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**ASSESSMENT INSTRUCTION 24 OF 2012**

**TO: DEPUTY-DIRECTOR GENERAL  
CHIEF FINANCIAL OFFICER  
CHIEF DIRECTORS  
DIRECTORS AND DISTRICT DIRECTORS  
CHIEF EDUCATION SPECIALISTS  
EDUCATION DEVELOPMENT OFFICERS  
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS  
PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS  
GRADES 10 - 12  
TEACHER UNIONS / ORGANISATIONS  
SCHOOL GOVERNING BODIES**

**DATE: 12 MARCH 2012**

**IMPLEMENTATION OF SCHOOL BASED ASSESSMENT (SBA) GRADES 10 - 12  
AND MANAGEMENT PLAN 2012**

**1. BACKGROUND**

Assessment in the National Curriculum Statement (NCS) Grades 10 – 12 is an integral part of teaching and learning. School Based Assessment (SBA) is an assessment model designed to assist teachers and learners to assess individual progress and monitor the remediation of areas in which learners need assistance throughout the year. It refers to the formal and informal assessment tasks carried out at school for marks to be included in the learners' evidence of work.

SBA is compulsory. Evidence of learners' work is a **COMPULSORY** requirement for **ALL** subjects. It combines both formal and informal assessment, internal and external assessment which allows for learners to be assessed continuously. A learner who takes more than seven (7) subjects must meet the SBA requirements for those additional subjects.

Parents and Learners must be informed at the beginning of the year that SBA is a compulsory component of their promotion mark and that it must be given the support and attention it deserves.

The SBA mark in every subject constitutes a weighting of 25% of the final promotion mark for the National Senior Certificate (NSC), except for Life Orientation where the SBA constitutes 100%. **Please note:** Life Orientation is out of a maximum **mark of 400**. **No conversion of marks to percentages** must be done on the mark sheets.

## 2. PURPOSE

This Assessment Instruction is intended to provide Departmental Officials, School Principals and teachers with a framework in which to plan for SBA for 2012. It describes the duties and responsibilities of all stakeholders in the implementation of SBA. This Assessment Instruction includes a Management Plan with important dates for the implementation of SBA at school, district and provincial levels. The Assessment Instruction also intends to ensure the maintenance and improvement of the quality of SBA.

## 3. LEGISLATIVE FRAMEWORK

The following are the policies that govern SBA:

- National Education Policy Act, 1996 (Act No. 27 of 1996).
- The South African Schools Act, 1996 (Act No 84 of 1996) as amended.
- An Addendum to the policy document, the National Senior certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Recording and Reporting (Grade R – 12) as published in the Government gazette No 29467.
- The General and Further Education and Training Quality Assurance Act, 2001 (Act No 58 of 2001).
- CAPS Grade 10

## 4. PROVINCIAL GUIDELINE FRAMEWORK

In addition to the above legislation, the Directorate: Curriculum FET Programmes and the Directorate: Assessment & Examinations developed the following guidelines to support SBA implementation:

- Continuous Assessment Guidelines for subjects (2008).
- Provincial Curriculum Guideline 11/2007: Provincial Continuous Assessment Policy Grades 10 – 12.



**NOTE:** ALL SBA Guidelines for subjects (2008) were distributed to schools and are also available at District Offices. Moreover, it can be downloaded from the following website addresses:

<http://www.ecdoe.gov.za>

<http://www.eccurriculum.co.za>

<http://www.ecexams.co.za>

## 5. KEY PRINCIPLES RELATING TO SBA

- SBA should be transparent in order for learners and teachers to have a clear understanding of the expectations of an assessment task, the marking criteria, the knowledge (learning outcomes and assessment standards required) skills and values which are being assessed.
- SBA informs and evaluates teaching and learning, and moreover, provides a basis for remediation and further teaching and learning;
- SBA encompasses a variety of teaching and assessment methods as well as learning styles
- SBA is objective, valid, fair, time efficient and criterion referenced.

## 6 THE THREE LEVELS OF MODERATION

There are three levels of moderation:

- 6.1 School Based Moderation conducted by the HOD and Principal;
- 6.2 Cluster Moderation/ District SBA Moderation conducted by the Subject Advisor, Cluster Committee and participating teachers and or invited Subject Advisors;
- 6.3 Provincial Centralised Moderation conducted by Provincial Subject Planners and appointed moderators.

**Cluster/District Moderation will be monitored rigorously by Provincial Subject Planners, Department of Basic Education and UMALUSI.**

The first two levels of moderation have been outlined in the roles and responsibilities of each role-player listed below.

## 7. ROLES AND RESPONSIBILITIES

The following key roles and responsibilities in respect of SBA have been identified at **THREE** different organisational levels:

- School level
- Cluster/District level
- Provincial level



## 7.1 LEVEL 1: SCHOOL LEVEL

### 7.1.1 SUBJECT TEACHER

7.1.1.1 The subject teacher is required to:

- Develop a Work Schedule, Lesson Plans and a Programme of Assessment (with dates and timeframes) for the year for his/her subject in Grades 11 - 12. This should be kept in the Teacher's File. Provincial Lesson Plans could be used by the teacher at this stage of planning.
- Use the Annual Teaching Plan (ATP) for Grade 10 found in the CAPS document.
- Analyse the results of the performance of all learners from the previous year's results to inform teaching, learning and assessment for the year by developing Subject Improvement Strategies.
- Hand in all plans (Work Schedule, Lessons Plans and Assessment Tasks) to the Head of Department (HOD) for moderation, verification and approval on time.
- Effect all recommendations / changes made by the HOD / Moderator.

7.1.1.2 The Work Schedule, Lesson Plans and Programme of Assessment for Grade 11 and 12 must take into consideration **ALL** prescripts set out in the following documents:

- National Curriculum Statement
- Learning Programme Guidelines (LPG)
- Subject Assessment Guidelines (SAG)
- National Protocol on Assessment
- Provincial CASS Guidelines
- Practical Assessment Task (PAT) (if applicable)

7.1.1.3 The subject teacher is expected to:

- Assess all learners regularly throughout the year according to the Programme of Assessment. This should be done in **RED** ink.
- Keep a mark book / record book / mark schedule of all marks obtained by the learners for SBA tasks based on the National Protocol on Assessment.
- Participate in subject meetings at school, cluster and district level.
- Use the evidence gained about learner attainment through SBA to inform further teaching activities and remediation.
- Ensure that learners submit their work.

### 7.1.2 HEAD OF DEPARTMENT (HOD) SUBJECT/ LEARNING FIELD HEAD

The Head of Department has the dual responsibility at school level as a

(i) teacher and (ii) a member of the School Management Team (SMT) who must



manage and monitor the implementation of the NCS and moderate SBA. The following roles listed below focus on moderation of SBA only in the context of this Assessment Instruction.

7.1.2.1 The HOD has the responsibility of ensuring that:

- Subject teachers fulfill all the requirements outlined in 7.1.1 above.
- **ALL** assessment tasks depicted on the Programme of Assessment are quality assured, together with **ALL** marking rubrics, memoranda and checklists required for the task.
- A sample 10% of all learners work for each assessment task appearing on the Programme of Assessment on completion of the task is moderated. This must be done in **GREEN** ink.
- **Re-marking** occurs during moderation and is not just an audit of the number of tasks completed.
- The moderated pieces of work are signed and dated at the top right hand corner of the first page of the learner's task.
- The teacher's moderation process is supervised and evaluated. This must include agreement on remedial measures.

7.1.2.2 The HOD gives **written, qualitative** feedback to the teacher in terms of:

- The quality of the assessment task (level of difficulty / appropriateness to grade and context of learner).
- The quality of the marking.
- The appropriateness of the task with respect to cognitive level.
- The appropriateness of the task with respect to the SAG, LPG, Work Schedule, CAPS and
- The correctness of the memoranda/rubric/checklist.

7.1.2.3 The HOD gives **written, qualitative** comments to the moderated learner's evidence of work in terms of the quality of the answer and the learners' attempt at completing the task.

7.1.2.4 The HOD moderates 10% of evidence of learners work on an ongoing basis prior to cluster, district and provincial meetings to ensure compliance with the subject SBA policy guidelines.

7.1.2.1 The HOD is responsible to ensure that:

- Subject teachers have adequately prepared learners for all examinations, especially Trial and Final examinations for Grade 11 and 12.
- **ALL** teachers are fully prepared for **Cluster SBA moderation meetings/**

**District SBA moderation and Provincial Centralised SBA Moderation** having all required tasks marked and mark schedules completed for presentation to the Subject Advisor.

- District and Provincial Officials have access to all planning documents and evidence of learners' work during official on-site monitoring and support visits.
- All mark schedules are completed accurately and submitted to the Principal and District Office as required.
- **ALL** teachers attend Cluster SBA moderation meetings on the required date.
- The evidence of learners' work presented at Cluster SBA moderation reflect a wide range of learners' evidence of performance ranging from Level 1 to Level 7.

### 7.1.3 ROLE OF THE SCHOOL PRINCIPAL

7.1.3.1 The Principal must ensure that:

- All subjects or Subject Teachers in each grade in his/her school have a Work Schedule, Lesson Plans and a Programme of Assessment
- All teachers have access to the final results from the previous year for analytical purposes.
- The school has a common Programme of Assessment incorporating all grades to ensure that all formal and informal assessment tasks are completed within the required dates, in appropriate conditions and with the relevant invigilators officiating. This is to be known as the **School Assessment Policy**.
- School based moderation takes place. This involves **re-marking** of learners' assessment tasks for moderation and not just an audit of the number of tasks completed.
- A **School Management Team** (SMT) is operational to oversee all teaching, learning and assessment in compliance with national and provincial policies.
- A **School Assessment Team** (SAT) is operational to oversee all formal and informal assessment procedures at the school in compliance with national and provincial policies.
- All **Assessment Instructions** issued by the Provincial Education Department are discussed and understood by HODs and teachers.
- **ALL** mark schedules are duly completed, signed and submitted to the District Office on due dates.
- No mark sheet has a "0" mark or a "999" inserted.
- The evidence of learners' assessment tasks are marked and moderated by HOD and the subject teacher.
- All learners have a mark recorded next to their names on the required mark schedules.



- 7.1.3.2 The Principal must inform learners, parents and School Governing Bodies (SGBs) at Parents meetings that learners' marks will be "pending" if a SBA mark is not produced. The Principal must raise awareness amongst the parent body that they hold a joint responsibility for learners' performance.
- 7.1.3.3 The Principal must make **2 copies** of the SBA mark sheets. The school must keep one copy, the original mark sheets must be sent to the District Office and the second copy must be placed in the educator's file that is submitted for Cluster, Centralised District and Centralised Provincial moderation.
- 7.1.3.4 The principal must moderate 10% of learners' evidence of work moderated by the HOD for submission to Cluster, Centralised District and Centralised Provincial SBA Moderation meetings prior to submission. This should be done in **GREEN** ink.
- 7.1.3.5 The Principal must sign, date and insert the school stamp on every piece of learner evidence moderated and submitted to Cluster, Centralised District and Centralised Provincial SBA Moderation meetings.

## **7.2 LEVEL 2: DISTRICT (CLUSTER/DISTRICT) SBA MODERATION MEETINGS**

### **7.2.1 THE ROLE OF THE SUBJECT ADVISOR AT CLUSTER/DISTRICT SBA MODERATION MEETINGS**

7.2.1.1 The Advisor will ensure that:

- Teachers have the following documents relevant to planning and SBA:
  - National Curriculum Statement
  - Learning Programme Guidelines (LPG)
  - Subject Assessment Guidelines (SAG)
  - National Protocol on Assessment
  - Provincial CASS Guidelines
  - Practical Assessment Task (PAT) (if applicable)
  - Provincial Lesson Plans
  - Provincial Common Tasks
  - CAPS
- Fully functioning Subject and SBA committees have been established in each cluster with an elected cluster leader.
- The names of the cluster leaders and the District SBA Subject Committee are submitted to the Provincial Head office by the **end of March 2012**.
- All Grades 10 – 12 final results are analysed and the findings factored into a District Subject Improvement Strategy.
- A plan with the dates of regular on-site school visits are submitted to the District CES/DCES which will include the following aspects into on-site school visits:





- Checking on lesson plans, work schedule and Programme of Assessment coverage
  - Quality of Assessment tasks and marking
  - Feed back to teacher, HOD and Principals on the coverage of curriculum and assessment requirements.
  - Alert teacher, HODs and Principals when teachers are perceived to be falling behind schedule and/or not meeting National and Provincial standards for SBA.
  - Remediation advice to teachers, HODs, Principals and EDOs in severe cases of non-compliance.
- 7.2.1.2 The Subject Advisor will include **sampling**, monitoring, evaluation and support of SBA during each on-site visit to a school.
- 7.2.1.3 The Subject Advisor will ensure that they meet regularly with SBA and Subject Committees to plan and evaluate progress of work schedules and SBA Programmes of Assessment.
- 7.2.1.4 These Clusters must meet at least **ONCE** a quarter.
- 7.2.1.5 The Subject Advisor must develop the concept of “Critical Friends” with teachers at Cluster Meetings to ensure collegiality, exchanging of ideas and tasks.
- 7.2.1.6 Subject Advisors must use Cluster/District SBA Meetings to:
- Advise, correct and support teachers in SBA and planning.
  - Ensure commonality in assessment tasks, activities and lessons plans.
  - Inform teachers of the latest developments in terms of the curriculum and assessment requirements,
  - Discuss and mediate Assessment Instructions, Policy documents and Provincial Guidelines.
- 7.2.1.7 At Cluster/District SBA Meetings the Subject Advisor will ensure that:
- Each teacher meets the requirements for SBA during Cluster/District Moderation Meetings.
  - **Subject Advisors/delegated officials** manage and co-ordinate SBA Cluster/District Moderation Meetings. This duty **must not** be delegated to Cluster Chairpersons.
  - Qualitative moderation takes place at SBA Cluster and District SBA Moderation Meetings and not just auditing of the number of SBA tasks submitted. This is to be done in **ORANGE** ink.
  - Moderation is done by consensus. If consensus cannot be reached, the Subject Advisor will facilitate mediation.
  - Adjustment of marks will only be agreed upon by the teachers involved and the Subject Advisor.





- Moderation is done in accordance with the National policy and directives of UMALUSI.
- Teachers are carefully supported when adjustments are made to ensure that challenges associated either with the continual awarding of high or low marks will not be perpetuated.
- **ALL** teachers' portfolios are moderated at school and cluster level.
- A copy of the Cluster Moderation tool/report is given to the teacher.
- A copy of the Cluster Moderation tool/report is kept for reporting to the District CES/DCES and the Provincial Subject Planner.
- 10% of all learners' evidence of work is submitted at Cluster Moderation Meetings and is moderated.
- Attendance registers are kept and moderation reports are completed by the Subject Advisor for submission to the District CES/DCES and the Provincial Subject Planner at ½ Yearly Provincial meetings.

7.2.1.8 Subject Advisors must attend all Cluster/District SBA Moderation Meetings to ensure uniform interpretation of policy documents and guidelines throughout the Districts.

7.2.1.9 As there are only **THREE** compulsory cluster SBA Moderation meetings during the year, it is essential that thorough moderation takes place during the first three cluster meetings. At the **THREE** Provincial SBA Moderation meetings a complete remark of the moderated tasks will be undertaken and that adjustment of marks will take place during these meetings.

7.2.1.10 Subject Advisors are to ensure that a schedule of Cluster/District Moderation is compiled (including venues and times) and distributed to all teachers and a copy submitted to the Provincial Head Office by the **end of March 2012**. Subject Advisors are to use the Management Plan attached to this Assessment Instruction and Chief Directorate Curriculum Management Year Planner to synchronise dates.

7.2.1.11 **Subject Advisors will be required to submit SBA reports no later than 2 weeks after the completion of Cluster/District moderation to the Provincial Head Office.**

### 7.3 LEVEL 3: PROVINCIAL MODERATION

7.3.1 Provincial Moderation takes place **THREE TIMES** a year.

7.3.2 Provincial Moderation is managed by the Directorate: Curriculum FET Programmes and the Directorate: Assessment & Examinations.

7.3.3 All Provincial Subject Planners are Chief Moderators.

7.3.4 Where there is no Provincial Subject Planner for a subject, a Chief Moderator will be nominated by the Directorate.



- 7.3.5 Senior Moderators and moderators are appointed when applications are called for by the Directorates for Centralised Provincial SBA Moderation (held in October of each year) **ONLY**.
- 7.3.6 Term 1 and Term 2 Provincial moderation will be done by Subject Planners and a nominated team of Subject Advisors.
- 7.3.6.1 **15 subjects** will be moderated at **Provincial Centralised moderation** in 2012 and this will be communicated in due course through an Assessment Instruction.
  - 7.3.6.2 **All** National Senior Certificate (NSC) subjects offered at Grade 12 level in the District must be moderated at Cluster and District SBA moderation (Term 1 and 2) meetings.
  - 7.3.6.3 An assessment instruction communicating subjects per district for the three Provincial SBA moderation meetings will be sent to districts during the course of the year.
  - 7.3.6.4 A 20% sample of schools for each subject will be required for Provincial moderation.
- 7.3.7 All schools will submit **SIX** examples of evidence of learners' work and **ONE** teachers' file for each subject offered at the school for the Provincial SBA Moderation process.
- 7.3.8 Evidence of learners work will be remarked and moderated in **PURPLE** ink.
- 7.3.9 A copy of the moderator's report will be forwarded to the school on return of the learners' evidence of work.
- 7.3.10 A Provincial SBA moderation report will be compiled for each subject and distributed to schools for the support and remediation of teaching, learning and assessment.

## 8. SBA MANAGEMENT PLAN - 2012

THE PROVINCIAL **SBA MANAGEMENT PLAN** TOGETHER WITH ALL RELEVANT DATES AND RESPONSIBLE PERSONS IS ATTACHED AS ANNEXURE A.

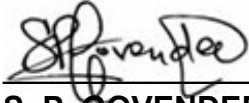
These dates are also contained in the Chief Directorate: Curriculum Management Year Planner for 2012.

**NB: This Management Plan must be followed stringently by teachers, HODs, School Principals, Subject Advisors, District DCES, District CESs and all Provincial officials.**



## 9. CONCLUSION

The importance of School Based Assessment (SBA) moderation process cannot be over emphasised. We trust that the duties allocated in the Assessment Instruction, the due dates and the processes will be carried out by all responsible personnel with both seriousness and commitment.



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**S. P. GOVENDER**

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