



# Assessment Policy

## Dominican College Muckross Park

‘Be who God meant you to be and you will set the world on fire’.  
Catherine of Siena

### Our Vision

As a school in the Catholic, Dominican tradition, our educational vision as expressed in our motto, Veritas, encompasses the lifelong search for truth, respect for tradition, and commitment to human flourishing.

### Our Mission

We are proud of our lived Christian heritage, which inspires us to welcome and respect people of all backgrounds and beliefs. We tailor our educational approach to the needs of each individual student. We aim to excel in teaching and learning and provide an extensive programme of additional activities as we believe that every student deserves the opportunity to flourish.

Sustained by our Dominican tradition, we invite our students to engage with the values of Jesus Christ, who is the Way, the Truth and the Life. Our educational community cultivates care in our students and staff for themselves, their neighbours, and their planet. We aim to strengthen empathy, nurture integrity and discernment, and generate a love of lifelong learning throughout our school community.

### Definition

Assessment refers to the systematic process of gathering and interpreting information about a student’s learning attainments, strengths, and learning needs to inform teaching and support ongoing learning.

### Aims of this Policy

This policy aims to provide information on:

- The rationale and importance of assessments
- The different types of assessment undertaken in the school
- The annual schedule of assessments (summative)
- Reporting procedures

## **Rationale**

The Education Act (1998) requires schools to regularly evaluate students and report the results of these evaluations to students and their parents.

Assessment at Dominican College Muckross Park is an essential part of effective teaching and learning and its purpose is to:

- Enhance student learning by providing clear feedback, promoting self-awareness, and guiding future instruction.
- Monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning. This information allows the teacher to identify the next steps in progressing the student's learning and adapt his/her teaching strategies and or learning activities as appropriate
- Encourage students to take responsibility for their own learning and progress.
- Ensures that all students, including those with additional educational needs (AEN), are given the support they require to succeed.
- Provide students and parents with information regarding progress
- Establish baseline data in relation to a student's attainments in certain subjects
- Help decision - making with regard to subject levels
- Support applications for additional support and reasonable accommodation for Certificate Examinations
- Inform teacher CPD/PLE provision
- Set high expectations for their students
- Tailor their teaching practice to the needs of their students
- Provide formative feedback to allow students to build on their learning
- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment in line with the Looking at our School quality framework.

## **Assessment Approaches**

We use 3 broad overarching forms of assessment: day-to-day in school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **1. In-school formative assessment**

Formative assessment takes many forms. It includes directed question and answer sessions that take place verbally in classrooms, written responses and work in books, and recall activities in lessons asking students to retrieve prior knowledge. It is an integral and continuous part of the learning process.

### **2. In-school summative assessment**

Summative assessment includes end of unit(s) work or topic(s) tests and Winter and Summer Examinations. Assessments ask students to recall and apply knowledge and skills learnt from previous units and years of study where appropriate. The structure and style of summative assessments varies depending on the subject taught and year students are in. This reflects the different demands of subject content and the learning journey that students are on in different subject areas. Summative assessments are centrally set and standardised in departments.

### **3. Nationally Standardised summative assessment**

The Junior Cycle and Leaving Certificate State Examinations are conducted by the State Examinations Commission (SEC) nationally for students in Third Year and Sixth Year each June.

For Third Year students these results will be included on students' Junior Cycle Profile of Achievement. Exam Centre rules are issued by the SEC and apply throughout the duration of the exams.

#### **Recording of assessment data:**

In school summative assessment data will be formally recorded enabling class teachers to track and monitor student progress both during and at the end of each academic year and support with appropriate interventions where necessary.

| <b>Assessment Method</b>           | <b>Description &amp; Purpose</b>                                                                                                                                                                | <b>Reporting &amp; Feedback</b>                                                                    |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Class Tests                        | Summative tests at the end of a topic to evaluate the learning and to check on student progress.                                                                                                | Students provided with timely written feedback and a grade.<br>Reported at Parent teacher meetings |
| Term Exams (Winter & Summer)       | Formal examinations (1st, 2nd and 5th) held at the end of a term to evaluate the retention and application of knowledge over that period. These may include oral and aural exams for languages. | Formal written reports. Scripts to be returned to students.                                        |
| Classroom-Based Assessments (CBAs) | A Junior Cycle component where students demonstrate skills through diverse formats like projects and presentations over time.                                                                   | Formal written reports                                                                             |

|                              |                                                                                                                                 |                                    |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Continuous Assessment        | Ongoing evaluation via classroom tasks, assignments, and practical work to provide consistent progress monitoring and feedback. | Reported at Parent Teacher Meeting |
| Self-Assessment & Reflection | Encourages students to evaluate their own strengths and weaknesses, fostering metacognition and ownership of learning.          | Students encouraged to record      |
| Mock Exams                   | Practice examinations that simulate State Examination conditions to prepare students for the Junior and Leaving Certificate.    | Formal written reports             |

### **Standardised Testing**

Standardised testing may take place in first year and fourth year to ensure students reach their potential. Results of these tests will be shared with parents and teachers.

### **Schedule of Assessments taking place in Muckross Park College** Formal

In- House Examinations.

In order to provide and ensure robust data on assessment 1st, 2nd and 5th years sit two formal in- house examinations in November and May each academic year.

Code of Practice for House Examinations

The Code of Behaviour applies throughout examination time.

- Students are expected to sit examinations in the subjects they are studying at the school. For subjects studied outside of school, the school does not facilitate examinations for subjects studied outside of school
- Students must sit scheduled subjects according to the official timetable. The school will not facilitate the rescheduling of an examination.
- Examination papers will not be given out in advance of the scheduled time.

### **APPENDIX 1 AFL Strategies**

| Strategy | Description & Purpose |
|----------|-----------------------|
|----------|-----------------------|

|                                   |                                                                                                               |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. Learning Intentions & Outcomes | Clearly sharing the "what" and "why" of a lesson so students understand the goal.                             |
| 2. Success Criteria               | Defining what success looks like so students know how to reach the learning intentions.                       |
| 3. Effective Questioning          | Using open-ended or diagnostic questions to probe understanding and spark deeper thinking.                    |
| 4. Classroom Practice             | Active tasks and activities that allow students to apply new knowledge in real-time.                          |
| 5. Comment-only Feedback          | Focusing on constructive suggestions and merits of the work rather than just a grade or mark.                 |
| 6. Adaptive Teaching              | Amending teaching and learning approaches based on feedback and student performance.                          |
| 7. Self-Assessment                | Encouraging students to reflect on their own work and identify their own strengths/weaknesses.                |
| 8. Peer Assessment                | Students provide feedback to one another, which helps develop a deeper understanding of the success criteria. |
| 9. Reflective Practice            | Ongoing evaluation by both teacher and student on the learning process and progress made.                     |
| 10. Portfolios                    | A collection of work managed by teachers and departments to track development over time.                      |

## **APPENDIX 2 Assessment in Transition Year**

### **Assessment in Transition Year**

Transition Year assessments involve the following: external certification, portfolio work, oral presentations, project work, classroom-based assessments, reflective journal (portfolio) and homework.

The core subject areas (Irish, English, Maths and Modern Foreign Language) and extended core subjects in Transition Year are continually assessed. End of term reports (December and May)

consist of a percentage mark and a teacher comment. Core subjects are assessed through both continuous assessment and end of term exams.

Assessments in TY maths influences class allocation in 5th year.

Assessment of the portfolio is by interview and gives students an opportunity to show and talk about their best work from the year. The assessment is of the process and the content of the work. In May, Fourth Year students are presented with Transition Year Certificates which recognise the successful completion of the year.

### APPENDIX 3: ASSESSMENT CALENDAR

|                          |                                                                                                                                                                                                                                                                                                            |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Winter Assessment</b> | First Year: Formal Summative Assessment<br>Second Year: Formal Summative Assessment<br>Third Year: Classroom Based Summative Assessment<br>Fourth Year: Classroom Based Summative Assessment<br>Fifth Year: Formal Summative Assessment<br>Sixth Year: Classroom Based Summative Assessment                |
| <b>Spring Assessment</b> | First Year: Classroom Based Summative Assessment<br>Second Year: Classroom Based Summative Assessment<br>Third Year: Mock Junior Cycle Exams<br>Fourth Year: Classroom Based Summative Assessment<br>Fifth Year: Classroom Based Summative Assessment<br>Sixth Year: Mock Leaving Certificate examinations |
| <b>Summer Assessment</b> | First Year: Formal Summative Assessment<br>Second Year: Formal Summative Assessment<br>Third Year: Junior Cycle Examinations<br>Fourth Year: Classroom Based Summative Assessment<br>Fifth Year: Formal Summative Assessment<br>Sixth Year: Leaving Certificate Examinations                               |

### JUNIOR CYCLE CLASSROOM BASED ASSESSMENT CALENDAR

Scheduling of Classroom-Based Assessments

When scheduling and planning Classroom-Based Assessments, the school adheres to

the advice from the Department of Education to ensure the effective and equitable implementation of the Junior Cycle Framework.

- **Purpose:** CBAs are seen as an integral part of ongoing teaching and learning, not as a separate, stand-alone event. Their primary purpose is to support student learning.
- **Reducing Burden:** CBAs replace, rather than add to, other formal summative assessments like mid-term or end-of-term exams that require the suspension of the regular school timetable.
- **Distribution:** CBAs are distributed throughout the school year to avoid stress and pressure on students and teachers. The school plans to avoid a concentration of multiple CBAs within a short timeframe, especially late in the school year.
- **No "Mock" CBAs:** The school does not conduct "trial" or "mock" CBAs. The official subject specifications and assessment guidelines must be followed for all CBAs.

| <b>CBA CALENDAR<br/>SUBJECT</b> | <b>CBA1</b> | <b>DURATION</b> | <b>DATES</b> |
|---------------------------------|-------------|-----------------|--------------|
| <b>Art</b>                      |             |                 |              |
| <b>Business</b>                 |             |                 |              |
| <b>CSPE</b>                     |             |                 |              |
| <b>English</b>                  |             |                 |              |
| <b>French</b>                   |             |                 |              |
| <b>German</b>                   |             |                 |              |
| <b>Geography</b>                |             |                 |              |
| <b>History</b>                  |             |                 |              |
| <b>Home Economics</b>           |             |                 |              |
| <b>Irish</b>                    |             |                 |              |
| <b>Maths</b>                    |             |                 |              |
| <b>Music</b>                    |             |                 |              |
| <b>Physical Education</b>       |             |                 |              |

|                            |  |  |  |
|----------------------------|--|--|--|
| <b>Religious Education</b> |  |  |  |
| <b>Spanish</b>             |  |  |  |
| <b>SPHE</b>                |  |  |  |
| <b>Science</b>             |  |  |  |

**APPENDIX 4:**  
**ADDITIONAL ASSESSMENT COMPONENT (AAC) CALENDAR**

| <b>AAC<br/>SUBJECT</b>    | <b>DURATION</b> | <b>DATES</b> |
|---------------------------|-----------------|--------------|
| <b>Accounting</b>         |                 |              |
| <b>Art</b>                |                 |              |
| <b>Biology</b>            |                 |              |
| <b>Business</b>           |                 |              |
| <b>Chemistry</b>          |                 |              |
| <b>Economics</b>          |                 |              |
| <b>English</b>            |                 |              |
| <b>French</b>             |                 |              |
| <b>German</b>             |                 |              |
| <b>Geography</b>          |                 |              |
| <b>History</b>            |                 |              |
| <b>Home Economics</b>     |                 |              |
| <b>Irish</b>              |                 |              |
| <b>Maths</b>              |                 |              |
| <b>Music</b>              |                 |              |
| <b>Physical Education</b> |                 |              |

|                            |  |  |
|----------------------------|--|--|
| <b>Physics</b>             |  |  |
| <b>Religious Education</b> |  |  |
| <b>Spanish</b>             |  |  |

## **APPENDIX 5: EXAMINATION ROOM ETIQUETTE**

- Students are expected to be at their assigned place at the correct time for each examination.
- Students must use a transparent pencil case.
- School-provided paper, graph paper, and mathematical tables will be supplied.
- Talking and eating are not permitted during examinations, though students may drink water (medical exemptions apply with a note).
- Bags and mobile phones are not permitted in the examination centre.
- Students are not permitted to leave before the end of the examination.
- At the end of the examination, scripts and test papers must be handed up in separate bundles, unless the test paper also serves as the answer booklet.
- Students are not permitted to remove examination papers, stationery, or any other materials from the examination centre.
- Possession or use of unauthorised electronic devices will result in confiscation of ● the device and cancellation of the examination paper.
- Any form of cheating will result in the immediate cancellation of the candidate's examination.
- State examinations are conducted in accordance with State Examination Commission guidelines and are subject to their regulations.

## **APPENDIX 6: SUBJECT DEPARTMENT COMMON PLANNING FOR ASSESSMENT**

|                 | <b>Term 1<br/>(Sept - Christmas)</b> | <b>Term 2<br/>(January - Easter)</b> | <b>Term 3<br/>(Easter - May)</b> |
|-----------------|--------------------------------------|--------------------------------------|----------------------------------|
| <b>1st Year</b> |                                      |                                      |                                  |

|                 |  |  |  |
|-----------------|--|--|--|
| <b>2nd Year</b> |  |  |  |
| <b>3rd Year</b> |  |  |  |
| <b>4th Year</b> |  |  |  |
| <b>5th Year</b> |  |  |  |
| <b>6th Year</b> |  |  |  |

**Policy review**

This policy will be reviewed as necessary and particularly to comply with any relevant legislative changes.

***This policy was ratified and adopted by the Board of Management on***

26 May 2026

Mary White

Signed: Mary White

Chairperson of Board of Management

Date:

26/5/2026

Siobhán Kelly

Signed: Siobhán Kelly

Principal

Date:

26/5/26

Date of next review: