

## UPDATE RE DRUMCONDRA STANDARDISED TESTS

As in previous years, classes from first to sixth engaged in standardised testing during May. As you may already be aware from previous correspondence from the school, we are using newly standardised Drumcondra Tests in Reading and Maths from the Educational Research Centre this year.

While there are changes regarding all the standardised tests that we are using for Maths and Reading, there are some specific changes that relate purely to First Class. In short, a **STen score is no longer generated on the basis of the First Class standardised tests in Maths and Reading.** The standardised tests that we now use at this level are designed to be used as screening tests i.e. the primary purpose of these tests is to identify pupils who may be at risk of difficulties so that further assessment can be carried out and their needs addressed. As such, they focus on the key concepts and skills at this level. They are not intended to capture the full range of mathematical achievement of any child.

The outcome of the child's screening test at first class level is presented in one of the following three 'descriptors' - **criteria reached; approaching criteria; criteria not reached.** These descriptors will be included in the end-of-year report at first class level. The table below explains what each of these descriptors is intended to mean:

<b>Criterion-referenced Descriptor</b>	<b>General explanation of descriptor</b>
Criteria reached	<i>Within or above the average range for pupils in First Class in Ireland</i>
Approaching criteria	<i>In the low average range. May need monitoring</i>
Criteria not reached	<i>Likely to be at risk of difficulties; follow-up diagnostic testing may be useful.</i>

More generally, it is important to remember that standardised tests such as these form only one part of the 'jigsaw of information' about your child's overall progress. Results should always be framed in a broader context. The school gleans much important information from a variety of valuable sources e.g. routine observation, class/individual tasks, class participation, various assignments/homework, teacher-designed tasks and tests, other tests/reports/feedback. All of this information helps us to plan and work around optimising your child's learning.

In the usual way, your child's teacher will be in touch should a need for further monitoring or support be identified.