

ABBHEY VOCATIONAL SCHOOL DONEGAL TOWN



Assessment Policy

March 2018

Abbey Vocational School Assessment Policy

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Mission Statement

Abbey Vocational School is dedicated to the holistic development of students in a caring environment where tolerance and respect are nurtured and valued"

Mol an óige agus tiocfaidh sí

1. Definition

The term "Assessment" refers generally to the gathering and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and learning needs. Methods include examinations, homework, class work, projects, written, oral and aural work. This list is not exhaustive.

2. Why Assess

Assessment is part of good teaching and learning and takes place for the following reasons:

- to 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 students learning and adapt his teaching strategies and / or learning activities as appropriate.
- to reinforce the learning carried out in the classroom.
- to provide the students and parents with information regarding progress.
- to establish baseline data in relation to a student's attainments in certain subjects.
- to identify students for levels in Junior Cycle at Senior Cycle
- to assess a student's eligibility for additional support and services and to inform consultations with the NEPS psychologist where necessary.
- to assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention.
- to fulfil the course requirements in certain subjects.
- to provide students with specific feedback in a timely manner.

3. 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.

4. Formative Assessment

(1) Definition:

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.

More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work.
- help teachers recognise where students are struggling and address problems immediately.

Examples include homework and class work.

Formative assessment involves a range of strategies designed to give students, teachers and parents' feedback about students' understanding of elements of their learning in courses.

(2) The Abbey Vocational School has adopted the Assessment for Learning (AFL) approach to formative assessment. The staff undertook CPD in 2015. Its purpose is to use the whole process of assessment to help learners improve their learning. It is formative because its intention is to form, shape or guide the next steps in learning. It is about 'learning to learn'.

(3) In line with the demands of the syllabus in each curriculum area, teachers set regular homework and comment on the merits of work and make suggestions for improvement. See homework policy.

(4) Assessment work may be differentiated to suit the needs and abilities of the individual.

Questioning and Bloom's Taxonomy

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analysing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts.

Bloom's taxonomy can therefore be useful for us to check that we are teaching at the right level, to the right people and with the right assessments.

Teachers' questions start at the bottom of this triangle which is known as "lower-order questioning". Depending on how far the teacher wants to push the class, he/ she will gradually move up the triangle to make their questions stimulate a "higher order" thinking among their students.

- Remembering: can the student recall or remember the information? Define, duplicate, list, memorise, recall, repeat and reproduce state.
- Understanding: can the student explain ideas or concepts?
- Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, and paraphrase. Applying: can the student use the information in a new way?
- Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write. Analysing: can the student distinguish between the different parts?
- Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question and test.

- Evaluating: can the student justify a stand or decision? Appraise, argue, defend, judge, select, support, value, evaluate.
- Creating: can the student create new product or point of view? Assemble, construct, create, design, develop, formulate and write.

When teachers question as above, they can ascertain how students are progressing which assists in identifying the next steps in learning.

Formative Assessment (AFL) The Abbey Vocational School endeavours to implement formative assessment (AFL). This involves using the following method:

Sharing of Learning Outcomes with students:

Teachers will share the learning outcomes with students at the beginning of each lesson/ where deemed necessary and refer back to them during questioning throughout the lesson and at again at the end of the lesson if necessary. This will help to clarify what the student was supposed to have learned and will assist both teachers and students in determining the levels to which the outcomes have been achieved.

Sharing of Features of Quality/ Criteria for Success:

Teachers will tell students in advance of a piece of work what exactly they will be looking for when assessing it. This is known as WILF (What I'm Looking For). Teachers are aware that it is important to share this information with students beforehand so that they will be in a better position to know what is expected of them. They can also decide how far they want to push themselves.

Comment - Only Marking:

Teachers will periodically engage in comment-only feedback: This will include 3 things:

- o What the student has done well,
- o Where the areas for improvement are and
- o How the improvement might be made this allows both teacher and student to identify the next steps in learning.

Peer Assessment and Self-Assessment:

Teachers will, occasionally, supervise students to correct their own or their peer's work, based on a list of criteria for success. Following such methods, teachers will encourage students to reflect on their work and Mission Statement

Traffic lights:

Teachers use traffic lights as a visual means of showing understanding. Teachers laminate for display. RED, AMBER, GREEN

- Either give students red, amber, green cards which they show on their desks or ask for raised hands.
- At the beginning of the lesson teachers ask for prior knowledge.
- Review in the plenary session.

Think Pair Share

- Teachers pose an opened ended question or problem to which there may be a variety of answers.
- THINK: Allow 'thinking time' and direct them to think about the question.
- PAIR: Students then work in pairs to share ideas, discuss, clarify and challenge.
- SHARE: Share ideas with another pair or with whole class.

Following these and other AFL methods selected by the teacher, teachers will encourage students to reflect on their work.

We consider the following to be key classroom practices and strategies needed for AFL:

- a positive classroom culture and ethos, which encourages students to think and talk about their learning and which provides a safe place for open, honest and respectful discussion.
- questioning skills (student to teacher/ teacher to student/ student to student), which stimulate thinking and reflecting on learning and explicit teaching of how to consciously reflect on what one knows and how to make an evaluative comment on it (Bloom's Taxonomy).
- frequent identification and review of learning goals through teacher-directed discussion, clearly defining learning objectives and success criteria thereby empowering students and enabling them to take responsibility for their learning a recognition and acknowledgement of the purpose and importance of collaboration between home and school in the student's learning process. This may be facilitated by various means including web resources.

5. Summative Assessment

Definition:

Summative Assessment refers to the assessment of learning and aims to provide a summary of the achievements of the learner.

Continuous Assessment

All years (except Transition Years) have ongoing in class tests and are continually assessed with a report going home at the end of November. This mark is a measure of the continual assessment from September to November.

Mock Examinations

Junior Cert and Leaving Cert have Mock examinations after the February midterm break. The paper one in English Irish and Maths examinations are held before the break. Mock examinations are set with the use of external papers.

Examinations in May - Summer Exams

All students in 1st, 2nd and 5th year will have examinations in May. The mode of assessment may include: written examinations, practical, aural and/or oral work.

6. Transition Year Assessment

Students will be formatively assessed at Christmas and at the end of year. 30% is towards Christmas assessment and 70% towards end of year assessment.

The students will keep an EPortfolio of their work completed during the year. This will be in the form of google sites.

Each student is asked to have at least three pieces of work per subject uploaded onto their portfolio by the end of the school year. The student is responsible for choosing the pieces of work. The teacher may assist the student pick the particular pieces.

Each student will sit two interviews one at Christmas (20%) and one mid-May (30%), the interviews will be conducted by the students tutor teacher. The tutor will mark them using the Interview Marking Sheet attached. This should account for approximately 50% of the marks available.

Also, Transition Year teachers will be asked to fill in an Assessment Sheet both at Christmas and the end of year (see attached). 10% towards Christmas assessment and 40% towards end of year assessment. The combined marks allocated by the teachers to each student will make up the other 50% of the marks.

The marks awarded for the interview and those awarded by the teachers are then combined to give each student a grade for his/her year's work.

Students' progress reports will be sent out at Christmas. Certificates for the students will then be awarded to the students in a Presentation Ceremony before the school breaks up for the summer holidays. Other certificates the students may have earned during the year will also be presented at this ceremony

Note:

- Self-assessment by the students features highly in their interview section.
- The attached sheets are for guidance only but similar sheets will be made available to Transition Year teachers during the final term.

Find the following sheets under section Appendix 2:

- EPortfolio instructions for students.
- Teacher's Marking Sheet.
- Interview Marking Sheet.

7. LCA Assessment

Assessment takes place on the completion of modules, and there is also a final examination in each of the following areas:

- English and Communication
- Two Vocational Specialisms
- Mathematical Applications
- Language
- Social Education

Students who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Science. The certificate is awarded at three levels: Pass; Merit; and Distinction.

LCA MODES OF ASSESSMENT						
Satisfactory completion of modules + 90% attendance <ul style="list-style-type: none"> ● Evidence of completion of 4 key assignments for each module ● One credit per course module in which there is a final exam ● Two credits per course module in which there is NO final exam 					62 credits	31%
7 Student Tasks @ 10 credits each					70 Credits	35%
Vocational Preparation General Education Personal Reflection		Vocational Education (x2) Contemporary Issue Practical Achievement				
Final Examinations					68 Credits	34%
English & Communication	Vocational Specialisms x 2	Maths Application	Social Education	Languages x2		
12 Credits	12 credits each	10 Credits	10 credits	6 credits each		
TOTAL					200 Credits	100%

LCA Certification Awarded at 3 levels

PASS 120 - 139 credits 60-69%

MERIT 140 - 169 credits 70-84%

DISTINCTION 170 - 200 credits 85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a "Record of Experience".

8. 3rd Year and Leaving Cert Assessment

The below refers to the Leaving Certificate State Exam and the old Junior Cert subjects that are in the SEC system

Certificate Examinations: Practical Coursework

State Examination Candidates are made aware of all dates of completion for coursework. All work is to be completed on time and must be verified by their teacher that it is the student's own work.

Where the class teacher and the school Principal/ Manager cannot verify the authenticity of a candidate's work a Form P20 should be returned to the State Examinations Commission, duly completed by the class teacher and school Principal/ Manager, no later than one week after the completion dates. In subjects where the teacher marks the candidates Practical Coursework, form P20 should be completed as appropriate and returned to the State Examinations Commission in advance of the commencement of monitoring. The teacher should not award marks for candidates listed on form P20.

Certificate Examinations: Orals and Practical's - absence due to illness

Arrangements that will apply where, due to illness, candidates are unable to sit their Oral Tests and/or their Practical Tests, at the scheduled time.

1. Leaving Certificate Orals, Leaving Certificate Practical Test in Music, Junior Certificate Practical Test in Music, Junior Certificate Practical Test in Home Economics -

Where, due to illness, a candidate is unable to take his/her test in any of the above at the scheduled time, the State Examinations Commission will arrange for the candidate to take that test during a set period of time in May.

Application for such arrangements must be supported by medical evidence and must be made by the school authorities to the State Examinations Commission within a week of the student missing their examination.

2. Leaving Certificate subjects: Engineering, Construction Studies, Art - Craftwork I Design I Imaginative Composition - Still Life I Life Sketching.

Junior Certificate subjects: Metalwork (Higher Level), Art Craft Design (Drawing).

In these circumstances the candidate must be afforded the opportunity to sit the re-scheduled Practical test at the earliest opportunity in the period up to the commencement of the written examinations. Each application must be made by the school authorities and sent to the State Examinations Commission it must be supported by medical evidence and must include the date of the re-scheduled test.

Certificate Examinations: Conduct of candidates during examinations:

Please see Appendix 2 re rules for State examinations.

9. Junior Cycle Assessment

Junior Cycle Assessment

Assessment at junior cycle places the student at the centre of the learning process and allows for new ways of learning and a broader range of skills to be assessed. As part of their classroom work, students will engage in assessment activities that can be either formative or summative in nature.

Class teachers will assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write or make and by considering how they respond to, frame and ask questions. Teachers will use this assessment information to help students plan the next steps in their learning.

Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.

Summative Assessment at Junior Cycle will take the form of:

(i). Classroom Based Assessments (CBAs)

In each subject, students will undertake **two** Classroom-Based Assessments facilitated by their teacher. One Classroom-Based Assessment will take place in second year and a second Classroom-Based Assessment in third year. Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination. A particular purpose of the Classroom Based Assessments will be to facilitate developmental feedback to students during their engagement with the assessment task and at the end of the process. The Classroom-Based Assessments will be at a common level.

In the case of a small number of subjects (Art, Music, Home Economics and Technology Subjects), the second structured Classroom-Based Assessment will involve practical work, or the creation of an artefact or a performance.

(ii). The Assessment Task

The written Assessment Task, marked by the SEC, will be specified by the NCCA and will relate to the learning outcomes of the second Classroom-Based Assessment. The written Assessment Task may require the student to demonstrate an understanding of the knowledge and skills developed during the second Classroom-Based Assessment. It may facilitate the student in highlighting key learning points gained as the student undertook the Classroom-Based Assessment in question. The written Assessment Task may also provide an opportunity for students to refer to skills and competences that were developed and describe ways in which their learning might be applied to new situations.

The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the State Examinations Commission for marking along with the script for that subject in the state-certified examination. Marks for the Assessment Task in each subject will be incorporated into the presentation of the grade for that subject.

(iii). Final Assessment

The Final Assessment will take place in June of Third Year. The written examinations will be of no longer than two hours duration in a maximum of ten subjects.¹⁹ The examinations will be held in the month of June in third year for most subjects.²⁰ The final examination will be available at a common level apart from English, Mathematics and Irish where there will be two levels (higher and ordinary) available.

The new specification produced by the NCCA for each subject will incorporate clear details of its assessment arrangements, including details of the knowledge, skills and competences that can be

expected of students at different levels of performance. Assessment will be aligned with the learning outcomes of each subject.

10. Reporting

When do students receive Reports?

1. Reports detailing results based on tests and/or continuous assessment, teacher comment and absenteeism are sent home to ALL students prior to the Christmas period.
2. Those students doing State Exams will receive Reports after the completion of the Mock Exams.
3. Those students who are not taking State Exams in June will receive a further report in June similar to that in number 1 above.

How are the Reports generated?

Reports for students are completed on VSware. When a mark is entered, VSware will automatically generate the Grade achieved. There is a substantial bank of pre populated comments, however, teachers are encouraged to insert free typed comments in order to avoid repetition.

What should be included in the reports?

The mark obtained, the level being studied and a comment must be inserted for all subjects including PE, RE, CSPE, SPHE, Resource, ICT and Career Guidance.

A Tutor Comment must also be included in the Christmas reports to give an overview of the students' progress to date. Please ensure to check the spelling and punctuation of your comments.

The comment – this should refer to:

- **What the student is doing well, or has done well in.**
- **Address an area for improvement.**
- **Work rate can also be mentioned.**
- **It is important to be as positive as possible in reporting.**

When are reports received?

Reports are forwarded to Parents/Guardians of all years in December; Junior Cert. and Leaving Cert. in February/March and to First, Second, Fourth and Fifth Years in June.

They are also available on Vsware for parents to view.

The report template is computerised and allows teachers to distinguish levels. A mark and grade are awarded and a comment can be generated from a menu. Parents of Transition Year students receive a progress report from teachers twice per year. Parents of LCA students receive a report twice a year.

11. Homework as a means of Assessment

Homework is considered to be an important element in reinforcing the student's grasp of material and work covered in class. It allows the teacher to informally assess how well the students have grasped new concepts and allows both the teacher and student to identify the next steps of learning. It consists of both written assignments and the learning of work done in class. Homework is corrected in a variety of ways at the discretion of the individual teacher. These methods may include the teacher collecting and correcting it and giving a grade or comment only mark.

It could also consist of the teacher demonstrating in class how the homework should have been completed and students peer or self-correct. Alternatively, the teacher gives the students the marking scheme or the list of "features of quality" and students peer or self-correct. The teacher ascertains during such activities how well students are progressing. The school expects that all homework will be completed on time and to the best of a student's ability. All homework – written and learning – is to be recorded by students in their School Diary. Students are encouraged to spread their homework evenly through the week so as to minimise the risk of overload on any given night.

It is important that students feel comfortable enough to mention to their subject teachers if they are under pressure and if they desire a reasonable extension to submitting a homework essay or project or a reduction in the amount of homework. In addition to this, teachers welcome students telling them if they have a number of tests on a particular day so that the teacher can change the date of a test if possible. Please see Abbey Vocational School Homework policy.

**The timely feedback for pieces of assessment work is important.
This feedback should be student specific where it is suitable.**

12. Psychometric Tests

Psychometric tests provide an accurate profile of individual ability and attainment, and are used to inform support and differentiation in the classroom. All tests selected are age appropriate and fit for purpose, as recommended by the DES. Data generated is reviewed by the SEN team in consultation with management, in advance of wider distribution.

LTest results may also be used to:

Identify students who may need referral to an appropriate professional for additional assessment;
Identify students who may be eligible for RACE (reasonable accommodations at certificate examinations) and DARE.

The following tests are administered to new First Year students by the SEN Department and the Deputy Principal on a designated First Year Assessment Day:

- CAT 4 Level E. (GL Assessment). This is a robust, standardized measure of cognitive reasoning ability across 4 areas: Verbal, Numerical, Non-Verbal and Spatial.
- GRT 2– General Reading Test to assess reading age. When the results of the tests become available, appropriate action is taken in line with S.E.N. Policy.

The SEN Department also uses the Wide Range Achievement Test (WRAT 4, Pearson Clinical), working with the English and Maths Department to attain Sten scores which are then cross referenced with scores already on site.

Students with a suspected fine motor skill deficit are given the Hedderly Handwriting Speed test, as recommended by the DES.

Accessing this baseline data allows students with numeracy and/or literacy issues to be identified - as does the Standardised numeracy and literacy scores for each incoming First Year student which is provided by the feeder Primary schools in advance of their attendance at second level. Linking in to the New Model of Provision, students may be identified as requiring monitoring to see if they require short term remediation.

Students whose results identify them as performing in the top set are also identified to teachers, in order that upwards differentiation may occur.

Each student's scores from primary and secondary school tests are compiled on a spreadsheet by class. This information is distributed to each class teacher of First Years to facilitate differentiation in terms of teaching approaches. It is also used for academic monitoring purposes where the academic progress of the student is tracked during each academic year by the core team.

Students who miss class due to school matches, medical/dental appointments are expected to find out from their colleagues what homework was set by the teacher and to complete it on time.

Appendix 1
Marking Scheme for Transition Year Christmas 2017

Student's Name: _____

Section	Description	Max	Award
Impressions	Appearance, Demeanour, Attitude, Communication Skills	10	
EPortfolio	Nineteen Pieces, Home page, Abstract, General Presentation of Work	10	
Piece One	Knowledge and Evaluation of a Piece of Work chosen by the Interviewer	10	
Piece Two	Knowledge and Evaluation of a Piece of Work chosen by the Student	10	
Trips/Speakers	Awareness and Knowledge of Trips Taken and/or Lessons Given by Guest Speakers	10	
Work Experience	Accountability for Week One Work Experience, Employers' Reports, Experience Gained, Career Path!	10	
New Skill	Accountability for 4 hours learning a new skill Diary/Log and Evidence of knowledge acquired	10	
Community Involvement	Accountability for 4 hours of Community Involvement Diary/Log and Experience Gained	10	
Student's Critical Evaluation of TY to date	How has Student Developed Areas Where Student Might improve on Extra-Curricular Work/Study Undertaken	10	

General Comments	
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Signed _____ Date _____

Name	Mark (1 -10)

Notes.

Criteria to Consider

- Personal/Skills Development
 - Motivation/Effort
 - Completion of Task
 - Initiative
2. Please don't give decimal values (whole numbers only)
 3. Marks.
 - 1 is low (very weak)
 - 10 is high (very strong)
 4. Please return this form to one of the TY core team as soon as possible
 - The collective marks awarded by the transition year teachers to each student will account for a maximum of 50% of the overall grade they will receive at the end of the year. 10% at Christmas and 40% at end of year.
 - The remaining 50 %, (20%and 30%) is the maximum to be awarded for their two assessment interviews at Christmas and summer including presentation of their EPortfolio.
 - Each student will be awarded 1 of 7 grades – Honours with Distinction, First Class Honours, Second Class Honours, Merit, Pass, Participation or Enrolment.

TRANSITION YEAR EPORTFOLIO ASSESSMENT

Each student, on presentation for interview, must bring along a school journal of work and the link to their portfolio.

This EPortfolio should:

- Be presented on google sites.
- Contain all subjects, trips, activities, events, talks and workshops studies/attended throughout the year.
- Have work clearly labelled.
- Have a home page.
- Have contained within a one-page Abstract. (See below.)

Abstract

A one-page abstract entitled:

“My Personal Assessment of My Transition Year Experience”

This should be

- Typed
- Length of one A4 page
- Font: Arial
- Size: 12pt
- Spacing: Double spaced

This abstract should be an account of what you have gained from the year. It might include discussion on the following:

1. Why you did TY in the first place.
2. Constructive criticism of positive experiences you had.
3. How the experience gained during the year might help you in the future.
4. Areas in which you feel you might have done better and why.
5. What you did for Work Experience and how this might have helped you select your 4th year subjects and focus on a particular career path.
6. How you have developed personally during the year.
7. Extra-curricular study/work you may have undertaken throughout the year.

Interview Basics

1. Be on time for your interview.
2. Be in full school uniform.
3. Be courteous to the interviewer at all times.
4. Be co-operative and speak clearly.
5. Do not sit until you are asked.
6. Thank the interviewer before leaving.

Appendix 2 State Examinations:

Extract from Rules and Programme for Secondary Schools

SECTION XI. - CONDUCT OF CANDIDATES DURING EXAMINATIONS

56. It is each candidate's own responsibility to note carefully the days and hours, as fixed on the timetable, for the examinations in the subjects in which the candidate intends to present himself/herself.

Candidates are required to be in attendance at the examination hall at least half an hour before the examination commences in the subject in which they first present themselves.

On subsequent days they are required to be in attendance at least fifteen minutes before the hour stated in the timetable. Candidates will be responsible for making their own arrangements to ensure timely attendance at the examination hall.

External candidates must sign an attendance roll (Form EIOA) at the start of each examination. The signature on this roll must agree with and appear in the same format as that on the candidate's I.D. Card.

No candidate will be admitted to the examination of any paper after thirty minutes of the time for that paper have elapsed.

57. No candidate may be authorised to leave the examination hall until the expiration of thirty minutes from the time at which the examination began.

58. A candidate may not be permitted to leave the hall and return during the examination period unless the Superintendent is satisfied that the candidate's need to leave the hall is genuine, (e.g. because of illness, urgent need to visit the toilet, etc.). A candidate who leaves the hall during any period of examination shall not be re-admitted during that period unless the candidate has been in the care of a representative of the school authority or, failing that, in the care of the Attendant during the entire period of the absence.

The candidate must hand the answer book and question paper to the Superintendent on leaving the hall; the Superintendent should record on the cover of the answer book the time of departure from and return to the hall and the reason for the absence; the time lost by the candidate may not be compensated for at the close of the examination period.

59. A candidate who leaves the examination hall before the expiration of any period of examination must surrender his/her examination paper and answer book to the Superintendent.

60. A candidate must occupy during the entire examination the place first assigned to him/her by the Superintendent, unless otherwise directed by the Superintendent.

61. A candidate should raise his/her hand if he/she wishes to attract the attention of the Superintendent during the examination. It is the candidate's responsibility to ensure that he/she brings to the attention of the Superintendent if he/she has not been provided with the level of the examination paper at each examination that he/she is due to take.

62. No candidate shall write his/her name on any answer book or other paper supplied. The candidate's number should be entered on every envelope, answer book, map drawing or sheet of square paper used.

Candidates should not commence writing until instructed to do so by the Superintendent.

63. A candidate must enter on the envelopes and answer books used by him/her the particulars required as to subject etc.

64. Any additional answer book, squared paper etc. issued to a candidate, whether used or unused, should be attached to his/her answer book before it is sealed with the treasury tag provided for that purpose.

Candidates will be supplied with a booklet of Formulae and Tables by the Superintendent. They may not bring their own copy of this booklet into the examination hall. Formulae and Tables Booklets are only allowed in certain subjects. See Circular SS0/12 Re: Formulae and Tables Booklet

65. A candidate shall not bring into the examination hall, or have in his/her possession or under his/her control or within his/her reach, whilst he/she is in such room -

(a) any book or paper (save his/her 1.0. card, where such is required, the examination paper, and such answer books, etc., as shall have been supplied to him/her by the Superintendent);

or

(b) any memorandum, notes or mobile phone, electronic address book, data bank etc., except a calculator as permitted under the regulations or bi-lingual translation dictionary where its use has been approved.

66. In the case of Art examinations of a practical nature (i.e. drawing, craftwork), candidates are permitted to bring such materials into the Examination Hall as may be notified to schools by the Commission.

67. A candidate shall not, while in the examination hall -

(a) use, or attempt to use, any book, memorandum, notes or paper (save the examination paper and such answer books etc., as shall have been supplied to him/her by the Superintendent and a bilingual translation dictionary where its use has been approved); or

(b) aid, or attempt to aid, another candidate;

or

(c) obtain, or attempt to obtain, aid from another candidate or Superintendent;

or

(d) communicate, or attempt to communicate, in any way, with another candidate within the centre or by electronic means with a person outside the centre.

68. A candidate,

(a) shall not write on the examination paper (except where answers are to be written on part of the examination paper itself) or 1.0. card or the Formulae and Tables Booklet or on any of the mathematical instruments brought with him/her; except where a candidate uses a highlighter pen or underlining as an aid to interpreting the question paper.

(b) shall not write in his/her answer book anything that is not directly connected with the subject matter of the questions to be answered;

(c) shall not remove from the answer books any leaf or part of a leaf;

(d) shall not take out, or attempt to take out, of the examination hall, any answer books, whether used or unused;

(e) shall not damage the examination hall or its furniture.

69. A candidate who has finished his/her work at least ten minutes before the time appointed for the conclusion of the examination may be permitted to leave the hall on handing up to the Superintendent-

(a) his/her answer book (s) and

(b) the examination paper

70. A candidate who completes his/her work during the last ten minutes of the examination should remain in his/her seat until the Superintendent has collected his/her answer book(s) and he/she should not then leave the hall until the time appointed for the conclusion of the examination unless permitted to do so by the Superintendent.

71. At the conclusion of the examination each candidate who has not already done so should immediately seal his/her answer book (s) or envelope and remain in his/her seat until the Superintendent has collected the answer book (s).

72. A candidate shall, in all matters relative to the examination, submit to, and obey, the directions of the

Superintendent.

73. In those subjects in which there is more than one paper, a candidate must take all the papers in a subject from one level, e.g. all papers at Ordinary Level or all at Higher Level. He/she may not be supplied with, or allowed to see, the papers in more than one level in the same subject.

74. Each candidate presenting himself/herself for examination in Construction Studies, Design and Communication.

Graphics, Engineering, Materials Technology (Wood) or in Technical Graphics is required to bring with him/her a drawing board, T-square, scales, set squares, protractor, compass, pencil, eraser and drawing clips or tape.

Candidates may use mathematical drawing instruments for all examinations. The use of science stencils is permitted for the examinations in the Science subjects. The use of string, thread, a magnifying glass and an opisometer is permitted for the examination in Geography.

Unless otherwise stated in the specific syllabus and on the specific examination paper, the use of calculators is allowed in all examinations, subject to the following:

(a) Neither the Department of Education and Skills nor the State Examinations Commission will supply calculators to candidates. Examination centres will not be responsible for the provision of calculators or batteries.

(b) The proper working condition of the calculator is the responsibility of the candidate. No allowance will be made for battery or other calculator failure during the examination.

(c) Calculators must be silent and must not require the use of mains electricity supply.

(d) Calculators may not be borrowed from other candidates during the examination.

(e) Programmable calculators are prohibited. The term "programmable" includes any calculator that is capable of storing a sequence of keystrokes that can be retrieved after the calculator is turned off or powers itself off. Note that the capacity to recall, edit and replay previously executed calculations does not render a calculator programmable, provided that this replay memory is automatically cleared when the calculator is powered off. Also, the facility to store numbers in one or more memory locations, does not render a calculator programmable.

(f) Calculators with any of the following mathematical features are prohibited:

)> graph plotting

)> equation solving

)> symbolic algebraic manipulation

)> numerical integration

)> numerical differentiation

)> matrix calculations.

(g) Calculators with any of the following general features are prohibited:

)> data banks

)> dictionaries

)> language translators

)> text retrieval

)> capability of remote communication.

(h) Only non-programmable calculators can be used. Candidates must indicate on their answer books the make and model of any calculator(s) used in the examination. See Circular S93/05 on www.examinations.ie regarding use of Calculators in the Certificate Examinations.

(i) Candidates are not allowed to take an instruction manual into the examination hall. This includes instructions printed on the cover of the calculator. Any instructions printed on a casing that cannot be removed from the calculator must be securely covered.

U) Candidates may not turn on their calculators until the examination begins.

This Rule does not allow a candidate to bring into the examination centre any device that would be otherwise prohibited. In particular, mobile phones, electronic organisers or similar devices are not permitted under any circumstances. (See Rule 65)

75. A candidate may be expelled from the examination hall if his/her behaviour is such as to jeopardise the successful conduct of the examination. Submission of material of a pornographic nature or any other offensive material or the inclusion of any cash/cheque in the script may result in the examination in all subjects being disallowed.

76. Where the Commission forms the view that there has been a violation of these Rules, it should inform the Department and it will be for the Minister to decide on the penalty to be applied. Where the Minister is of the opinion that any candidate has violated any of these Rules, has attempted to obtain an examination result to which the candidate is not entitled, or has uttered or attempted to utter such a result or has furnished incorrect information in relation to his/her candidature, such candidate shall be liable to be deprived of the examination or of marks, or to have such deduction made as the Minister may think fit from any sum payable in respect of any grant or scholarship obtained by the candidate, according to the opinion which the Minister may form of the gravity of the offence; and the Minister may, if the Minister thinks fit, publish the candidate's name and address, as given in the notice of intention to present for examination, as those of a candidate who

has been so deprived and the Minister may, according to the opinion of the Minister as to the gravity of the offence, debar the candidate from entering for any of the examinations run by the Department of Education and Skills for such period as the Minister may determine.