

PASS Assessment

Tuesday 9 December 2025



Feelings About School

This measure samples a young person's feelings of inclusion in, or alienation from, the school community. This is sometimes called "school connectedness".

[Learn more >](#)



Perceived Learning Capability

Perceived Learning Capability measures a learner's short-term view of their "self-efficacy" for academic achievement.

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Learner Self-Regard

Learner Self-regard measures a learner's long-term and overall view of their self-efficacy for academic achievement.

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Preparedness For Learning

Preparedness for Learning measures how efficacious a learner feels with regard to their self-regulatory skills, such as study skills, attentiveness, concentration and emotional responses to learning demands.

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Attitudes To Teachers

Attitudes to Teachers measures a young person's perceptions of the relationships they have with the adults at school.

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General Work Ethic

General Work Ethic is the first of two motivational measures. This measure focuses on the motivation needed to succeed in life.

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Confidence In Learning

Confidence in Learning measures a pupil's ability to persevere when faced with challenges. It focuses on their perseverance, resilience, tenacity and "grit".

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Attitudes To Attendance

This factor is highly correlated with an individual's attendance record. A low score for this factor can also indicate the likelihood of a pupil truanting or developing poor attendance in the future.

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Response To Curriculum Demands

This measure focuses on school-based motivation. It covers the "will" component of self-regulation: a learner's motivation to use, and persist in the use of, the skills and strategies they have learned to undertake and complete tasks set within the school's curriculum.

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Introduction

This measure samples a young person's feelings of inclusion in, or alienation from, the school community. This is sometimes called "school connectedness".

A low score for Feelings about School can suggest feelings of social exclusion and may be an indication that a pupil is being bullied.

Feelings of school connectedness have a positive influence on young people, improving academic outcomes and reducing the risk of developing mental health issues or engaging in risky behaviours.

School connectedness is influenced by:

- how happy pupils are at school
- how much they feel part of the school community
- how much they feel teachers care about them and treat them fairly
- how safe they feel at school
- how connected they feel to peers
- how connected they feel to their school work. ([Cahill et al., 2014](#))

What might this look like in the classroom?



HIGH SCORE

Feelings About School



LOW SCORE

Feelings About School

On the outside, pupils:

- appear engaged and interested in school and school life in general
- involve themselves in extracurricular activities and support school events
- are punctual and rarely absent from school
- have a solid friendship group and strong relationships with adults in the school.

On the outside, pupils may:

- frequently be absent, or late to school or class
- appear socially isolated, eating lunch alone or otherwise distanced from friendship groups
- disengage from school events or extracurricular activities
- complain about the comfort of the physical school environment

On the inside, pupils:

- take pride in their school community and culture
- feel a strong sense of belonging and purpose, and enjoy being part of a community
- feel included, valued and acknowledged by their peers and staff
- feel that their school is designed thoughtfully to accommodate learning.

physical school environment

- avoid fostering relationships with adults in the school.

On the inside, pupils may:

- feel indifferent to, or disconnected from, school and may lack a sense of belonging
- feel socially excluded and find it difficult to make friends
- feel anxious and unsafe as they may be subject to bullying, harassment, and/or humiliation from their peers or even from school staff
- feel that the physical school space is designed to trap and punish them rather than educate them
- distrust adults in the school.

Group	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to tutors	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands	PASS 4 Index	Pass Category
ailbhe	95.6	95.2	59.1	98.6	82.8	86.7	84.9	83.6	57.6	0.83	High
ailbhe	86.0	80.6	83.6	95.6	50.5	41.9	78.0	95.9	57.6	0.74	High
ailbhe	28.2	19.0	16.7	8.2	8.2	7.1	27.5	38.8	11.1	0.18	Low Moderate
ailbhe	7.1	13.9	4.9	1.9	4.2	67.7	3.3	10.6	1.0	0.13	Low Moderate
ailbhe	13.8	46.0	43.8	55.6	4.0	20.9	22.2	53.7	12.2	0.30	Moderate
ailbhe	65.2	63.8	59.1	43.5	82.8	86.7	78.0	83.6	57.6	0.69	High
ailbhe	13.8	34.8	11.2	32.9	72.6	69.8	14.9	5.1	23.3	0.31	Moderate
ailbhe	19.8	11.1	29.7	55.6	53.5	7.9	51.0	8.9	12.2	0.28	Moderate
ailbhe	14.0	13.9	27.9	55.0	15.1	41.9	68.4	4.5	11.1	0.28	Moderate
ailbhe	65.3	58.1	1.9	65.9	93.0	20.9	3.3	14.3	1.6	0.36	High
ailbhe	86.7	34.8	43.8	65.9	72.6	20.9	32.1	53.7	12.2	0.47	High
ailbhe	65.2	63.8	42.4	55.0	4.2	41.9	68.4	83.6	57.6	0.54	High
ailbhe	44.5	73.4	83.6	20.8	2.5	67.7	56.4	57.0	77.7	0.54	High
ailbhe	86.0	40.1	59.1	75.4	69.5	96.4	56.4	74.2	77.7	0.71	High
ailbhe	65.3	77.1	29.7	83.9	72.6	88.0	41.3	53.7	23.3	0.59	High
ailbhe	44.2	16.7	19.1	32.9	17.0	44.5	61.6	35.5	23.3	0.33	High
ailbhe	72.3	73.4	42.4	84.1	82.8	67.7	56.4	23.9	37.3	0.60	High
ailbhe	56.5	19.0	27.9	32.1	15.1	86.7	8.1	57.0	20.3	0.36	High
ailbhe	19.8	83.9	90.7	32.9	53.5	44.5	93.7	53.7	77.7	0.61	High
ailbhe	44.2	58.1	5.8	55.6	28.5	7.9	22.2	53.7	5.9	0.31	High

Dearbhla	F	496	92	5.4	High Performing	0.75	High
Ailbhe	F	541	101	5.4	High Performing	0.66	High
Siobhan	F	555	109	5.1	High Performing	0.46	High
Siobhan	M	566	113	5.0	High Performing	0.82	High
Feilim	F	462	97	4.8	High Performing		
Siobhan	F	486	102	4.8	High Performing	0.48	High
Ailbhe	M	532	112	4.8	High Performing	0.74	High
Siobhan	F	479	102	4.7	High Performing	0.33	High
Eanna	M	552	118	4.7	High Performing	0.52	High
Siobhan	F	522	114	4.6	High Performing	0.56	High
Siobhan	F	556	122	4.6	High Performing	0.81	High
Feilim	M	371	82	4.5	High Performing	0.54	High
Feilim	F	457	101	4.5	High Performing	0.35	High
Criostoir	F	487	108	4.5	High Performing	0.46	High
Dearbhla	F	564	125	4.5	High Performing	0.41	High
Blathnaid	F	436	97	4.5	High Performing	0.23	Moderate
Feilim	F	445	100	4.5	High Performing	0.31	High
Eanna	M	421	96	4.4	High Performing	0.44	High
Eanna	M	437	100	4.4	High Performing	0.51	High
Ailbhe	M	532	122	4.4	High Performing	0.83	High
Criostoir	F	542	125	4.3	High Performing	0.55	High
Dearbhla	M	446	103	4.3	High Performing	0.71	High
Siobhan	F	475	110	4.3	High Performing	0.24	Moderate
Criostoir	F	478	111	4.3	High Performing	0.21	Moderate

Eanna		F	430	114	3.8	High Performing	0.19	Low-Moderate
Blathnaid		F	411	110	3.7	In Line	0.18	Low-Moderate
Criostoir		F	398	107	3.7	In Line	0.27	Moderate
Ailbhe		M	338	91	3.7	In Line	0.33	High
Dearbhla		F	339	92	3.7	In Line	0.41	High
Blathnaid		M	360	98	3.7	In Line	0.43	High
Blathnaid		F	404	110	3.7	In Line	0.66	High
Criostoir		F	341	94	3.6	In Line	0.10	Low-Moderate
Feilim		M	403	111	3.6	In Line	0.51	High
Eanna		M	477	132	3.6	In Line	0.55	High
Dearbhla		M	342	95	3.6	In Line	0.42	High
Ailbhe		M	309	86	3.6	In Line	0.54	High
Ailbhe		M	390	109	3.6	In Line	0.60	High
Dearbhla		M	358	100	3.6	In Line	0.40	High
Ailbhe		F	349	98	3.6	In Line	0.31	Moderate
Siobhan		F	389	110	3.5	In Line	0.13	Low-Moderate
Feilim		M	388	110	3.5	In Line	0.73	High
Siobhan		F	358	102	3.5	In Line	0.84	High
Dearbhla		F	318	92	3.5	In Line	0.44	High
Siobhan		M	415	121	3.4	In Line	0.44	High
Blathnaid		F	359	105	3.4	In Line	0.46	High
Blathnaid		F	361	106	3.4	In Line	0.24	Moderate
Ailbhe		M	442	131	3.4	In Line	0.61	High
Eanna		F	292	87	3.4	In Line	0.54	High

Blathnaid	M	328	110	3.0	Some Concern	0.27	Moderate
Eanna	F	276	93	3.0	Some Concern	0.22	Moderate
Blathnaid	M	302	102	3.0	Some Concern	0.48	High
Feilim	M	366	124	3.0	Some Concern	0.43	High
Feilim	M	328	111	3.0	Some Concern	0.69	High
Blathnaid	M	311	106	2.9	Some Concern	0.36	High
Siobhan	F	264	90	2.9	Some Concern	0.22	Moderate
Dearbhla	F	277	95	2.9	Some Concern		
Feilim	M	337	116	2.9	Some Concern	0.32	High
Ailbhe	F	308	107	2.9	Some Concern	0.30	Moderate
Ailbhe	M	311	108	2.9	Some Concern	0.13	Low-Moderate
Blathnaid	M	268	93	2.9	Some Concern	0.22	Moderate
Feilim	M	321	112	2.9	Some Concern	0.18	Low-Moderate
Ailbhe	M	326	114	2.9	Some Concern		
Eanna	F	308	108	2.9	Some Concern	0.11	Low-Moderate
Eanna	M	285	100	2.9	Some Concern	0.34	High
Eanna	F	236	83	2.8	Some Concern	0.50	High
Eanna	M	351	124	2.8	Some Concern	0.62	High
Criostoir	F	245	87	2.8	Some Concern		
Siobhan	M	282	100	2.8	Some Concern	0.57	High
Feilim	F	301	107	2.8	Some Concern	0.03	Low
Blathnaid	M	226	81	2.8	Some Concern	0.29	Moderate
Dearbhla	M	257	94	2.7	Some Concern	0.23	Moderate
Siobhan	M	258	95	2.7	Some Concern	0.46	High