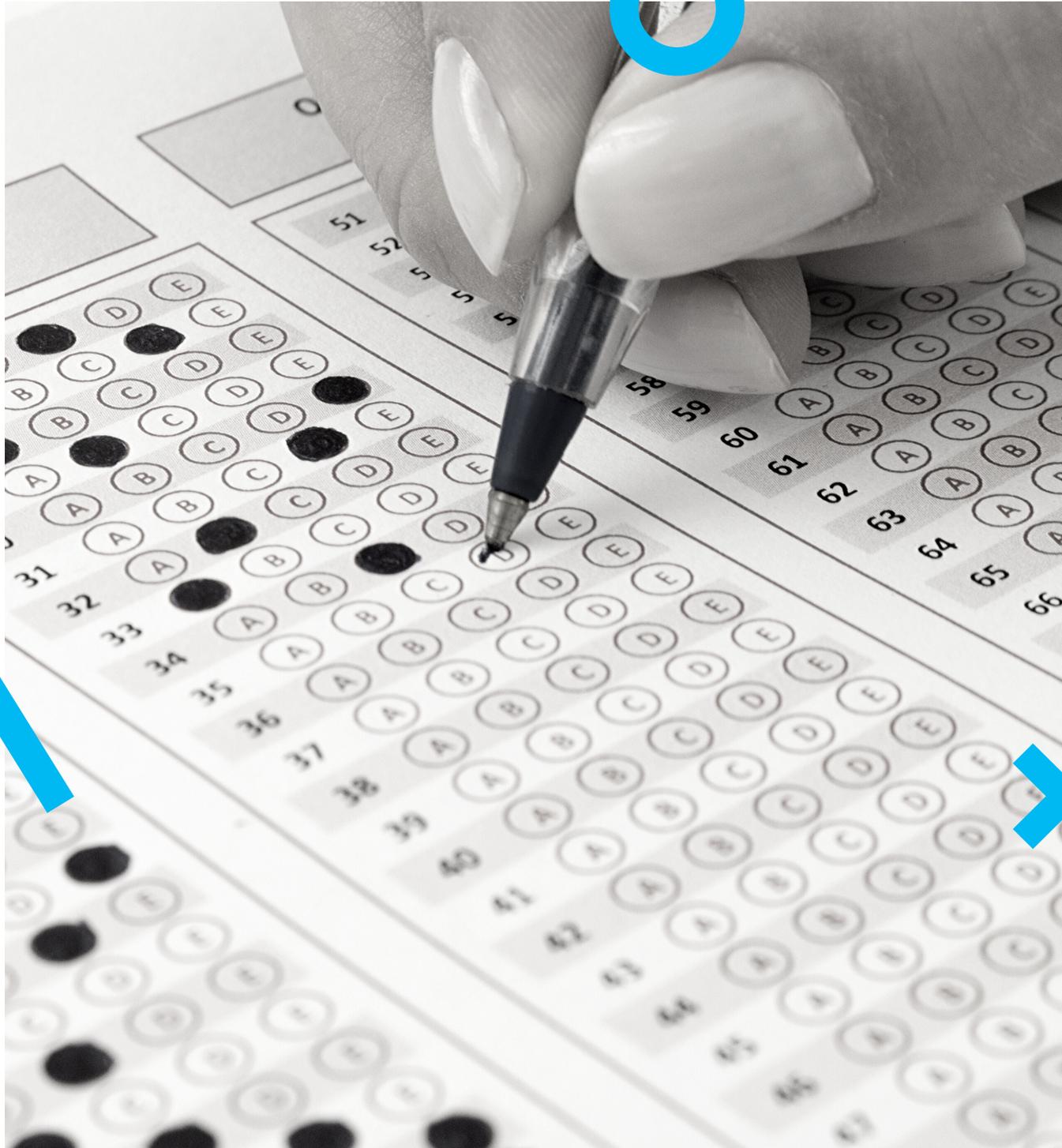


# Developing a Policy on Assessment in Post Primary Schools

Important Information | Sample Templates

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Lárionad Náisiúnta um Throir san Oideachas  
National Centre for Guidance in Education



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

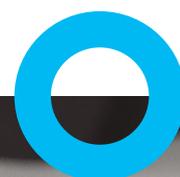
This document has been produced in order to provide Post Primary schools with a framework for designing and developing a policy on assessment in accordance with all relevant Department of Education and Skills (DES) policy, circulars and publications.

This document has been created in line with the recent DES Circular 0058/2019 <sup>1</sup>(revising DES Circular letter 0035/2017). **Circular 0058/2019 applies to all instances where psychometric tests (either ability, aptitude or achievement) are administered.**

**This document contains four sections as follows:**

1. A **sample** 'Assessment Policy' which may be adjusted for use in post<sup>2</sup>-primary schools.
2. A **sample** 'Parental Consent to Assessment' form
3. A **sample** 'FAQ information sheet' for parents/guardians
4. A list of key policies, circulars and publications on topics relating to assessment in post primary schools

<sup>1</sup> [www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0058\\_2019.pdf](http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0058_2019.pdf)



## Sample 'Assessment Policy'

*This Template may be adjusted for use in post-primary schools.*

Content for consideration is included within the sections below, schools may adjust / overwrite this content (*you can do so in this PDF*) - in line with the unique needs of their school

<b>School Name</b>	
<b>Purpose of the Policy:</b>	
<b>Definition of Assessment Instruments for the purposes of this policy:</b>	
<b>Staff roles and responsibilities in relation to this policy:</b>	
<b>Date policy approved by BOM:</b>	
<b>Date for review of policy:</b>	

## Use of Assessment Instruments:

<b>Purpose of Assessment</b>	
<b>Informed Consent</b>	
<b>Selection of Assessment Instrument</b>	
<b>Administration of Assessment Instrument</b>	

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(1) [www.psychologicalsociety.ie/services/Guidance-Counsellor](http://www.psychologicalsociety.ie/services/Guidance-Counsellor)

**Provision of  
Feedback**

***Interpretation of  
Assessment Results***

<b>General DATA Protection Regulation (GDPR):</b>	
<b>Storing of Assessment Data</b>	
<b>Reasonable accommodation at the Certificate Examinations (RACE):</b>	

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(2) See: *A Continuum of Support for Post-Primary Schools: Resource Pack for Teachers*  
[www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-  
/neps\\_post\\_primary\\_continuum\\_resource\\_pack.pdf](http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_post_primary_continuum_resource_pack.pdf)

(3) See: [www.ncge.ie/school-guidance-handbook/data-protection-guidance-counsellor-gdpr](http://www.ncge.ie/school-guidance-handbook/data-protection-guidance-counsellor-gdpr)

<b>Other Information</b>	
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## 'Parental Consent to Assessment' (sample template)

*This template can be used and modified by schools in seeking parental consent for the administration of assessment instruments to students.*

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### SCHOOL LETTERHEAD

Date

#### **Re: Administration of Assessment Instruments to Students (consent)**

Dear Parent/Guardian.

During your daughter's/son's education in **School Name**, (s)he will have the opportunity to engage in a wide range of assessment activity as part of normal teaching and learning.

Other specialist tests may also be administered to support your daughter's/son's educational development and learning as well as his/her career development. Such tests may include achievement, ability, diagnostic and interest tests.

The results of all such tests will be shared with parents and students. There may also be occasion to administer tests on an individual basis to your son/daughter to support his/her learning, progress and achievement. Such tests will only be administered following consultation with parents.

I enclose a Frequently Asked Questions (FAQ) information sheet which may address any additional questions you may have in relation to the above. In addition, the school's policy on the use of assessment instruments is available from the school's website [www.websiteaddress.ie](http://www.websiteaddress.ie)

If you would like to find out more, please do not hesitate to contact x member of staff.

Please return the completed Consent Form below to the school secretary by (indicate date).

Your sincerely

Principal/Staff member

.....

#### **Consent form**

I, the parent/guardian of (full name of child) give consent for assessment instruments to be administered to my son/daughter while he/she is a student in the school.

Name of parent/guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

.....

## **'FAQ Sheet for Parents/Guardians' ([sample template](#))**

*This template can be used, and modified, by schools to inform parents/guardians on the school's use of assessment instruments with students.*

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### [Who will be involved in the administration of assessment instruments?](#)

Administration of assessment instruments will be undertaken by appropriately qualified school staff only, which in some instances will involve subject teachers, the school guidance counsellor and/or the learning support teacher (depending on the nature of the test).

### [How will the information be protected?](#)

The school will ensure that the information, in line with data protection requirements, is kept secure with access confined to designated school staff. In the case of electronic information this will be kept secure through password protection. Only designated school staff will have access to this password.

### [Who will be able to access the information and results?](#)

In order to ensure that your son/daughter receives an education that best supports his/her development, the information and results may be shared with your son/daughter's teachers in accordance with established test practice. This is to ensure that teaching approaches can be adapted to accommodate the different learning needs and styles of students. In addition, the guidance counsellor and the learning support teacher will have access to the information.

### [How long will the school retain the information?](#)

The school will retain the information until seven years after your son/daughter has left school. This is in line with data protection requirements.

### [Will we be informed of the results?](#)

All parents/guardians will be informed of the test scores achieved by their sons/daughters. The information will be presented in accordance with established test practice and in a format that is easily understood.

Students will also receive feedback on how they did. This will be through a meeting with either the guidance counsellor/learning support teacher or the subject teacher who administered the test.

### [My child has a Special Educational Needs \(SEN\) or takes English as an Additional Language \(EAL\), is further testing appropriate?](#)

If your child has been identified as having a SEN or is an EAL student, and you have disclosed this information to the school, it may not be necessary or appropriate for your child to take a specific test. A member of the school staff will be in touch with you prior to the administration of a test to discuss this further with you.

## Key policies, circulars and publications

Department of Education and Skills (2019) Circular 0058/2019

[www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0058\\_2019.pdf](http://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-considerations-psychometric-testing](http://www.ncge.ie/school-guidance-handbook/best-practice-ethical-and-legal-considerations-psychometric-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-test-results](http://www.ncge.ie/school-guidance-handbook/video-role-play-provision-feedback-psychometric-test-results)

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](http://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](http://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](http://www.ncca.ie/media/1354/standardised-testing.pdf)

NCCA Education Passport

[www.ncca.ie/en/primary/reporting-and-transfer/report-card-templatescreator](http://www.ncca.ie/en/primary/reporting-and-transfer/report-card-templatescreator)