



## St. Augustine's College 2020

"The measure of intelligence is the ability to change" -*Albert Einstein*

### *3<sup>rd</sup> Year Assessment*

05/05/2020

Dear Parent/ Guardian / Student

All Junior cycle students are to receive a state Certification from the Department of education which indicates their completion of level 3 education based on the National Framework of Qualifications. St Augustine's College will issue an assessment report based on the ongoing work and assessments undertaken by the student throughout 2<sup>nd</sup> and 3<sup>rd</sup> year.

Many students show greatest improvement during the last term of 3<sup>rd</sup> year when they are most focused, therefore it is important to allow student who wish to submit work the chance to do so. With this in mind students will be given the opportunity to complete assessment work in May which may range from project work to online examination depending on the subject.

### **Subject Assessment & Reporting for 3<sup>rd</sup> Year Students:**

- From present up until Friday, 29<sup>th</sup> May, students will be asked to complete 2-3 subject-specific assignments.
- Subject departments will use a selection of assessment modes, appropriate to the learning in their subjects.
- This may include ongoing assessment results from second year to present.

St. Augustine's College, in embracing the Framework for Junior Cycle (2015), places the student at the centre of the learning process. In our school, we provide a student-centred curriculum across all subjects. Our school prides itself on providing students with learning opportunities that achieve a balance between learning subject knowledge and developing a wide range of skills and thinking abilities.

Our curriculum and assessment arrangements promote a focus on active and collaborative learning. In particular, learners are enabled to use and analyse information in new and creative ways, to investigate issues, to explore, to think for themselves, to be creative in solving problems and to apply their learning to new challenges and situations. Given the changing nature of knowledge, the ease with which students have access to information, and the pace of change in the workplace and the world generally, these competencies and skills are critical to the preparation of young people for learning and living.

Our approach allows for new ways of learning and a broader range of skills to be properly assessed. Our school's dual approach to assessment provides a valuable opportunity to embed classroom based assessment and formative assessment for learning while recognising the role of external assessment.

This dual approach reduces the focus on one externally assessed examination as a means of assessing students and increases the prominence given to classroom-based assessment and formative assessment. This change of emphasis arises from an acknowledgement that students learn best when teachers provide feedback that helps students to understand how their learning can be improved and recognises and value the different types of learning that take place in schools, and will allow for a more rounded assessment of the education of each young person.

We feel that, by asking our 3<sup>rd</sup> year Junior Cycle students to submit work and engage in assessment before Friday, May 29<sup>th</sup> 2020, both parents and students will get a broader picture of a student's progress and achievement in our school over the course of their junior cycle. Most importantly, the focus on teacher-student feedback and professional collaboration between teachers will enrich both the quality of students' learning and teachers' assessment of that learning. **Some students may be unable to undertake any additional assessment tasks because of issues arising from the Covid-19 crisis. In such circumstances, the assessment of the students' learning will be based solely on work completed prior to 12<sup>th</sup> March 2020.**

Our Junior Cycle students come from a wide range of backgrounds and have a wide range of individual interests and needs. Subject specifications developed by the NCCA, in use in St. Augustine's College, have been designed to be as universal as is feasible, providing meaningful and valuable learning opportunities for all students. This includes ensuring that the learning opportunities are as accessible as possible to students with additional educational needs.

Therefore, it is fitting that our assessment mechanisms be as universal as is feasible. Subject Departments in St. Augustine's College will design assessments that are as universal and as accessible as possible.

Your faithfully  
Michael O' Sullivan

