

CTI Clonmel



Raheen College & Gaelcholáiste Chéitinn

**RAHEEN
COLLEGE**



March 2025 **Assessment Policy**



Rialtas na hÉireann
Government of Ireland



Có-mhainithe ag an
Aontas Eorpach
Co-funded by the
European Union

Policy Area	Schools
Document Reference number	CTI/ASS/003/0
Version	1
Document Drafted by	Central Technical Institute Clonmel
Date previous version: adopted by BOM noted by TETB	N/A
Date Reviewed / Amended by School	March 2025
Date Reviewed / Ratified by BOM	10 September 2025
Date noted / to be noted by TETB	21 October 2025
Policy Review Date	Every two years
Date of Withdrawal of Obsolete Document	N/A Document Ref. No. - Version No. -

1. Introduction

CTI Clonmel Mission Statement

The role of our school is to facilitate the students of Clonmel and its environs in the acquisition of general and specialised education. CTI Clonmel is under the patronage of Tipperary Education and Training Board. ETB schools are state, co-educational, multidenominational schools underpinned by the core values of:

- Excellence
- Care
- Equality
- Community
- Respect



CTI Clonmel provides students with equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide all students with equal opportunities to engage with the curriculum and school life. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school

- provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society
- promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff
- prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values
- treats equally students of all religions and beliefs. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

This section outlines the Rationale for this policy, provides a broad overview of the term assessment and set out the primary aims for this policy including the legislative overview.

Rationale

Assessment is central to all teaching and learning experiences and it is critical that all stakeholders – students, parents and teachers have as much knowledge as possible about a student's development. Assessment is designed to improve student learning, monitor effectiveness of programmes and provide future direction. There needs to be a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the tools used to make consistent judgements. This policy is underpinned by our core value of academic excellence whereby assessment is designed to support each student to achieve to the best of their ability with students, teachers and parents/guardians working together to achieve this.

Definition

The term assessment refers to the gathering and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and learning needs through formative and summative assessment. It is important to appreciate that assessment is a partnership between students, parents and teachers. Assessment is considered as the link between teaching and learning and should motivate pupils, enabling and encouraging them to achieve to the best of their ability. An effective assessment policy will help teachers to identify early and ongoing interventions that need to be put in place to assist students in reaching their potential. We utilise the NCCA's 'Focus in Learning - Ongoing Assessment Toolkit' to plan our whole school approach to professional learning which in turn improves our assessment practices. We do so while remaining cognisant of our school's Delivering Equality of Opportunity in Irish Schools (DEIS) targets and measures.

Aims

Assessment should enable students, teachers and parents:

- to enhance student achievement through timely and constructive feedback.
- to engage students in their own learning process, promoting reflection and goal setting.
- to provide teachers with data to adapt their teaching strategies and address student needs.
- to provide students and parents with information regarding progress and meeting targets.

- to establish baseline data in relation to a student's attainments in certain subjects.
- to assess a student's eligibility for additional support and services.
- to comply with statutory requirements set out in the Education Act (1998).

Legislation

The Education Act (1998) requires schools to regularly evaluate students and periodically report the results of the evaluation to students and their parents. In fulfilling this requirement, schools develop assessment procedures, which provide an accurate account of a student's progress and achievement.

2. Formative Assessment

The aim of formative assessment is to improve student learning. It involves a range of strategies to give students, teachers and parents feedback about students' understanding of learning outcomes in subjects. Formative assessment involves regular, ongoing assessment which aims to improve student's learning during instruction. It also allows teachers and students to use this information to make adjustments to teaching and learning to allow students to improve their achievement.

Examples of formative assessment include:

- Questioning and discussions to gauge student understanding.
- Peer and self-assessment to encourage reflection and responsibility for learning.
- Feedback on homework and classwork to help students understand how they can improve their work
- Use of digital tools to facilitate student collaboration and feedback.
- Sharing of Learning Intentions
- Creating and Co Creating Success Criteria

3. Summative Assessment & Academic Tracking

The aim of summative assessment is used to evaluate students' learning at the end of a unit, term, or academic year. It includes:

- Structured in-house assessments for every year group. These assessments are held as follows:
 - Assessment 1 - November – all class groups
 - Assessment 2 - Mock exams – 3rd years, 6th years & LCA 2
 - Assessment 2 - March – 1st, 2nd, and 5th Years
 - Assessment 3 - May - 1st, 2nd, TY and 5th Years
- In house assessments are:
 - standardised by subject departments to ensure a consistent standard
 - assessed against level descriptions set by the Department of Education and material from the State Examinations Commission
 - differentiated for students following the same course i.e. higher, ordinary or common level assessments are provided
- The mode of assessment may include a combination of written examinations, practical, aural and/or oral work. The report provided by the teacher will clearly state what was examined as part of that assessment
- Classroom based Assessments take place for Junior Cycle students in all their subjects during second and third year

For examination classes, assessment also includes:

- State Examinations for Junior Cycle and Leaving Certificate
- Practical and project-based assessments which examine students' practical skills in addition to theoretical knowledge
- Oral/Aural Examinations in Gaeilge and Modern Foreign Languages

Academic Tracking: is the process whereby students set target grades before their Mock/March and Summer assessments. These target grades are recorded by the class teacher and reported on with the result of the assessment through VS ware. The progress of students is monitored by the Head of Teaching and Learning, by class tutors and by the subject teacher.

The structured assessment results are reported as follows:

- results, target grades and formative feedback are recorded on VS ware
- verbal feedback is given to students on their assessment
- formative feedback is discussed during class time to ensure students are fully aware of the meaning of the feedback they have received

CTI Clonmel also uses a digital tracking programme called Athena, which tracks all assessment data for all students throughout their entire time in our school. By systematically tracking results over time, Athena enables teachers and school leaders to:

- Identify strengths and areas for improvement in student learning.
- Tailor teaching strategies to better meet the needs of individual students.
- Monitor the impact of targeted interventions to support underperforming students.
- Inform parent-teacher discussions with specific data on student progress.

This system not only ensures accountability but also empowers the school to provide students with personalised support, ensuring they achieve their full academic potential. The insights gained through Athena form a key part of the school's commitment to excellence in education and evidence-based decision-making.

Students who complete their state exams, junior cycle and leaving certificate, through the medium of Irish are awarded an extra bonus mark with their grade. This bonus is either 10% or 5% of the mark that the student achieves, up to 75%, depending on the subject in question. If the student achieves higher than 75% a bonus is applied on a sliding scale. This bonus is often added to the summative assessment results in Gaelcholáiste Chéitinn. The report that the subject teacher issues will clearly state if the bonus has been awarded.

4. Assessment in Junior Cycle

Students in junior cycle study a maximum of 10 subjects. Short courses can also be offered to the students in areas such as Coding and Digital Media Literacy. All junior cycle students take a wellbeing course composed of CSPE, SPHE and PE. Guidance Related Learning is also a part of wellbeing.

Explanation of Assessment

There are three strands to junior cycle assessment: Classroom Based Assessment, Assessment Task and Final Assessment.

CBA and Assessment Task Arrangements

1. **Classroom Based Assessment (CBA).**

CBA's must be completed in all subjects (2 CBA's) and all short courses (1CBA) which are timetabled to take place over 2nd and 3rd Year. This assessment is conducted by teachers and is moderated by means of a SLAR (Subject Learning and Assessment Review) meeting. Teachers come together to reflect on the quality of their own students' work using assessment guidelines, features of quality, other support material including annotated examples of students' work provided by the NCCA and the subject specification to reach a consistent decision on the quality of the students work. CBAs are reported using these grade descriptors and will appear on the students JCPA at the completion of junior cycle.

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

To facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. Therefore, it is envisaged that teachers will guide, support and supervise throughout the process.

2. **Assessment Task (AT).**

An Assessment Task is completed in several subjects during 3rd Year. This is marked by the State Examinations Commission (SEC). The AT takes place during class time. There are no ATs in short courses.

3. Final Assessment

The Final Assessment applies to several subjects and takes place by means of an exam in June of 3rd Year. They are marked by the State Examinations Commission (SEC). There is no final assessment in short courses. All subjects are taken at a common level apart from English, Mathematics and Irish where there are two levels (Higher and Ordinary). The exams are assessed by the SEC and use the following grade descriptors which will appear on the students JCPA

- Distinction
- Higher Merit
- Merit
- Achieved
- Partially achieved
- Not graded

All 3 strands of assessment are reflected in the Junior Cycle Profile of Achievement (JCPA) which is awarded to students following completion of the Junior Cycle programme. The JCPA also includes learning that has occurred outside of the classroom which the students themselves deem important to them. This is recorded in the “Other Areas of Learning” section. Students can digitally record other areas of learning in each year of their junior cycle and choose their preferred statements at the end of 3rd Year.

Level 1 & 2 Learning Programmes

Students enrolled in L2LPs/L1LPs are assessed through a variety of methods that allow them to demonstrate their skills and knowledge in a manner that best suits their individual learning needs. These methods include Classroom-Based Assessments (CBAs), Portfolio of Evidence, Teacher Observation and Feedback, Practical Tasks and Oral Assessments. The L2LPs& L1LP's are built around Priority Learning Units (PLUs), and assessments are structured to evaluate students' progress in these areas. L1 & L2 students will also receive a JCPA.

Junior Cycle Assessment in the Event of Student Absence

It is recognised that the Junior Cycle programme presents many assessment events. It is likely that, on occasion, circumstances will result in student absences during these times. Students and

parents/guardians should look to minimise such occurrences. Please refer to the CBA Policy to see the arrangements in place in CTI as to student absences.

5. Assessment in Transition Year

TY students undertake 3 assessments per year in November, March and May. At the end of the TY programme, all students receive a school certificate which states the overall grade accredited to them.

This grade is determined from 3 component parts:

- Assessment results
- Portfolio
- Interview

The overall grades awarded are:

- Distinction/Ard Ghradam: 80 – 100%
- Merit / Gradam: 60 – 79%
- Pas: 50 – 59%
- Gan grad: 0 - 49

6. Assessment in Leaving Cert

LC students complete a combination of written, oral, and practical exams as required by the State Examinations Commission.

Subject	Breakdown	%
English	Written Exam - 2 papers	100%
Irish	Oral Aural Written Exam – 2 papers	40% 10% 50%
Maths	Written Exam - 2 papers	100%
Art, History & Appreciation	Project Practical day Exam Written Exam	50% 20% 30%
Biology	Written Exam	100%
Business	Written Exam	100%

Construction Studies	<i>Higher Level:</i> Project Practical Day Exam Written Exam	25% 25% 50%
	<i>Ordinary Level:</i> Project Practical Day Exam Written Exam	30% 30% 40%
DCG	Project Written Exam	40% 60%
Engineering	<i>Higher Level:</i> Project Practical Exam Written Theory Exam	25% 25% 50%
	<i>Ordinary Level:</i> Project Practical Exam Written Theory Exam	30% 30% 40%
French	<i>Higher Level:</i> Oral Aural Written Exam	25% 20% 55%
	<i>Ordinary Level:</i> Oral Aural Written Exam	20% 25% 55%
Geography	Project Written Exam	20% 80%
German	Oral Aural Written Exam	25% 25% 50%
History	Research Study Report Written Exam	20% 80%
Home Economics	Food Studies Coursework Written Exam	20% 80%
Music	Listening Composing Performance Plus choice of listening, composing or performing	25% 25% 25% 25%
Physics	Written Exam	100%

7. Senior Cycle Reform and Additional Subject Components

The process of Senior Cycle redevelopment will begin in September 2025. This will see the introduction of new specifications in the subjects of Biology, Physics and Business (among others). The breakdown of marks for these new specifications will be:

Biology / Physics / Business	Additional Assessment Component (AAC)	40%
	Written Exam	60%

The timeline for changes to other subjects is as follows:

September 2026	Accounting, Construction Studies, Engineering, English, Geography, PE
September 2027	Computer Science, DCG, History, Home Economics, Mathematics, Music,
September 2028	Art, French, Gaeilge, German, Technology.

The breakdown of the marks for all subjects will be updated as those subjects are introduced.

8. Storage of examinable material

Many Leaving Cert subjects have a project component that must be completed in advance of the timetabled exams in June. Many of these documents are completed digitally. Storage of these documents will follow the guidelines that will be issued by the Department of Education.

9. Leaving Certificate Applied

LCA students accumulate credits through module completion, task assessments, and final examinations. 90% attendance requirement and the completion of key assignments are crucial in the LCA programme. Tasks are assessed as per State Examinations Commission (SEC) guidelines by a combination of Marking of Task Reports, followed by an interview with an examiner from the State Examinations Commission. Oral examinations are conducted in foreign languages and English & Communications.

State exams are run by the SEC in June of each year. LCA 1 (5th year students) will have a language assessment at the end of year one and the remaining exams are accessed at the end of year 2.

Mock exams take place in February each year. LCA 1 (5th year students) are assessed in the language and LCA 2 (6th year students) are assessed in 6 subjects which are organised to exactly replicate the final exams. LCA students are also assessed using in-house exams as appropriate for examinable subjects.

LCA assessment is based on:

- Satisfactory completion of modules
- 90% attendance worth 62 Credits (31%)
- LCA tasks worth 70 Credits (35%)
- Final Examinations worth 68 credits (34%)

The grading is determined by the awarding of credits in subjects. The **credit breakdown** is as follows:

- Pass 120 - 139 Credits.
- Merit 140 - 169 Credits.
- Distinction 170 - 200 Credits.

10. Reporting

Written Reports

Written reports are issued three times a year, following the November, Mock/March and May exams, through VS ware. These reports provide information on academic performance, attendance, and conduct.

When writing comments teachers are asked to:

- State the topics covered in the assessment
- To highlight areas of strength and areas for future improvement
- To compare the result of the assessment with the target grade of the student

All reports are monitored by the principal and a general comment may be made on progress to date.

Parent Teacher Meetings

Parent teacher meetings are held once per year for each year group, and parents are encouraged to attend. Parent teacher meetings are seen as an integral part of the reporting process. During these meetings, teachers provide an overview of the student's academic performance, as well as suggestions for improvement. Parents and students are encouraged to reflect on the feedback provided to set future learning goals.

11. Role of Key Personnel

Role of individual teachers

In relation to assessment, individual teachers shall:

- familiarise him/herself with assessment procedures and requirements. Information is available at www.curriculumonline.ie.
- incorporate the principles of formative assessment into their practice.
- facilitate assessment events.
- keep attendance records at all assessment events.
- record results of assessments and results of CBAs into VS ware
- inform the Year head in the event where a student is absent from an assessment event and provide additional details if required.
- follow procedures laid out by the relevant department regarding assessment.
- engage in the SLAR process.
- discuss academic tracking results with parents at parent teacher meetings or at an appointed time if requested to do so by the year head, deputy principal or principal.

Role of SEN team

In relation to assessment, SEN key workers (SEN Coordinator, RACE Coordinator & Exam Secretary) shall:

- Be accessible to teachers for discussion regarding necessary exam/assessment supports for students with extra needs.
- ensure that appropriate supports are put in place for students where sanctioned, e.g. scribe, reader, laptop etc.
- inform students with special needs and their parents/guardians, as to what supports are in place for the state exams.
- organise USB keys to save assessment materials where appropriate during state exams / assessments. Such USB keys should be labelled with the individual student's exam number.
- liaise with RACE to ensure all relevant material are made available.
- oversee the special supports put in place for SEN students at exam / assessment times.
- liaise with key workers and management where appropriate.

Role of Junior Cycle Coordinator

In relation to JC assessment, the Junior Cycle Coordinator shall:

- share all relevant assessment dates with staff when they are made available and collate a timetable annually.
- communicate with parents/guardians providing information regarding assessment events.
- communicate with students the dates of CBAs and maintain a notice board re same.
- locally store all results from CBAs.
- collate information for the JCPA in relation to the 'Other Areas of Learning' component.

Role of Subject Departments

Subject departments shall:

- plan collaboratively for assessment and build up exemplars of good practice
- discuss assessment procedures and put appropriate plans in place.
- liaise with the Junior Cycle Coordinator as appropriate.
- nominate one teacher to act as SLAR Facilitator as outlined in *Circular Letter 0017/2020*.

Role of Exam Secretary

The State Examinations Liaison Person shall:

- distribute relevant examinations material as they are made available
- distribute examination numbers
- collect examination material from teachers, and store / post them to the SEC
- liaise with SEN team in relation to reasonable accommodations provision
- liaise with mock examinations coordinator re timetabling and supervision

Role of Class Tutor

- liaise with student support team re referrals
- make contact with home/refer to HSCL where appropriate, particularly in the case of absence
- liaise with subject teachers re concerns with assessment results

Role of Principal

- facilitate teachers to carry out their roles
- oversee all assessment events

- liaise with teachers and other management as appropriate.

12. Psychometric Testing

The following tests are administered:

- Cognitive Ability Test (CAT) E 4th edition for Incoming First Years, and CAT G for Transition Year students. This is a diagnostic assessment that is designed to help students, and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.
- The New Group Reading Test comprises three sections: Phonics, Sentence Completion and Passage Comprehension. The test is adaptive; each student's performance is assessed as they complete the test, and the questions are adapted to be in line with the ability they demonstrate. Standard Age Scores reflect the age of the student, and the difficulty level of the test questions attempted.

Students with particular needs are identified. Retesting occurs if it deemed necessary by the:

- Learning Support Department.
- Department of Education for the purposes of Irish Exemptions. The school administers the tests and decides on exemptions.
- State Examinations Commission for the purposes of RACE. The school administers the tests and decides for RACE.

If a student meets the criteria for RACE and are awaiting or have been granted RACE, every effort will be made to provide these accommodations in house exams. Accommodations for class tests will be at the discretion of the teacher. Accommodations provided by the SEC:

1. Individual Reader
2. Shared Assistant Reader
3. Reading Pen
4. Individual Special Centre
5. Shared Special Centre

6. Use of word processor, Tape recorder or scribe
7. Spelling and Grammar Waiver
8. Provision of electronic booklets for written projects (via the Examinations Secretary)
9. Use of a dictionary (except in languages) for EAL students

Assistive Technology

Students who have been granted AT by the NCSE and meet the criteria for RACE may use AT for assessments. Types of AT typically granted to students

1. Reader pen
2. Laptop
3. Voice Recorder
4. Ipad and keyboard

13. Use of AI in Assessments

CTI Clonmel encourages the ethical use of artificial intelligence (AI) tools in education. AI should support teaching and learning processes by enhancing personalised learning opportunities, improving feedback mechanisms, and fostering collaboration. Teachers and students should use AI transparently and responsibly.

14. Inhouse Assessment Procedures

1. Students must familiarise themselves with their exam timetable.
2. Students must follow all instructions by supervising teacher.
3. Students must be on time for all exams and in full uniform.
4. Students must sit in their assigned seat during examinations. Students must remain in their allocated seat for the duration of the exams unless requested to move by a member of staff.
5. Students must bring all the necessary equipment for their examinations- e.g.: Maths sets, calculators, drawing equipment etc.
6. Students must remain in the exam centre for the duration of the examination.

7. No mobile phones or music players allowed in the exam centre.
8. No chewing gum, food or drinks allowed in exam centre. A bottle of water is allowed.
9. Students must not leave exam centre without permission.
10. Students must not leave school grounds after an exam (except in case of Leaving Cert)
11. Students must respect the rights of other students to complete exams. Disruption of any sort will not be tolerated. Students must not attempt to talk to or distract another student in the exam centre.
13. When examination officially ends, students must go quietly to the canteen area or leave the school grounds where permission has been given. Normal classes may be ongoing, and students are not permitted to disturb these classes.

This policy was adopted by the Board of Management on 10th September '25 [date]

Signed: Joseph Chaney
Chairperson of the Board of Management

Signed: John Mc
Principal

Date: 10/9/25

Date of next review: _____