LAERSKOOL AKASIA

ASSESSMENT POLICY

DISTRICT: D 15

TSHWANE WEST

LAERSKOOL AKASIA

ASSESSMENT POLICY

1. RASIONAL

1.1. ASSESSMENT

1. Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information regarding the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement, evaluating this evidence, recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal and formal. In both cases regular feedback should be provided to learners to enhance the learning experience. This will assist the learner to achieve the minimum performance level of 40% to 49% required in the subjects for promotion purposes

2. Types of assessment

The following types of assessment are very useful and teachers are encouraged to use them to serve the purpose associated with each.

- **Baseline assessment:** Teachers who might want to establish whether their learners meet the basic skills and knowledge levels required to learn a specific topic will use baseline assessment. Knowing learners' level of proficiency in a particular topic enables the teacher to plan her/his lesson appropriately and to pitch it at the appropriate level. Baseline assessment, as the name suggests, should therefore be administered prior to teaching a particular topic. The results of the baseline assessment should not be used for promotion purposes

- **Diagnostic assessment:** It is not intended for promotion purposes but to inform the teacher about the learner's problem areas that have the potential to hinder performance. Two broad areas form the basis of diagnostic assessment *viz.* content-related challenges where learners find certain difficulties to comprehend, and psycho-social factors such as negative attitudes, anxiety, poor study habits, poor problem-solving behaviour, etc. Appropriate interventions should be implemented to assist learners in overcoming these challenges early in their school careers.

- **Formative assessment:** Formative assessment is used to aid the teaching and learning processes, hence assessment *for* learning. It is the most commonly used type of assessment because it can be used in different forms at any time during a lesson, e.g. short class works during or at the end of each lesson, verbal questioning during the lesson. It is mainly informal and should not be used for promotion purposes. The fundamental distinguishing characteristic of formative assessment is constant feedback to learners, particularly with regard to learners' learning processes. The information provided by formative assessment can also be used by teachers to inform their methods of teaching.

- **Summative assessment:** Contrary to the character of formative assessment, summative assessment is carried out after the completion of a topic or a cluster of related topics. It is therefore referred to as assessment *of* learning since it is mainly focusing on the product of learning. The results of summative assessment are recorded and used for promotion purposes. The forms of assessment presented in each subjects CAPS policy are examples of summative assessment.

3. Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information about learner performance that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom. Self-assessment and peer assessment actively allow learners to assess themselves. This is important as it allows learners to learn from, and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes.

4. Formal assessment

Formal assessment comprises School-Based Assessment (SBA) and End of the year Examination. Formal assessment tasks are marked and formally recorded by the teacher for promotion purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. The SBA component may take

various forms. However, tests, examinations, projects, assignments oral presentations, demonstrations, performances, and practical demonstrations.

5. THE COMPOSITION OF FORMAL ASSESSMENT

(1) Assessment in the *National Curriculum Statement Grades R-12* comprises School-Based Assessment and Practical Assessment Tasks for certain subjects offered in the Further Education and Training Phase and a final end-of-year examination.

(2) School-Based Assessment, Practical Assessment Tasks and end-of-year examinations are designed to address the content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment.

(3) School-Based Assessment and Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. School-Based Assessment and Practical Assessment Tasks include a variety of assessment methods as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(4) The purpose of an end-of-year examination is to provide reliable, valid and fair measures of the achievements of learners in the subjects offered from Grade 4 onwards.

6. SCHOOL-BASED ASSESSMENT

(1) School-Based Assessment is a compulsory component for progression and promotion in all the different school phases:
(2) The School-Based Assessment component is as follows in the different school phases:

Phase	School-based assessment %	End-of-year examination %
Foundation phase	100	0
Intermediate phase	75	25
Senior phase	40	60

(3) The composition of the School-Based Assessment of all subjects is outlined in *Chapter 4* of the Curriculum and Assessment Policy Statements.
(4) Moderation should ensure that the quality and standard of the School-Based Assessment, as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements, has been met from Grade 4 onwards.

7 . RECORDING AND REPORTING LEARNER PERFORMANCE

7.1   RECORDING

(1) Recording is a process in which the teacher documents the level of a learner's performance. In South African schools, this should indicate the progress towards the achievement as stipulated in the Curriculum and Assessment Policy Statements of all subjects listed in the *National Curriculum Statement Grades R-12*.
Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promoted to the next grade.

(2) Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

8.   REPORTING

(1) Reporting is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as the employers, tertiary institutions, etc. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

(2) The main purpose of reporting is to:
(a) provide learners with regular feedback, this feedback should be developmental;
(b) inform parents/guardians on the progress of the individual learner; and
(c) give information to schools and districts or regional offices on the current level of performance of learners.

(3) Recorded information should:
(a) inform teachers and others about the performance of learners;
(b) be used to provide constructive feedback to learners about their progress;
(c) be used to provide feedback about the performance of learners to parents, and other role-players;
(d) inform the planning of teaching and learning activities; and
(e) inform intervention strategies.

(4) The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) as informed by the Language-in-Education Policy of 1997. In the case of dual medium schools, one of the languages used as LoLT should be utilised for reporting purposes, while the language of recording should be any of the languages used for learning and teaching.

9. PRINCIPLES FOR RECORDING AND REPORTING

The following principles underpin the approach to both recording and reporting:

(1) Recording of learner performance is against the assessment task and reporting is against the total mark obtained in all tasks completed in a term. The promotion of a learner is based on the composite marks obtained in all four terms.

(2) Teachers should show in their files that they have covered all the formal tasks set.

(3) Achievement rating on a report card should be indicated by a combination of national codes, percentages and comments.

(4) The following is applicable to recording and reporting per phase:
   (a) Foundation Phase (Grades R-3): Record and report in national codes and their achievement descriptions.
   (b) Intermediate Phase (Grades 4-6): Record and report in national codes and their achievement descriptions and percentages.
   (c) Senior Phase (Grades 7-9): Record and report in national codes and their achievement descriptions and percentages.

(5) The schedule and the report card should indicate the overall level of performance of a learner.

(6) In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language - English, First Additional Language - IsiXhosa, Second Additional Language - Afrikaans Second Additional Language.

(7) The number of formal assessment tasks to be recorded in each phase is provided in Chapter 4 of the Curriculum and Assessment Policy Statements.

(8) The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in Chapter 4 of the Curriculum and Assessment Policy Statements.

(9) Teachers must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

10. RECORDING AND REPORTING IN GRADES R-3

(1) The national codes and their descriptions provided in Table 1 should be used for recording and reporting learner performance in the Foundation Phase (Grades R-3). Comments should be used to describe learner performance.

Table 1: Codes and descriptions for recording and reporting in Grades R-3

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieve	0 - 29

(2) I n the Foundation Phase, the recording and reporting of learner performance should be against the four subjects offered, that is Home Language, First Additional Language, Mathematics and Life Skills as prescribed in paragraph 6 of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12.

11. RECORDING AND REPORTING IN GRADES 4-6

(1) The national codes together with either percentages or descriptors or both, provided in Table 2 should be used for recording and reporting learner performance in the Intermediate Phase (Grades 4-6). Comments should be used to describe learner performance.

Table 2: Codes and percentages for recording and reporting in Grades 4-6

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieve	0 - 29

(2) In the Intermediate Phase (Grades 4-6), the recording and reporting of learner performance in the formal assessment tasks should be against the six subjects prescribed in paragraph 12 of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12.

(3) The requirements for formal recorded assessment for Grades 4-6 are set out in Chapter 4 of the Curriculum and Assessment Policy Statements.

12. RECORDING AND REPORTING IN GRADES 7-9

(1) The national codes together with either the descriptors or percentages or both provided in Table 3 should be used for recording and reporting learner performance in Grades 7-9. Comments should be used to qualify learner performance.

Table 3: Codes and percentages for recording and reporting in Grades 7-9

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieve	0 - 29

(2) The requirements for formal recorded assessment for Grades 7-9 are set out in Chapter 4 of the Curriculum and Assessment Policy Statements.

(3) In Grades 7-9 the recording and reporting of learner performance in the formal assessment tasks should be against the subjects prescribed in paragraph 19 of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12.

TEACHERS' FILES

13. REQUIREMENTS FOR TEACHERS' FILES

(1) All teachers are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the teacher to assist learners who require additional support (where they exist). It is the teachers' responsibility to ensure that the information in their assessment files is kept up to date.

(2) A teacher assessment file may be a file, a folder, a box, or any other suitable storage system.

(3) The formally recorded assessment tasks should be clearly marked or indicated in the teacher's file. Stickers, coloured paper, etc. may be used for this purpose.

(4) Teachers' files should be available on request at all times for moderation and accountability purposes.

MANAGEMENT OF SCHOOL ASSESSMENT RECORDS

14. ASSESSMENT RECORDS

(1) The assessment records that should be developed and kept at school are record sheets, schedules, teacher files, learner profiles, report cards and schedules.

(2) The management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the school management.

(3) The management and maintenance of the record sheets and the teacher file is the responsibility of every teacher.

15 . RECORD SHEETS

(1) Teachers are expected to keep efficient current mark sheets of the learners' progress. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.

(2) Teachers are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.

(3) Record sheets must at least have the following information

(**See an example of a record sheet in Annexure A)**:

(a) Subject;
(b) Grade and class;
(c) Learners' names;
(d) Dates of assessment;
(e) Names of the formal assessment tasks;
(f) The results of formal assessment tasks; and
(g) Comments for support purposes when and where appropriate.
(4) The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in subparagraph 3.

16. REPORT CARDS

(1) A report card is an official document that is used to give feedback to parents on the achievement of learners.

(2) Formal report cards should be sent to parents once a term. The report cards must provide a clear holistic picture of the learner's achievements in different subjects.

(3) Schools should ensure that there are no errors, erasures or corrections that will compromise the legal status of the report cards. The school management team is responsible to ensure that reports issued to learners do not contain any errors.

(4) Learner performance for a term should be reflected on the report card for that term.

(5) The end-of-year report card should indicate cumulative learner performance for the year.

(6) The achievement rating in a report card should be indicated by a combination of national codes, percentages and comments. The national codes and percentages should be in accordance with the stipulations in paragraph 17(4).

(7) Comments should provide more information on the strengths and developmental needs of the learners.

(8) Report cards should include information in the following essential components

(See an example of a report card in Annexure B):

(a) Personal details: Name of the learner, grade and class of the learners, date of birth, school attendance profile.

(b) Official school details: Year and term, name of the school, date, signature and comment of parent or guardian, teacher and principal, dates of closing and opening of school, school stamp, explanation of the codes of the national coding system.

(c) Performance details: A national code and /or a percentage indicating the level of performance per subject and a description of the strengths and developmental needs of the learner.

(d) Constructive feedback: The feedback should contain comments about the learner's performance in relation to his or her previous performance.

(9) A report card may be produced electronically or manually using different styles preferred by the school but should contain all the information mentioned in subparagraph 8.

(10) Schools should not accept report cards with errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the District and/or Provincial Department of Education offices.

(11) In cases where a fraudulent report card is discovered the Head of the Provincial Department of Education should institute an internal investigation

of the matter and may take legal steps where necessary.

(12) The parents or guardians have the right of access to report cards of their children.

(13) Schools may not withhold report cards from learners for any reason whatsoever.

17. SCHEDULES

(1) Schedules should be completed four times a year.

(2) The schedule is a quarterly record which provides a summary about the progress of all learners in the grade in a school.

(3) The school may store this information manually or electronically.

(4) The end-of-year schedule is a compilation of learner performance across all four school terms.

(5) Copies of the end-of-year schedules should be kept at the district office.

(6) Schedules should be completed four times a year.

(7) A schedule should include the following information

(See an example of a schedule in Annexure C):

(a) Name of the school and school stamp;

(b) Date;

(c) List of names and surnames of learners in each grade or class;

(d) Admission number of each learner;

(e) Date of birth of each learner;

(f) Gender of each learner;

(g) Age of each learner;

(h) Number of years in a phase (**This information is required for the end-of-the-year schedule only)**;

(i) National codes and percentages that indicate the performance of learners in each subject;

(j) Signature of teacher, principal and departmental official (**required for the end-of-the-year schedule only)**;

(k) At the end of the year, a schedule for Grades R - 8 should indicate whether the learners are ready to progress to the next grade or not;

(l) Schools should use (RP) to indicate that a learner is ready to progress to the next grade or (NRP) to indicate that the learner is not ready to progress;

(m) For Grades 9, 10 and 11 the end-of-year schedule should indicate whether the leaner is promoted to the next grade or not by using (P) for promoted and (NP) for not promoted; and(n) The-end-of-year schedules for Grade 12 will be externally generated.

(8) The-end-of-year schedule must be signed by the principal and a departmental official. This then constitutes a legal document.

(9) The-end-of-year schedule should be kept at school in a file or box or electronically as part of the school archives for at least 5 years.

10) A schedule should be used for drawing up reports and for reporting to parents and the education system on the overall progress of learners in

each grade. This means that a schedule should be completed for each grade.

11) The Department of Basic Education will develop the schedule forms.

12) The Provincial Departments of Education are responsible for providing each school with the schedule forms.

13) Schedules for each grade should be submitted to the district in hard copy. A school stamp and signatures of a departmental official and school principal are required to authenticate the schedule.

MANAGEMENT OF SCHOOL LEARNER PROFILES

18. LEARNER PROFILE

A Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the teacher in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.

19. ADMINISTRATION

(1) A Learner's Profile should be kept at school and will be moved from one school to the next when the learner moves to a new school.

(2) The principal of the new/next school must request the Learner's Profile from the previous school within three months of the learner's admittance.

(3) The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.

(4) The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the school management.

(5) The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.

(6) Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in subparagraph 1.

(7) The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.

(8) The pre-printed files/folders should be designed such that a Learner Profile includes the following information

(See an example of a profile in Annexure D):

(a) personal information;

(b) medical history;

(c) schools attended and record of attendance;

(d) participation and achievements in extra-curricular activities;

(e) areas needing additional support; and

(f) learner performance.

(9) In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.

10) The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.

11) Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years where after it should be destroyed.

12) If the learner within this specified period re-enters the schooling system to further his or her studies, the provisos stated in subparagraphs 1 and 3 will apply.

(13) The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Ed lab cards, etc.

20. GENERAL

a) All marks must be sending in for capturing as soon as marking is done.

b) Marks will be moderated by the HOD or Subject head after each assessment task, test and examination.

c) All marks must be checked after capturing before the report card is printed.

d) All report cards must be signed by the principle and class teacher, and if there are any discrepancies, the class teacher must bring it to the attention of the HOD or Subject head. The HOD and Subject head must sort out the problem and a new report card must be printed.

e) At the end of the year, the class teacher must make a copy of the report card and place it in the learner's profile.

f) All marks must be available in a hard copy for the principal or any other stakeholder who wants to look at it.

g) Marks must be stored in the teachers file.

NAME	DESIGNATION	DATE	SIGNATURE
N V ERASMUS	PRINCIPAL		
A C TSHIVHASE	CHAIR PERSON SGB		

T MMUTLANA	IDSO		
R MEKWA	DISTRICT TSHWANE WEST: DIRECTOR	14	