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## **SCHOOL ASSESSMENT POLICY**

Each grade will complete a variety of assessments during each term. The purpose of assessment is for educators to track the learner's progress to inform them of learning areas that need more attention. The marks achieved on formal assessment tasks will be recorded on a progress report that will be given to the parents at the end of every term and submitted to CEMIS.

### **TYPES OF ASSESSMENT**

- **Formal Assessment:** Formal assessment tasks (Gr.1-3) /exams (Gr. 4-7) will be completed in each grade towards the end of each term. The tasks must consist of a verity of the work that has been completed during each term according to the CAPS curriculum. Assessments must also consist of questions of different levels of difficulty to ensure that it is balanced for all the learner's abilities. Educators must refer to Bloom's Taxonomy when setting up questions. Assessment tasks from the department and tasks that the teachers set up may be used. Teachers may also use a combination of departmental tasks and personal tasks. Tasks will be moderated to ensure that all needed material was covered and that there are no mistakes on the tasks. These assessment tasks will be marked strictly according to the memorandum and all marks will be recorded and processed.

If a learner is absent on the day of formal assessment the learner will get no marks for that specific test unless a doctor's note is supplied. If a doctor's note is presented the learner will be given a chance to complete the work.

If the work that is being assessed is incomplete after an appropriate amount of time, the learner will also get no marks for the incomplete work.

In the Foundation Phase it will not be necessary for learners to study for these assessments.

In the Intermediate and Senior Phases, a study list will be sent out at least 2 weeks prior to the start of the exams so that learners have ample time to study.

**Formal Assessment Task Requirements for the Foundation Phase:**

- Assessment Tasks must be based on the CAPS requirements for the grade, term and subject being written. Tasks must contain only what was covered during the term. It must be free of spelling and grammatical errors.
- The total marks for each activity in a task must be neatly aligned below each other on the right side of the page. There must be enough work space for learners to show how they get to their answers.

Objectives must not be on the page where learners are supposed to carry out the task. It could be on a separate page as it is only the teacher's guide and may confuse the learner.

Reading, writing, handwriting, creative arts, performing arts and physical education must all contain relevant rubrics and cannot just contain an instruction.

A well thought through memorandum must be added to each task. All correct answers must be anticipated, and marks must make sense.

Memorandums must show the correct answer as well as the checks according to what must be given and for what.

Teachers must mark strictly according to the memorandum. If sympathy marks were given, it must be added in a different colour pen (blue) and must show on each grade's task as evidence that this was discussed with other teachers in similar grades and have been applied fairly.

All tasks must be marked in red pen.

All tasks must be moderated in green pen.

The Head of Department moderates with black pen.

**Formal Assessment Task Requirements for the Intermediate and Senior Phase:**

- Assessments must be based on the CAPS requirements for the Grade, term and subjects that are being written.

- Exams may only contain what was covered in class during the term.
  - All exams must be free of spelling and grammatical errors.
  - The total marks given for each activity in an exam must neatly align below each other on the right-hand side of the page.
  - There must be enough work space for learners to show how they get to their answers and cannot be on the next page. Work space must be directly underneath the question.
  - Objectives must not be on the page where the learner is supposed to carry out the task as this can be confusing (can be on a separate page for the teacher's referral). Reading, creative writing, orals and aspects from Life Skills must all
  - contain relevant rubrics and cannot just contain instructions with a total amount of marks.
  - A clearly thought through memorandum must be added to each exam. The memorandum must be neat with no handwritten corrections (scratched out) on the answers. All possibilities for correct answers must be anticipated and total marks given must make sense.
  - Memorandums must show how the marks are allocated with checks according to what answers receives a check.
  - Educators mark strictly according to the memorandum.
  - Exams are to be marked in red pen.
  - Exams are to be moderated with a green pen.
  - The Head of Department moderates with a black pen.
- **Informal Assessment:** Informal assessment is done during each term by each teacher. This assessment is used by teachers to track the progress of each learner to ensure that the needed progress is made and also to see which learning areas needs more attention. Informal assessment can be done in the form of small class tests, observation, group work, individual work or the moderation of classwork.
- Foundation Phase:** In the Foundation Phase teachers make use of the following informal assessment methods:

- Observation Booklet: The teacher makes regular notes in this book when she/he marks books and notice that a learner is struggling. Any additional observations, emotional or social, can also be noted along with any suggestions made to parents for evaluations needed to support the learner.
- Informal Assessment Book/File: a book or file containing carefully planned tasks that are done weekly to give teachers an indication of the learner's progress. This way teachers are forced to assess continuously, giving the teacher a better idea of what must be added to their planning, who needs help (who to take for remedial period) and which aspects learners are familiar with and which aspects need extra attention.
- Informal Assessment Rubrics: rubrics based on the CAPS requirements for each subject for each term. Teachers highlight the sections where learners need attention.

#### **Intermediate and Senior Phase:**

In the Intermediate and Senior Phase teachers make use of the following informal assessment methods:

- Revision activities: every topic in all the different subjects that were discussed and covered in class, an activity will be done to see which aspect the learners are still struggling with. These subjects are Mathematics, Natural Sciences and Technology, Social Sciences (Geography and History) and Life Skills.
- Language: every aspect of the Formal Assessment Tasks (FAT) will be covered in class and specific tasks will be used as an Informal mark. These include reading, speaking, listening, writing and language activities.
- Remedial periods: the above methods are a way of the teachers to assess continuously, giving the teacher a better idea of what must be added to their planning, who needs help (who to take for remedial period) and which aspects learners are familiar with and which aspects need extra attention.

#### **□ Class Projects, Orals and Research Projects:**

- Projects are handed out and learners are allowed to brainstorm at home and ask for their parents help. The learners have to complete the projects inclass. The number of projects, orals and research projects a year required for each grade is laid out in the annual teaching plan below.

## **IRREGULARITIES**

- **Copying during assessments or exams:** Learners caught copying from each other will get direct punishment. For a first-time offence the child gets direct detention and no marks for the specific activity that he/she cheated on. Parents will be made aware of the cheating on the detention slip.  
When a second offence occurs, the parents must come for a meeting and the child must rewrite the test after school and will receive a deduction of 15% from the total marks earned by the learner.  
For a third time offender no marks will be allocated for the test they cheated on a disciplinary hearing will be held.
- **Cheating from notes during assessments or exams:** All notes will be confiscated and kept as proof of irregularities. For a first-time offence the child gets direct detention and no marks for the specific activity that he/she cheated on. Parents will be made aware of the cheating on the detention slip.  
When a second offence occurs, the parents must come for a meeting and the child must rewrite the test after school and will receive a deduction of 15% from the total marks earned by the learner.  
For a third time offender no marks will be allocated for the test they cheated on a disciplinary hearing will be held.
- **Incomplete submission of Class Projects:** If learners were unable to finish class projects in the appropriate amount of time given, the project will only be marked up to where it was finished.  
If a learner is absent on the day of the project, a medical certificate must be provided and the learner will have to stay after school to catch up on the project. If a medical certificate is not submitted, the learner will receive the class average for the project.
- **Late submission of Research Projects/Orals:** Research projects must be given at least one week's time before the due date and at least two weeks for larger projects.

If learners do not hand in projects after an appropriate amount of time was given, learners will get one day's extension and a deduction of 15% to the total marks for the project. If a medical certificate is provided the child will receive one day's extension with no deduction of marks. Should a learner fail to submit a project after one day's extension was given, the learner will receive no marks for the project.

- **Plagiarism of Research Projects/Orals:** At Primary school level, it is considered plagiarism if:
  - A learner's project/oral is the same as another learner's in the class/grade.
  - A learner's project/oral is the same as another learner's was in the past.
  - A parent/older sibling did the work for them.
  - The original work is used just as it is (copied from the author) and not used to support the learner's own work.

If a learner plagiarises their project/oral, an investigation will be done to see who it was plagiarised from. If it can be proven that it was copied from a friend, the friend that it was copied from will receive a 15% deduction in the overall marks achieved and the friend who copied the work will not receive any marks for the project.

If the work is not the learner's own work (copied from the author), but it was not copied from a friend, the learner will be given one day's extension to change it into their own work and will receive a 15% deduction in the overall marks achieved. If they are unable to do this after one day's extension, they will receive no marks for the project/oral. This will also be the case if it is suspected that a parent/older sibling did the work for them.

- **Incomplete work:** If a learner was unable to complete the work being assessed and an appropriate amount of time was given the learner will get no marks for the incomplete areas of the work.
- **Acceptable reasons for absence:**
  - Death in the family
  - Accidents
  - Illness if a doctor's note can be provided
  - Hospitalisation
  - Situations where the child's life was in direct danger and therefore could not attend school.

### **RECORDING AND REPORTING OF LEARNER'S PERFORMANCE**

All marks achieved from formal assessments/ exams will be recorded on the appropriate mark sheets supplied by the office. Parents will receive a report at the end of every term with a summary of their child's progress for each term. Problem areas are discussed with the parents in the middle of each term during an intervention evening. At the end of every term, a parent-teacher meeting can be scheduled if no progress can be observed.

Each learner's performance is rated for each subject based on the amount of marks they were able to achieve during the assessment/exams. Seven levels of competence have been described for subjects listed in the CAPS.

Below is a table describing what percentage a learner must receive in an assessment/exam in order to achieve a rating of 1-7 for that subject.

<b><i>Rating code</i></b>	<b><i>Description of competence</i></b>	<b><i>Percentage</i></b>
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 achieved	0-29%

**PROGRESSION** The progression of each learner to the next grade will depend on the learner's marks

and progress for the year based on an average level of competence for each subject of all four terms for that year. In the Foundation Phase: for a learner in the foundation phase to progress to the next grade, the following minimum levels of competence are a requirement at the end of the year when the average of all four terms is calculated.

<b>Grade</b>	<b>Age</b>	<b>Home Language</b>	<b>First Additional Language</b>	<b>Mathematics</b>
From Gr. R to Gr. 1	Age five turning six by 31 December.	4 (Adequate Achievement)	N/A	3 (Moderate Achievement)
From Gr. 1 to Gr. 2	Age six turning seven by 31 December.	4 (Adequate Achievement)	3 (Moderate Achievement)	3 (Moderate Achievement)
From Gr. 2 to Gr. 3	Age seven turning eight by 31 December.	4 (Adequate Achievement)	3 (Moderate Achievement)	3 (Moderate Achievement)
From Gr. 3 to Gr. 4	Age eight turning nine by 31 December	4 (Adequate Achievement)	3 (Moderate Achievement)	3 (Moderate Achievement)

A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Foundation Phase for longer than four years, excluding Grade R.

A learner who is not ready to perform at the expected level and who has been retained in the foundation phase for four years or more and who is likely to be retained again in the intermediate phase for four years or more, should receive the necessary support in order to progress to the next grade.

In the Intermediate Phase: for a learner in the intermediate phase to progress to the next grade, the following minimum levels of competence are a requirement at the end of the year when the average of all four terms is calculated.

	<b><i>From Gr. 4 to Gr. 5</i></b>	<b><i>From Gr. 5 to Gr. 6</i></b>	<b><i>From Gr. 6 to Gr. 7</i></b>
<b><i>Home Language</i></b>	4 (Adequate Achievement)	4 (Adequate Achievement)	4 (Adequate Achievement)
<b><i>First Additional Language</i></b>	3 (Moderate Achievement)	3 (Moderate Achievement)	3 (Moderate Achievement)
<b><i>Mathematics</i></b>	3 (Moderate Achievement)	3 (Moderate Achievement)	3 (Moderate Achievement)
<b><i>Any other two subjects</i></b>	3 (Moderate Achievement)	3 (Moderate Achievement)	3 (Moderate Achievement)
<b><i>Age</i></b>	Age nine turning ten by 31 December.	Age ten turning eleven by 31 December.	Age eleven turning twelve by 31 December.

Immigrant learners may be exempted from achieving minimum requirements in one official language, provided they obtain Moderate Achievement (Level 3) (40%-49%) in all three of the remaining subject.

A learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.

A learner who is not ready to perform at the expected level and who has been retained in the intermediate phase for four years or more and who is likely to be retained again in the senior phase for four years or more, should receive the necessary support in order to progress to the next grade.

### ***ANNUAL ASSESSMENT PLAN***

Assessment takes place towards the end of every term. The number of assessment tasks/exams are planned according to the Western Cape Education Department's recording sheets where the marks are recorded, and progression is calculated.

Below is a general layout of the formal assessment/exam schedule in a given term and it is usually planned to finish no more than two weeks before the end of the term.

Foundation Phase(Gr. 1-3):

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Mathematics Task	Home Language Task	First Additional Language Task	Life Skills Task	Life Skills Task continue.

A minimum of one task per subject is required in the Foundation Phase. Should the teacher wish to, she may break up the requirements into two tasks (for mathematics and home language only) which will then result in the formal assessment lasting for two weeks instead of one.

**Intermediate Phase (Gr. 4-6):**

In the Intermediate phase, exams last approximately 3 – 4 weeks. Below is a layout of the Formal Assessments required for each term in the Intermediate Phase.

Grade 4 Number of Tests and Projects Layout

	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>
<b>English Home Language</b>	2	-	2	-	2	-	2	-
<b>Afrikaans First Additional Language</b>	2	-	2	-	2	-	2	-
<b>Mathematics</b>	2	1	2	-	2	1	2	1
<b>Natural Sciences and Technology</b>	1	1	1	1	1	1	1	1
<b>Social Sciences (Geography &amp; History)</b>	-	2	2	-	2	-	2	-
<b>Life Skills</b>	1	2	1	2	1	2	1	2

Grade 5 Number Tests and Projects Layout

	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>
<b>EnglishHome Language</b>	2	-	2	-	2	-	2	-
<b>Afrikaans First Additional Language</b>	2	-	2	-	2	-	2	-
<b>Mathematics</b>	2	-	2	-	1	1	3	-
<b>Natural Sciences and Technology</b>	1	1	1	1	1	1	1	1
<b>Social Sciences (Geography &amp; History)</b>	2	-	2	-	1	1	2	-
<b>Life Skills</b>	1	2	1	2	1	2	1	2

Grade 6 Number of Tests and Projects Layout

	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>
<b>EnglishHome Language</b>	2	-	2	-	2	-	2	-
<b>Afrikaans First Additional Language</b>	2	-	2	-	2	-	2	-
<b>Mathematics</b>	2	1	2	-	2	1	2	2
<b>Natural Sciences and Technology</b>	1	1	1	1	1	1	1	1
<b>Social Sciences (Geography &amp; History)</b>	2	-	2	-	2	1	2	-
<b>Life Skills</b>	1	2	1	2	1	2	1	2

**Senior Phase (Gr.7):** In the Senior phase, exams last approximately 3 – 4 weeks. Projects of the second and fourth term should be carried out throughout the term and not during the above layout. Below is a layout of the Formal Assessments required for each term in the Senior Phase.

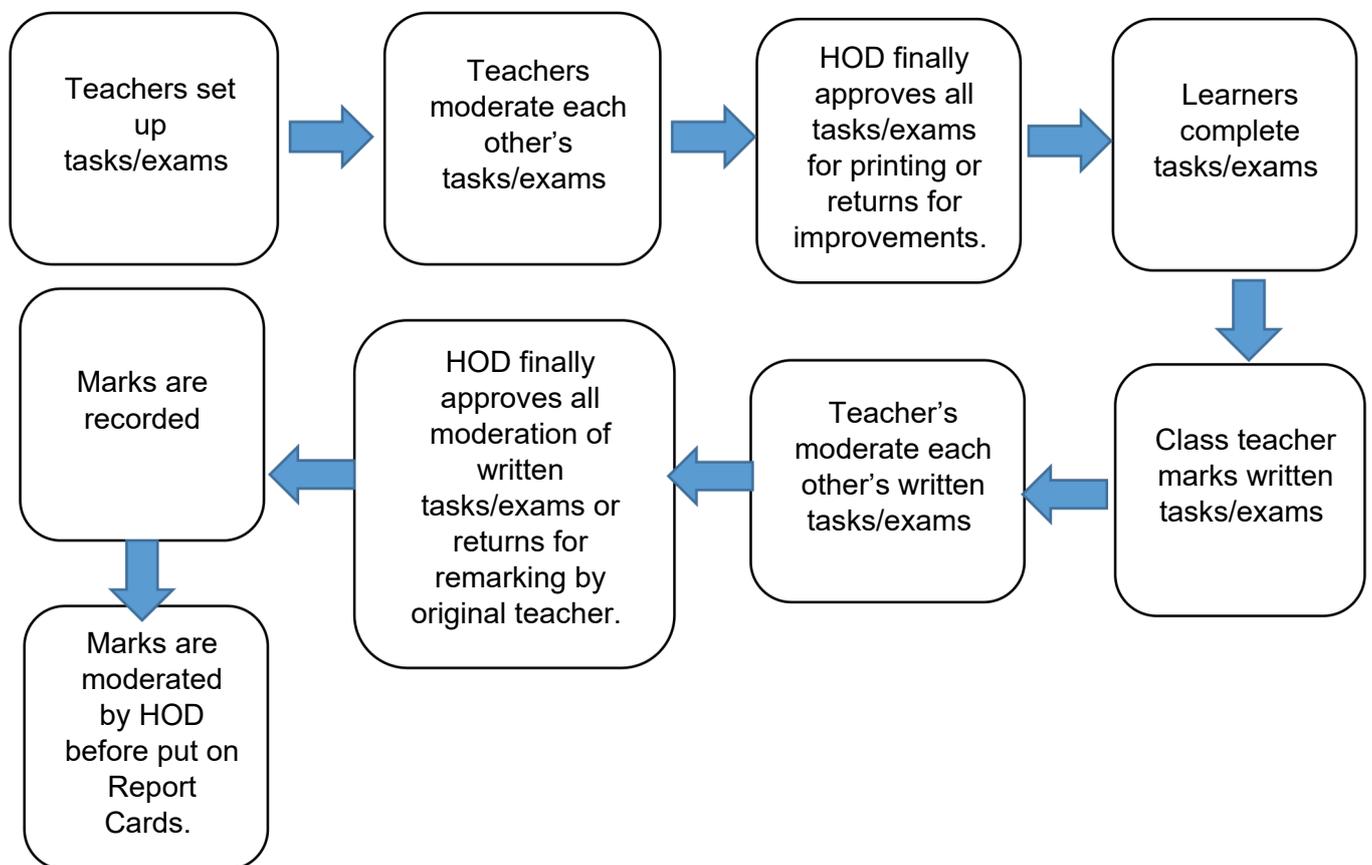
Grade 7 Number of Tests and Projects Layout

	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>	<b>Test</b>	<b>Project</b>
<b>English Home Language</b>	2	-	2	-	2	-	2	-
<b>Afrikaans First Additional Language</b>	2	-	2	-	2	-	2	-
<b>Mathematics</b>	2	1	3	-	2	1	2	1
<b>Natural Sciences</b>	2	-	3	-	2	-	2	-
<b>Technology</b>	1	1	1	1	1	1	1	1
<b>Social Sciences (Geography &amp; History)</b>	2	-	2	-	2	-	2	-
<b>Economic and Management Sciences</b>	2	-	2	-	1	1	1	-
<b>Life Skills</b>	2	-	2	-	1	1	2	-
<b>Creative Arts (Visual Arts)</b>	2	1	4	1	2	1	4	2
<b>Creative Arts (Drama)</b>	2	1	4	1	2	1	4	2

## **MODERATION OF ASSESSMENT TASKS/EXAMS**

Tasks will be assessed by other teachers and ultimately by the Head of Department of each phase to ensure that all needed material was covered and that there are no mistakes on the tasks. After each assessment task is written by the learners the class teacher will mark and record the scores of the learners. Then the Tasks gets sent to one of the other teachers in the same phase where the marking will be moderated to ensure that the teacher marked according to the memorandum and that marks are allocated correctly and fairly.

Below is a diagram of the moderation process:



## **APPEALS AND GRIEVANCE PROCEDURES**

It is possible that parents feel their child did not receive the marks that they deserve. If that is the case, the following procedures should be followed:

1. Parents must make an appointment with the teacher. During this meeting parents can discuss their concerns with the teacher and ask for proof of mark allocation and an explanation of how marks were allocated.
2. The teacher will then go through the specific test/project with the parent to act as proof of the learner's progress.
3. Should the parent disagree with the marks allocated by the teacher, the memorandum can be used to explain how the marks were allocated.
4. Should the teacher and parent find that marks were incorrectly allocated, the teacher will amend these marks and bring it under the attention of the HOD for approval.
5. If no changes were found but the parents are still unhappy, the teacher and HOD and/or principal will have a meeting to investigate the allocation of the marks more closely and will get back to the parents.
6. If the HOD and/or principal agreed on marks it will be seen as non-negotiable as all needed steps was taken to ensure proper mark allocation.

Time line for appeals and grievances: from the date of receiving the marks, parents will be granted 5 working days to come forward with any enquiries or concerns. All procedures must be completed within one week from the first day that the parents met with the teacher.