle subject specifications
- LMETB policies
- The Digital Strategy for Schools (2027)
- School Self-Evaluation (SSE)
- Wellbeing and inclusion



2. The Aims of the Policy

The aims of the Coláiste na Mí Assessment Policy are to:

- Promote high expectations for all learners in the school
- Ensure assessment is used to improve teaching and learning across the school
- Support consistency across subject departments ensuring transparency for students
- Provide valuable and meaningful feedback to students and Parents/Guardians
- Use of data from Athena and Compass (yet not limited to) to support interventions
- Contribute to the holistic development of each learner
- Ensure compliance with national and LMETB policies

3. The relationship of the Assessment Policy to the School's Mission Statement

Coláiste na Mí is a child-centred, supportive learning environment where each student is encouraged and facilitated in realising their full potential in a positive climate which is caring, respectful, fair, and inclusive. The school community of Coláiste na Mí is a partnership of students, staff, parents and all members of our community. The promotion of personal development and learning through hard work, creativity and commitment is a priority, aligning to the nine values of the school. This Assessment Policy will play a key role in ensuring that each student realises their full potential while a student in this school.

4. What is Assessment?

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessment is the process of generating, gathering, recording, interpreting, using, and reporting evidence of learning in individuals, groups or systems which relies on several instruments and methods.



5. Characteristics of Good Practice in Assessment

The characteristics outlined below aim to foster a shared involvement and responsibility between school and home as part of Teaching and Learning and Assessment in Coláiste na Mí.

Promotes and Supports Learning	• Identifies what students know, understand, and can do • Enables consistent monitoring of student progress • Identifies individual learning styles and strengths and challenges • Encourages Progression in learning
Informs Teaching	• Assists lesson planning and informs review of content and skills • Promotes a variety of teaching methodologies • Enables consistent monitoring of teaching progress • Encourages self-reflection
Is both Formative and Summative	• Promotes a shared learning culture & provides clear and effective feedback • Diagnoses learning difficulties • Measure student performance • Identifies clear and shared targets for student progress • Promotes differentiation by outcome • Informs subject choice and career decision making • Provides effective and progressive student records & informs regular reporting to Parents/Guardians
Uses appropriate and diverse strategies	• Is both formal and informal, and accommodates a variety of learning styles • Tests a range of skills • Encourages effective and standardised marking procedures • Is both quantitative and qualitative & is carried out in a range of contexts
Recognises ALL pupil progress and achievement	• Rewards progress, effort, and achievement • Fosters motivation and promotes a commitment to learning • Creates opportunities for self-direction and fosters self-esteem and social development
Develops the capacity for Self Assessment	• Shares learning outcomes and assessment criteria and gives constructive feedback • Supports students in self and peer assessment activities • Engages students with realistic target setting



6. Principles of Assessment

Assessment in Coláiste na Mí aims to follow these principles:

Validity and Reliability

Assessments must measure what they are intended to measure and must do so consistently. Teachers collaborate to ensure fairness through shared rubrics, common tests, and moderation.

Fairness and Inclusion

Assessment practices must aim to accommodate diverse learning needs, ensuring no student is disadvantaged.

Transparency

Students should know what success looks like before beginning a task. Teachers share learning intentions, success criteria, and sample answers where appropriate.

Developmental Purpose

Assessment should guide students to improve their learning. Feedback focuses on progress.

Whole-School Consistency

Subject departments agree on assessment schedules, formats, and weighting to promote fairness across the school community.

Student Voice and Universal design for learning assessment opportunities

Students being provided opportunities to participate in sharing their opinion, idea and voice whereby flexibility, transparency, and choice in assessment is key focus.

7. Types of Assessment at Coláiste na Mí

This policy covers Assessment for Learning (Formative Assessment), Assessment of Learning (Summative Assessment) and Assessment Instruments/tests for Guidance and for Additional Educational Needs (AEN). An explanation of each of these is outlined in this policy document.

Types of Assessment	Carried out by
Assessment for Learning (Formative Assessment)	All teaching staff
Assessment of Learning (Summative Assessment)	All teaching staff



Assessment Instruments/Assessments for Guidance (CL 0001/2023) Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post primary schools <i>*Revising Circulars 0067/2020 and 0058/2019</i>	AEN Department & Guidance Department
Assessment of Need (AON) (CL 0069/2025) Assessment of Need <i>*This Circular supersedes Circular 0025/2024</i>	Principal, AEN Dept or relevant member of staff such as Year Head

7.1. Assessment for Learning (Formative Assessment) (AFL)

Assessment for Learning (Formative Assessment) is ongoing and provides evidence of and for progression in learning. It supports learning through providing feedback, highlighting success, and highlighting areas for improvement. In Coláiste na Mí, there are a wide range of AFL examples carried out throughout Teaching and Learning and Assessment in the school. This list is not exhaustive.

Carried out by	Some examples in the classroom
All teaching staff	→ Learning Intentions/Outcomes → Success Criteria → Wait time → Questioning → Worksheets, Homework and classwork → Reading and writing in class → Essays and assignments → Sample exam questions → Observations in class → Presentations → Practical work → Research work → Discussions and debates → Self Assessment → Peer Assessment → Comment Feedback e.g. What Went Well, Even Better If → Classroom Based Assessments for Junior Cycle (CBAs)



7.2. Assessment of Learning (Summative Assessment) (AOL)

Assessment of Learning (Summative Assessment) is carried out at the end of a period of learning and is used to measure performance and clearly identified a standard of student Achievement. In Coláiste na Mí, there are times in the school calendar which AoL takes place.

Carried out by	Some examples in the classroom
All teaching staff	→ End of Unit class tests → House Examinations (Winter and Summer) → Mock Exams → State Exams → Assessment Tasks for Junior Cycle (ATs) / CBAs

8. Assessment Instruments / Tests

Assessment Instruments/tests for Guidance and Additional Educational Needs (AEN) in Coláiste na Mí are outlined below, yet not limited to, the examples provided. During your child's education in Coláiste na Mí they will have the opportunity to engage in a wide range of assessment activities as part of normal teaching and learning. Other specialist tests may also be administered to support your child's educational development and learning as well as their career development. There may also be occasions to administer tests on an individual basis to your child to support their learning, progress, and achievement. Such tests will only be administered following consultation with parents/guardians.

Type of assessment	Carried out by	Some examples in the classroom		
Assessment Instruments / tests CL 0001/2023	AEN Department & Guidance Department	→ Pre -Entry/Post Entry to Post Primary School Assessment Tests → Standardised Ability Assessments, Standardised Attainment/Achievement Assessments → Diagnostic Assessments (*externally)		
Assessment	Test Types	When	Purpose	How
CAT4	Ability Verbal, Non-Verbal, Mathematical Spatial reasoning	Prospective 1st Year Feb prior to entry	To plan and support mixed ability teaching. To screen for potential learning difficulties	Paper and pen



WIAT III - T	Attainment Reading Written Language Mathematic Oral Language	3 rd & 6 th years Sept – Dec. *And when necessary	RACE – Reasonable Accommodation in State Exams Irish exemptions DARE	Paper and pen 1:1
DASH	Handwriting Fine Motor Precision	3 rd year & 6 th year	RACE DARE	Paper and pen 1:1
EAL Language Proficiency Test	English Language Proficiency	Incoming students with English language difficulty	Supports appropriate EAL provision	Paper and pen

8.1. Definition of Assessment Instruments for the purposes of this policy

Coláiste na Mí recognises that information from ability tests, attainment tests, teacher observations, the Education Passport, the Student Support File, parental reports as well as the views of the student are important aspects of a thorough assessment. This evidence based approach facilitates the identification of individual students' strengths, interest, values, motivation and learning needs and helps to inform the actions and interventions that best address those needs. Results of any one standardised test are not used in isolation, nor used as baseline data for predicting student's future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students.

Defining Ability and Achievement tests:

Ability tests are designed to establish what a student can know, while achievement tests measure what is known and has been learned or achieved to date.

A standardised ability test is designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure what a student can know rather than what is known.

A standardised attainment test (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas. On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

A diagnostic test is designed to provide specific information about a student's strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts.



In Coláiste na Mí, the AEN Department and or the Guidance Department may use the outcomes of ability, interest, values and motivation tests to guide and to support students' decision-making regarding subject choice and Senior Cycle programme options and to support their career development, including planning for further and higher education, training, apprenticeships and the world of work.

8.2. Using Assessment Instruments within Coláiste na Mí

Rationale for using Assessment Instruments in our School	These tests are used for gathering baseline data and to track progress as well as identifying emerging needs that will help to inform actions that will best address them.
How will Informed Consent be obtained	Consent obtained through communication with Parents / Guardians, *for specialised testing when necessary.
Selection of Assessment Instrument	Tests selected accordingly to identified need as part of a solution focused approach. Assessment instruments are used in accordance with the continuum of support e.g., CAT4 for all students, WIAT-III-T with few students.
Administration of Assessment Instrument – Where Assessments will take place (location in the school)	Base classrooms – in group scenario where appropriate. Learning support room – in the case of individuals. Online where possible.
Administration of Assessment Instrument – Under what conditions will Assessments take place	Assessment takes place in exam style conditions. Students complete assessment on their iPads where possible.
Administration of Assessment Instrument – Names of suitably qualified staff administering the Assessment Instruments	AEN coordinator, Guidance Counsellors, Learning Support Teachers, Subject teachers may also be involved in some instances.
Provision of Feedback to the Parents/Guardians/Students	Feedback will be given as appropriate. Students will be given feedback through a meeting with Guidance Counsellor, Learning Support teacher or the teacher that administered the test.
Interpretation of results	AEN Coordinator, Guidance Counsellor and SST.
GDPR	In accordance with LMETB GDPR Policy
Storing of Assessment Data	In accordance with LMETB GDPR Policy



RACE	From 2019 it is no longer necessary to administer cognitive ability assessments for the purpose of RACE. Any changes to this will be included in this policy document.
FAQ document for Parents/Guardians	An updated FAQ document on assessment instruments are available on the school's website or by contacting the main office of Coláiste na Mí.
Special centers for in house examinations	To facilitate students who maybe eligible for RACE in the state examinations sit their in-house exams in a special centre. These special centres facilitate students who would have difficulty in accessing or communicating what they know to an examiner because of a physical, visual, hearing and/or learning difficulty.

9. Whole School Roles and Responsibilities for Assessment

Carried out by	Responsibilities
Senior Leadership Team (SLT) Principal, Deputy Principals	➤ Use assessment procedures and processes to drive whole school improvement by: ➤ Ensuring consistency of assessment approach across departments ➤ Ensuring that all teachers know what is expected of them in assessing students ➤ Ensure attainment and student progress is on agenda for subject department meetings in terms of review, planning and strategies. ➤ Attend subject department meetings and/or have meetings with subject coordinator to review student attainment and progress ➤ Ensuring subject plans contains Assessment For Learning as key component ➤ Monitoring the information provided to parents about their child's attainment and progress by reviewing school reports ➤ Supporting the tracking of the attainment and progress of individual/groups of students over time alongside Year Head ➤ Using assessment information for planning staff training & TPL ➤ Ensuring flexibility in assessment expectations facilitating individual departments to adopt processes that are most conducive to progress in their particular subject



	➤ Using assessment and monitoring to ensure that the curriculum meets the needs of students ➤ Ensuring that any pedagogical developments in assessment practice are implemented where appropriate
Year Heads	➤ Monitoring the accuracy of the information provided to parents about their child's attainment and progress ➤ Tracking attainment and progress of students over time ➤ Ensuring students are supported in making informed curriculum choices ➤ Using assessment and monitoring to ensure that the curriculum meets the needs of students ➤ Liaise with SLT and/or AEN Department regarding student progress ➤ Report to Parents/Guardians as required ➤ Communicates with parents the exam timetables and permission slips
Examinations Coordinator	➤ Ordering of supplies ➤ Communicating to staff on in house examination information ➤ Coordinates the timetables for staff and students ➤ Creates and implements the supervision for staff during examination times ➤ Overview the running order of house and mock examinations ➤ Reviews and reflect on house and mock examinations
Heads of Department	➤ Lead subject teachers in planning assessment opportunities for students ➤ Provide copy of assessments to SLT one month prior to exam ➤ Lead subject teachers in preparing standardised assessment at winter and summer ➤ Liaise with members of their department to ensure consistent standardised tests is given during Winter and Summer Assessment
Classroom Teachers	➤ Liaise with Year Head and/or SLT and/or AEN Department regarding student progress ➤ Prepare assessment opportunities for students ➤ Print and provide cover sheets of class lists for the exam to the coordinator one week prior to start date of the exam week ➤ Mark assessments from students in a positive, accurate, meaningful, and diagnostic way ➤ Maintain individual student assessment records on compass ➤ Provide constructive feedback to students ➤ Report to Parent/Guardian as required via Compass



Students	➤ Understand everyone has the potential to learn and succeed ➤ Accept responsibility for learning and value learning ➤ Set personal goals and targets for learning ➤ Active engagement in learning activities ➤ Preparation for Assessments ➤ Act on feedback provided on learning, ask for support / help ➤ Foster a positive learning environment following the Code of Behaviour
Parent / Guardian	➤ Support their child learning at home through conversations and creating a suitable work space ➤ Access compass regularly to keep up to date on their child ➤ Support their child in interpreting the results of Assessment ➤ Affirm the positives and encourage their child to ask for help and support around challenges ➤ Support their child's learning by attending and contributing positively at Parent-Teacher meetings ➤ Schedule meeting with school personnel if concerned about their child's progress ➤ Adhere to the Coláiste na Mí Attendance Policy by sending student to school daily ➤ Ensure your child is in attendance for the Assessment weeks

10. Academic Target setting in Coláiste na Mí

Athena is used for students in Coláiste na Mí, in consultation with Year Head and subject teachers, to track, monitor and set their targets for all their subjects in each academic year. The terminology, Athena Reviews, is used for students. These are reviewed and modified throughout the year by the students in meetings with their Year Head and subject teachers to encourage achievements and academic attainment. Every student in Coláiste na Mí is assessed on a term-time basis as per the Coláiste na Mí Assessment calendar, see page 16. These regular assessments include the House Exams as Winter Assessments in Nov/Dec and Summer Assessments in May. Full reports are issued on Compass after each set of house exams, with individual feedback from all teachers. Parents and students have online access to all term-time assessments and house exam results on Compass with data uploaded to Athena (on a phased basis, as indicated above).



11. Coláiste na Mí Assessment & Reporting Calendar

Year	August - December	January - March	April - May
1st	Core subjects class assessments x2 minimum Winter Assessment and report	Subject based in class assessments x2 minimum	Subject based in class assessments x2 minimum. Summer Assessment and report
2nd	Subject based in class assessments x3 minimum. CBA1. Winter Assessment and report	CBA1. Subject based in class assessments x2 minimum	Subject based in class assessments x2 minimum. CBA1, Assessment and report
3rd	Subject based in class assessments x3 minimum CBA2. Winter reports*	CBA2. Subject based in class assessments x2 minimum. Mock exams & reports	CBA2, Subject based in class assessments x2 minimum (revision focused). State Exams in June
4th TY	Refer to TY Policy Rotations, Winter Assessment and report	Refer to TY Policy	TY exit interview Assessment report
5th	Subject based in class assessments x3 minimum. Winter Assessment and report	Subject based in class assessments x3 minimum	Subject based in class assessments x2 minimum. Summer Assessment and report
LCA1	Subject based in class assessments in line with key assignments x3 minimum, key tasks, interviews Winter Assessment and report	Subject based in class assessments in line with key assignments x3 minimum, key tasks, interviews	Subject based in class assessments in key assignments x2 minimum. Summer Assessment and report
6th	Subject based in class assessments x3 minimum. Winter Assessment and report*	Subject based in class assessments x2 minimum. Mock Exams & reports	Subject based in class assessments x2 minimum (revision focused). State Exams in June No summer report
LCA2	Subject based in class assessments in line with key assignments x3 minimum, key tasks, interviews Winter Assessment and report	Subject based in class assessments in line with key assignments x2 minimum. key tasks, interviews, Mock Exams & reports	Subject based in class Assessments in key assignments x2 minimum (revision focused). State Exams in June No summer report

*where necessary for additional assessments to be carried out i.e. late RACE applications. 3rd & 6th years Sept-April. Oral examinations carried out in line with subject specification and schemes of work. Also refer to the CBA calendar for the current academic year, found at [Coláiste na Mí Parent Portal](#). SEC Examination timetables are found on www.examinations.ie, and on the school website.



11.1. Assessment Cover Sheet



**Second Year
History
Summer Examination
May 2026**

For examiner's use only	
Q.1.	
Q.2.	
Q.3.	
Q.4.	
Q.5.	
Total	
%	
Grade	

Ainm: _____
 Rang: _____
 Múinteoir: _____

**Please answer all questions
GOOD LUCK!**

Feedback: (Do not write in the boxes below)

WWW What went well ... 	EBI Even better if ... 	AAF Action after feedback ... 
--	--	---



11.2. Reporting to Parent/Guardian(s) on Student Progress following Assessment Processes

Feedback is to be provided in a timely manner with a focus on improvement.

Type of Assessment	Formative or Summative	Scheduled dates	Results available to Parents/Guardians	Access to Compass
Target setting	Formative	Start of the year	Compass and Athena	Yes/Athena
RACE Assessment	Formative	September - December	Yes/Paper based	No/Paper based
Winter Assessment	Summative	As per school calendar	As per school calendar	Yes
Mock examinations	Summative	As per school calendar	As per school calendar	Yes
Summer Assessment	Summative	As per school calendar	June	Yes
JCPA	Summative & Formative	Assorted dates 2nd & 3rd Year	In the Autumn post examinations	No
Student Progress Report from Year Head	Formative	As requested by Parent/Guardian	At a meeting with Year Head and Parent/Guardian	Written Report provided during meeting with Parent/Guardian



11.3. Sample Reports

Junior Cycle Report sample to Parents/Guardians:

Geography - 1

Teacher:

Results					
Subject	Level	Mark	Grade	Teacher Remark	Teacher
Geography - 1	C	70	Higher Merit	██████ is a pleasure to teach. He is a well-mannered and respectful student. He has had a very good first year, demonstrating a strong work ethic and consistent effort. He positively contributes in class by answering questions, but should aim to participate more actively during class discussions. By maintaining focus in class and continuing to make a consistent effort to engage fully with his work, he will be well placed to reach his full potential.	██████

Areas for improvement to future learning

- Very good effort overall. Some long question answers did not have enough specific detail. Answers on topics like volcanoes/ earthquakes need to include keywords eg convection currents, destructive boundary, mantle. Not enough to make a statement eg volcanoes bring tourists to an area. Need to develop this type of answer. Need to keep learning keywords & notes thoroughly. Sections on natural disaster responses and volcano/ earthquakes need revision. Practice at diagrams needed also

History - 1

Teacher:

Results					
Subject	Level	Mark	Grade	Teacher Remark	Teacher
History - 1	C	70	Higher Merit	Good result from ██████ and this is fairly in keeping with the level he has been achieving at all year so well done. ██████ has worked very well and is showing an interest in the subject and a willingness to contribute in class and to push himself in his work which is great to see. Keep this up into 2nd year.	██████

Areas for improvement to future learning

- In this exam there were a few areas where ██████ could have improved on this grade. For the effects of exploration he needed to explain his answer. The question asked for 3 impacts explained and ██████ named 3 but did not explain them. For the Columbus question he needed more detail specific to his voyage. For the last question where he needed to write an account on a chosen topic he needed to again explain the achievements of Ancient Rome in detail. He is well on the right road so keep it going ██████



Senior Cycle Report sample to Parents/Guardians:

Mathematics - 5

Teacher:

Areas for improvement to future learning

- performed well in the exam and demonstrated a good understanding of many key concepts. To improve further, more attention should be given to showing full workings and checking answers carefully to avoid small errors. Well done on attempting all required questions. Revision of the following topics is needed to improve this result: functions, logs and trigonometry. It is important to use the summer months to revise all 5th year topics.

Teacher Comment

has worked consistently well in maths throughout the year and has achieved good results in all tests. did not fail a single maths test all year. He demonstrates a positive work ethic in class and applies himself to all tasks. He always asks questions in class to further improve his understanding in all topics. With continued hard work, he will further improve his results in maths next year. has the ability to do very well in this subject next June.

Results

Subject	Level	Mark	Grade	Teacher Remark	Teacher	CAO Points
Mathematics - 5	H			has worked consistently well in maths throughout the year and has achieved good results in all tests. did not fail a single maths test all year. He demonstrates a positive work ethic in class and applies himself to all tasks. He always asks questions in class to further improve his understanding in all topics. With continued hard work, he will further improve his results in maths next year. has the ability to do very well in this subject next June.		71

5 Drama

Teacher:

Teacher Comment

works well in drama class. work is always of a good standard and contribute positively to group projects. puts excellent effort into homework tasks. attendance in drama class this year was good.

Areas for improvement to future learning

- Movie: You demonstrated a strong work ethic and showed considerable commitment throughout the production process of your film project. It was evident that you invested significant time and effort into developing your ideas and contributing to the creative work. Unfortunately, as the completed project was not submitted, it was not possible for your work to be fully assessed.
- Exam: While you have shown some understanding of the course material, your written examination indicates that further revision and preparation are needed to reach your full potential. Greater engagement with key concepts, terminology and critical analysis will help improve your confidence and performance.

Results

Subject	Level	Mark	Grade	Teacher	CAO Points
5 Drama	H				56

JCPA Report sample to Parents/Guardians:

JUNIOR CYCLE PROFILE OF ACHIEVEMENT



Coláiste na Mí

DOB:

Examination number:

This JCPA recognises and records achievements in Junior Cycle.

UNDERSTANDING YOUR JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

This Junior Cycle Profile of Achievement records student achievement in subjects and short courses broadly aligned to Level 3 of the National Framework of Qualifications (NFQ), and Priority Learning Units (PLUs) and short courses broadly aligned to Level 2 and Level 1 of the NFQ.

Grading of the Final Examinations

Grade Descriptor	Percentage
Distinction	≥ 85 to 100
Higher Merit	≥ 70 and < 85
Merit	≥ 55 and < 70
Achieved	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40
Not Graded	≥ 0 and < 20

CBA Descriptors

Exceptional
Above Expectations
In line with Expectations
Yet to Meet Expectations
Where a student does not receive a descriptor for a CBA, the term 'not reported' is used.

Priority Learning Units

Level 2 PLU and Short Course Descriptor Achieved
Level 1 PLU and Short Course Descriptors Successfully Completed
Progress Achieved

For the cohort of students who completed their Junior Cycle in 2025, revised assessment arrangements for the completion of classroom-based assessments were introduced as a result of the disruption to learning students experienced. These revised assessment arrangements required each student to complete a minimum of one CBA in each subject rather than the usual two.

Other Areas of Learning

This section provides an opportunity for schools to report on achievements in other areas of learning in which the students has engaged.

Inclusiveness measures in the State Examinations

Inclusiveness and transparency are core principles underpinning the Junior Cycle Examination. In certain circumstances it is open to a candidate to choose to have his/her result in a particular subject based upon all except some element of the examination in that subject. The State Examinations Commission emphasises that in all cases the grade descriptor awarded is a full and accurate reflection of the candidate's performance in the examination.

Explanation of the various numeric codes that accompany a grade in any case where an element of the examination was not assessed:

- All parts of the examination in this subject were assessed except the aural element.
- All parts of the examination in this subject were assessed except the practical element.
- All parts of the examination in this subject were assessed except spelling and written punctuation elements.
- All parts of the examination in this subject were assessed except the reading element.
- All parts of the examination in this subject were assessed except spelling and some grammatical elements.
- All parts of the examination in this subject were assessed except the project element.
- All parts of this examination were assessed except for the testing of graphical skills in the written paper.



JUNIOR CYCLE PROFILE OF ACHIEVEMENT 2025

State Certified Final Examination		Classroom-Based Assessments - Subjects	
English (H)	Merit	English	Oral Communication: Above Expectations The Collection of the Student Taxes: Not Reported
Mathematics (H)	Achieved	Mathematics	Mathematical Investigation: Above Expectations Statistical Investigation: Not Reported
History (C)	Merit	History	The Past in My Place: In Line with Expectations A Life in Time: Not Reported
Geography (C)	Merit	Geography	Geography in the news: In Line with Expectations My geography: Not Reported
Spanish (C)	Partially Achieved	Spanish	Oral Communication: In Line with Expectations The Student Language Portfolio: Not Reported
Science (C)	Merit	Science	Extended Experimental Investigation: Above Expectations Science in Society Investigation: Not Reported
Wood Technology (C)	Higher Merit	Wood Technology	Wood science in our environment: In Line with Expectations Student self-analysis and evaluation: Above Expectations
Visual Art (C)	Achieved	Visual Art	From Process to Realisation: In Line with Expectations Communicate and Reflect: Not Reported

Other Areas of Learning	Classroom-Based Assessments - Short Courses
	Coding: Above Expectations
	Wellbeing Physical Education: In Line with Expectations SPHE (Social, Personal, Health Education): In Line with Expectations CSPE (Civic, Social, Political Education): Above Expectations
	Other Areas of Wellbeing

Principal Louise Kearns <i>Ls L. Kearns</i>	Roll Number: 75173K Colaiste na Mí Johnstown Educational Campus, Johnstown, Navan, Co. Meath C15 TQ28
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This JCPA recognises and records achievements in Junior Cycle.



11.4. Benefits of Reporting on Assessment Processes to Parent/Guardian(s)

1. In Coláiste na Mí, reporting on assessment aims to enable Parents/Guardians to be involved in their child's learning, providing an overview for the Parents/Guardians regarding how their child is progressing in Coláiste na Mí.
2. It provides opportunities for Parents/Guardians to reaffirm progress and hard work by their child and aims to enable Parents/Guardians to discuss education and possible career paths with their child and assist them in working towards the next stage of the educational path/career as a Coláiste na Mí Alumni.
3. Reporting on assessment also highlights any challenges which their child may encounter and can open a discussion on additional supports their child may need.
4. It aims to encourage Parents/Guardians to schedule additional meetings with the school to support their child in reaching their potential aligning to the nine values of our school.
5. Enables Parents/Guardians monitor and track progress during the transition period from primary to post-primary schooling.

12. Monitoring and Tracking Student Performance using Athena and Compass

Athena and Compass are used in Coláiste na Mí to maintain records of attendance, formative feedback, summative feedback and results of assessments for each student throughout an academic year. Homework supports long-term retention, skill development and independent learning. Homework and continued assessment can be tracked in the dialann. Continued Assessment can be tracked on Compass and Athena. Homework may include; Written exercises, reading, practical preparation, digital assignments, project and research tasks.

12.1. Monitoring and Tracking Student Performance in Parent Teacher Meetings

Parent Teacher Meetings provide Parent/Guardian with an opportunity to meet with their child's teacher(s) to obtain an update on their progress in the class/subject(s) using data from Athena and Compass. The Parent Teacher meeting provides all with an opportunity to determine how the student is progressing both academically and socially and what challenges they may be facing. The Parent Teacher meeting provides the teacher(s) with an opportunity to hear more about the



student from a Parent's perspective, and this can assist in differentiating support for the student going forward.

12.2 Processes and procedures for Parent Teacher Meetings in Coláiste na Mí

- Parent Teacher Meetings are held once per year for each Year Group
- The schedule of Parent Teacher Meetings is outlined in the school calendar which is available to all stakeholders at the beginning of the school year, also found on the school website
- Reminder texts regarding Parent Teacher Meetings are sent two days before the event
- Parent/Guardian(s) are advised to bring a list of their child's teachers to the meeting
- Parent Teacher Meetings commence at the time outlined on the school calendar
- Students are encouraged to attend all or part of each Parent Teacher meeting with their Parent/Guardian in full correct Coláiste na Mí school uniform
- Please be mindful that the time available for individual meetings can be limited as each teacher has many students. Should there be a particular issue that you wish to discuss with a teacher/AEN coordinator/guidance counsellor at the school an additional appointment may be scheduled by contacting the relevant member of staff
- After the meeting Parent/Guardian(s) are encouraged to spend time with their child highlighting the positive feedback they received and discussing the areas of improvement as outlined in the feedback provided by staff
- Please remind your child of the supports available to them in school and that everyone is working together to ensure they can achieve the best outcome from their time in school in order that they can progress to the next stage of their education and/or career pathway post graduation from Coláiste na Mí.

13. RACE

Reasonable Accommodations at Certificate Examinations (RACE) are granted by the State Examinations Commission (SEC) for students sitting the Junior Cycle Examination and Leaving Certificate Examination who have specific educational needs. Schools must gather formal evidence of need, typically through a combination of standardised tests, professional reports, and school-based assessments.



Assessments are conducted during school hours by the school AEN Coordinator, from September to December. Application deadline for Senior Cycle candidates falls in November and for Junior Cycle candidates in December.

Below are the standardised attainment tests (Literacy) that are administered in Coláiste na Mí to measure academic attainment relative to age norms. These tests are required if a candidate is applying for reading or writing accommodations, such as reading assistance, spelling, grammar and punctuation waivers or use of a word processor.

Literacy Tests

Used to show significant difficulty in reading or spelling.

- WIATIII (Wechsler Individual Achievement Test 3rd Edition) – reading comprehension, spelling, written expression.

Spelling / Written Expression

- WIATIII written expression
- Detailed Assessment of Speed of Handwriting (DASH)

The results of these assessments and the accommodations that the student is eligible to apply for are communicated to Parents/Guardians promptly via Compass. The application form is sent home with the student to be reviewed by a Parent/Guardian, signed by both the candidate and the Parent/Guardian, and returned to the school office. The form is then reviewed by the AEN Coordinator, signed by the school Principal and sent by registered post to the SEC.

A copy of the accommodations granted/declined by the SEC is sent home to Parents/Guardians once received by the school.

14. DARE

The Disability Access Route to Education (DARE) is an alternative entry route to higher education in Ireland for students whose disabilities have had a significant impact on their educational performance. Applications are made through the Central Applications Office (CAO).

To support a DARE application, students must submit appropriate professional evidence of disability. The specific assessments required depend on the category of disability.



Assessments are conducted during school hours by the school AEN Coordinator, in January and February. Application deadline for DARE applicants falls in March.

Below are the standardised attainment tests (Literacy & Numeracy) that are administered in Coláiste na Mí to measure academic attainment relative to age norms. These tests are required if a candidate applying for DARE has a professional diagnosis of Dyslexia or Dyscalculia.

Dyslexia

Used to show significant difficulty in reading or spelling

- WIATIII (Wechsler Individual Achievement Test 3rd Edition) – reading comprehension, spelling, written expression.

Dyscalculia

Used to measure mathematical ability and number processing.

- Maths subtests from WIATIII (Wechsler Individual Achievement Test 3rd Edition) – number skills, calculation ability, mathematical reasoning.

The results from these assessments are shared with the School Guidance Team, who communicate with the student and Parent/ Guardians.

15. English as an Additional Language (EAL) Assessment

EAL assessment is conducted annually to identify students who may require additional English language support and to ensure appropriate provision is put in place. The school is committed to ensuring that all students have equitable access to the curriculum and EAL assessment plays a key role in supporting this. This process is typically completed during the first term, prior to the October midterm break. However, the school recognises that our school may require additional assessments to be carried out throughout the academic year, particularly where students enrol mid-year.

Assessment is carried out using the EAL Post-Primary Assessment Kit (NCCA). This standardised tool enables the school to assess students' English language proficiency across key domains, including oral/aural comprehension, reading and writing. The outcomes of these assessments inform decisions regarding eligibility for EAL support, and the level of intervention required.

Students eligible for assessment include:



- Those who speak a language other than English at home
- Students who previously received EAL support
- Students who were assessed in the previous academic year
- Students who transfer to the school mid-year and speak a language other than English at home.

Parents/guardians are informed in advance of the assessment and invited to consent to their child's participation. Communication is issued outlining the purpose of the assessment via text message, along with details of the date, time and location. A Microsoft Forms link is provided to collect relevant student information. The standard communication issued is listed in Appendix A.

Following assessment, students identified as requiring support will have a copy of their assessment placed in their student file. An individual Language Support Plan will be developed, tailored to the student's level of English language proficiency. These plans are reviewed and adapted bi-annually to reflect student progress and evolving needs.



16. Appendix A: Communication on Assessment with Parents / Guardians

Communications are provided to Parents/Guardians through Compass and in some cases paper-based letters, when necessary, as per calendar of assessment in Coláiste na Mí. Letters are communicated to parents at various times of the year in advance of the assessment, containing all relevant information.

Below are letters from Coláiste na Mí to Parents/Guardians on Assessment;

Letter 1: Literacy Assessment Letter

Letter 2: RACE

Letter 3: EAL

Letter 1: Literacy Assessment Letter

Dear Parent/Guardian,

We intend to conduct a literacy assessment with your son/daughter in the coming weeks. The purpose of this assessment is to enable us to assess students' reading and comprehension skills. This will assist teachers in their planning for teaching and learning and help us to identify areas where your son/daughter may need further support. The assessment will take place during the school day and will take approximately forty minutes to complete.

I have read the above and give permission for the AEN Department to conduct literacy assessments with my son/daughter _____ to assess his/her current levels in reading and comprehension skills.

Student: _____ Parent/Guardian signature: _____

Edel O'Donnell, AEN Coordinator.



Letter 2: RACE.

Dear Parent/Guardian,

We will soon conduct assessments with students who may be eligible for Reasonable Accommodations under the State Examinations Commission's RACE scheme.

The eligibility criteria for RACE is set out by the State Examinations Commission (SEC) and is available from their website, www.examinations.ie. The role of the school in the applications process is to identify those students with additional educational needs who may require accommodations to enable them to access the certificate examinations, and to conduct standardised testing with those students to establish a standard score on reading and/or spelling and/or writing speed, and gather other evidence specified by the SEC.

Please note that the SEC determines eligibility and grants the relevant accommodation(s)- the school has no discretion in the granting of same. Schools have been advised by the SEC not to make applications for students who do not meet the eligibility criteria.

I have read the above and give permission for the AEN department to conduct literacy assessments with my son/daughter _____ to assess his/her current skill level in word reading and spelling in order to ascertain their eligibility for Reasonable Accommodations in the Certificate Exams (RACE).

Student: _____ Parent/Guardian signature: _____

Edel O'Donnell, AEN Coordinator.



Letter 3: EAL.

Dear Parent/Guardian,

If your child does not have English as their first language, they are invited to attend an English language test on _____ from _____ to _____ at the school. The test will assess their English language capability and may result in them receiving extra English language supports during the _/_ academic year.

Please only complete the form linked below if your child has English as a secondary language.

Any queries please contact _____ (EAL Co-Ordinator) at _____.

16.1. Appendix B: Additional information

Additional Educational Needs: AEN policy link: [AEN-Policy.pdf](#)

CBA timetable: keys dates differ annually, and the most up to date calendar for the current academic year can be found by accessing [Coláiste na Mí Parent Portal](#)

Homework policy link: [Homework-Policy.pdf](#)

Grade descriptors and Grade Boundaries:

Junior Cycle Grades Classification

Percentage Range	JC Grade Descriptors	JC CBA Grade Descriptors
85 - 100	Distinction	Exceptional
70 - 84	Higher Merit	Above Expectations
55 - 69	Merit	In Line With Expectations
40 - 54	Achieved	In Line With Expectations
20 - 39	Partially Achieved	Yet to Meet Expectations
0 - 19	Not Graded	Yet to Meet Expectations

Leaving Certificate

CAO Points	Higher Level	Percentage	Ordinary Level	CAO Points
100	H1	90 - 100	O1	56
88	H2	80 - 89	O2	46
77	H3	70 - 79	O3	37
66	H4	60 - 69	O4	28



56	H5	50 - 59	O5	20
46	H6	40 - 49	O6	12
37	H7	30 - 39	O7	0
0	H8	0 - 29	O8	0

+25 bonus points for H1- H6 Maths

LCVP link Modules: Distinction (H4) 66, Merit (H6) 46, Pass (O4) 28.

Leaving Certificate Applied

Grade	Percentage	Credits
Distinction	85 - 100	170 - 200
Merit	70 - 84	140 - 169
Pass	60 - 69	120 - 139

17. The Policy Review Process

This Policy is reviewed every three years or earlier if Department of Education national assessment changes require.

Whole School Assessment Policy

School name:	Coláiste na Mí
Date of Ratification of Policy by Board of Management:	
Date of Scheduled Review of Policy by Board of Management:	