

# Bennekerry National School Carlow

Principal: Tonia Cleary  
Deputy Principal: Lourda Griffin



Telephone: 059 9143495  
[bennekerry@gmail.com](mailto:bennekerry@gmail.com)  
Roll No: I750IQ

23<sup>rd</sup> June 2021

## Reports, Standardised Tests and Results

Dear parents/guardians,

During the month of May, standardised tests in English Reading, Spelling and Numeracy were administered to all pupils from 1<sup>st</sup> to 6<sup>th</sup> classes in Bennekerry N.S. While we appreciate that these last two academic years have been far from the norm, the results of these tests are useful tools in helping us to ascertain what progress each child has made and how we may be able to help them to improve. They will be used purely as a guide, and I am attaching a leaflet which has been published by the NCCA to help put standardised test scores in context, given school closures and remote learning in recent times.

Please remember that, as the National Council for Curriculum and Assessment (NCCA) states, Standardised Tests **are NOT intelligence tests** and their main purpose is to help a teacher identify strengths and weaknesses in individual pupils and to offer some guidance to parents. Standardised tests are only one of a number of ways that we monitor and measure a child's progress.

Results can be useful references for teachers and can be used to help identify if a child has areas of difficulty or, indeed, if a child is a high achiever. A teacher can then plan a learning path for individual pupils accordingly. **In summary, standardised tests are only one of a wide range of assessment tools used by teachers and results should not be interpreted in isolation.**

### Understanding results – Standard Scores

A standardised test differs from traditional tests, which measure how many items a child gets right or wrong, e.g. 7 out of 10. Standardised tests use a scoring system involving standard scores, percentile rank or a STen score.

In Bennekerry N.S. we report the Standard Scores. They can be interpreted as follows.....

Standard Score Range	Descriptor	Proportion of pupils
115 or higher	Well above average	One-sixth
108-114	High average	One-sixth
93-107	Average	One-third
85-92	Low average	One-sixth
84 or below	Well below average	One-sixth

Like all other tests, a child's performance on any given day can be affected by a range of factors, such as feeling unwell. Whether a score is high or low, one score would not necessarily confirm a child's achievement level. **A child's score will naturally fluctuate from year to year.**

## Children and their Test Results

As part of the school report, we will make your child's standardised English Reading and Numeracy results known to you. It is up to you, as a parent to decide if you wish to discuss the exact result with your child. **The school would STRONGLY advise that you only discuss results in general terms with pupils** – rather than giving them a numeric value. Comments such as “You should be very proud of your results” and “Your hard work paid off” might be more appropriate. You must consider if it will cause undue worry or stress to your child to share a score every year – they may worry about ‘going up’ or ‘going down’ from year to year when it is perfectly natural for results to do this.

**Particularly this year, when pupils did not have the opportunity to engage with the usual variation in teaching methodologies, it may be very disheartening for children who do not understand the standardised nature of these types of tests.**

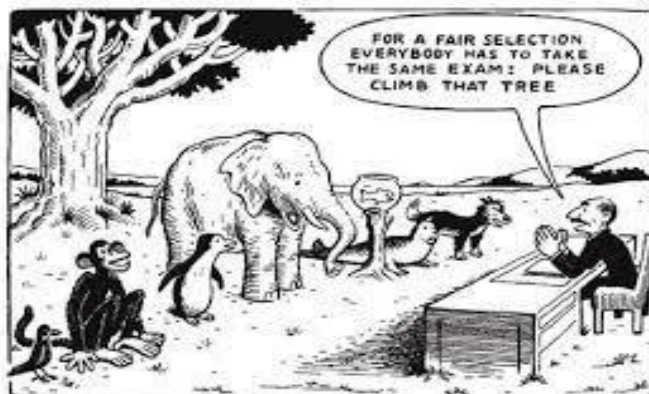
If you do choose to share the results with your child, **please remind them to keep the results to themselves, and not to share them with their classmates.** Test results should **NOT** be a topic of conversation, particularly in the Senior Classes, as it can cause a lot of undue pressure for children. In fact, **our advice is that children should not be shown any part of their school report** as the report is designed to share information honestly with parents about their child's progress and is intended for them alone. Seeing a particular comment or result might cause a child to develop a fixed mindset in relation to a specific subject or area of the curriculum and in Bennekerry N.S. we strongly advocate the development of growth mindsets.

No matter the results, most pupils have worked hard across the year, and if they did their best, they should be praised for doing so. Remember, a single type of test does not reflect any one child's range of talents and skills.

Mise le meas,

*Tonia Cleary*

Tonia Cleary



Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

*Albert Einstein*