



Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

**Directorate: Curriculum ECD & GET Programmes**

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## **ASSESSMENT INSTRUCTION 11 of 2009**

**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 1-9  
TEACHER UNIONS / ORGANISATIONS  
SCHOOL GOVERNING BODIES**

**DATE: 23 FEBRUARY 2009**

### **IMPLEMENTATION OF SCHOOL BASED ASSESSMENT (SBA) IN GRADES 1 TO 9**

#### **1. BACKGROUND**

Assessment in the National Curriculum Statement (NCS) Grades 1-9 is an integral part of teaching and learning. The primary aim of assessment is not to make value judgments of a learner's performance, but to assist them to achieve learning outcomes.

School Based Assessment (SBA), which was referred to as Continuous Assessment (CASS), is distinct from External Assessment. It is an internal assessment model designed to assist teachers to monitor learners' progress and to plan for and provide support for learning in the identified areas of need throughout the year.

SBA includes both formal and informal assessment. It is compulsory to keep records of learners' performance in formal assessment tasks. Teachers are required to collect evidence of learners' work on a regular basis in **ALL** Learning Areas / Learning Programmes.

Parents and learners must be informed at the beginning of the year that SBA is a compulsory component of the progression / promotion requirements and that it must be given the support and attention it deserves.

## 2. PURPOSE

This Assessment Instruction serves to ensure the maintenance and improvement of the quality of SBA throughout the system by:

- Providing Departmental Officials, School Principals and teachers with a framework within which to plan for School Based Assessment (SBA) for 2009.
- Describing the roles and responsibilities of all stakeholders in the implementation of SBA.
- Describing how formal assessment tasks should be carried out at school and how marks/codes should be indicated in the learners' evidence of work.
- Providing a management plan with due dates for the implementation of SBA at school and district level.

## 3. LEGISLATIVE FRAMEWORK

*The National Policy on Assessment and Qualifications for schools in the General Education and Training Band 2004* is the legislative framework that governs School Based Assessment in grades 1-9.

## 4. PROVINCIAL GUIDELINE FRAMEWORK

To support the above legislation, the Directorate: ECD and GET Curriculum Programmes developed *Provincial Assessment Guidelines* for Foundation, Intermediate and Senior Phases (2007/8) for all Learning Areas to enhance the implementation of SBA.

All Assessment Guidelines for Learning Programmes/Areas (2008) were distributed to schools and are also available at District Offices. They can also be downloaded from the website addresses below:

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

<http://curriculum.250free.com>

<http://examinations.250free.com>

## 5. KEY PRINCIPLES RELATING TO SCHOOL BASED ASSESSMENT

**School Based Assessment (SBA) should:**

- 5.1 Be transparent. This means that learners should be given a clear description upfront of what is expected in an assessment task, what marking criteria will be used, and what knowledge (learning outcomes and assessment standards required), skills and values will be assessed.

- 5.2 Inform and evaluate teaching and learning, and moreover, provide a basis for remediation and further teaching and learning.
- 5.3 Encompass a variety of teaching and assessment methods and consider the different learning styles of learners.
- 5.4 Be objective, valid and fair, time efficient and criterion referenced.

## **6. ROLES AND RESPONSIBILITIES**

Key roles and responsibilities in respect of SBA have been identified for those operating at the different organizational levels of the education system given below:

- 6.1 School level
- 6.2 District/Cluster level
- 6.3 Provincial level

The roles listed below have particular relevance to moderation processes of SBA in relation to grade 9 where a learner's overall performance for promotion will be determined by School Based Assessment together with External Assessments and Standardised Assessment Tasks. These moderation measures are intended to establish closer alignment between GET and FET processes. Schools are however advised to implement these measures in all grades in order to strengthen the accountability systems through the different organizational levels, in relation to assessment.

### **6.1 SCHOOL LEVEL**

The Teacher, Head of Department (or Learning Area/ Learning Programme Head) and the Principal have distinct roles in respect of School Based Assessment. These are set out below.

#### **6.1.1 THE ROLE OF THE TEACHER**

**The teacher should:**

- 6.1.1.1 Develop a Work Schedule, Lesson Plans and a Programme of Assessment (with dates and time frames) for the year for his/her Learning Area/ Learning Programmes. This must be kept in the Teacher's Portfolio.
- 6.1.1.2 Analyse the results of the performance of learners to inform teaching, learning and assessment for the next year by developing a Learning Area Improvement Strategy.

- 6.1.1.3 Hand in all plans (Work Schedule, Lessons Plans, and Assessment Tasks) on time to the Head of Department (HOD) for moderation, verification and approval.
- 6.1.1.4 Effect all recommendations/changes made by the HOD. The Work Schedule, Lesson Plans and Programme of Assessment must take into consideration **ALL** prescripts set out in the following documents:
- National Curriculum Statement
  - The National Policy on Assessment and Qualifications for schools in the General Education and Training Band 2004
  - Provincial Assessment Guidelines
  - Provincial Foundation Phase Learner Attainment Targets ( in Literacy and Numeracy )
  - Foundations for Learning Assessment Framework (Foundation and Intermediate Phase )
- 6.1.1.5 Assess learners' work throughout the year in accordance with the Programme of Assessment. This should be done in **RED** ink.
- 6.1.1.6 Provide learners with **written, qualitative** comments on assessment tasks completed.
- 6.1.1.7 Keep a record book / mark schedule of all marks/codes/levels obtained by the learners for SBA tasks.
- 6.1.1.8 Attend and participate in Learning Area/Learning Programme meetings organized at school, in the cluster and at the district.
- 6.1.1.9 Use the evidence of learner attainment obtained through SBA to inform further teaching activities and remediation.
- 6.1.1.10 Ensure that learners do not plagiarise.

### **6.1.2 THE ROLE OF HEAD OF DEPARTMENT (LEARNING AREA/ PHASE HEADS)**

Heads of Departments have the dual responsibility to monitor the planned implementation of the National Curriculum Statement and also to moderate SBA.

#### **The Head of Department should:**

- 6.1.2.1 Ensure that teachers develop Work Schedules, Lesson Plans and Programmes of Assessment (with dates and time frames).
- 6.1.2.2 Ensure that the learners' results are analysed per grade to inform the Learning Area/Learning Programme Improvement Plan.

- 6.1.2.3 Ensure that teachers assess learners on a regular basis throughout the year in compliance with the school's Programme of Assessment.
- 6.1.2.4 Moderate a sample of learners' assessment tasks on completion of the tasks. This must be done in **GREEN** ink.
- 6.1.2.5 Place his/her ticks next to the original ticks.
- 6.1.2.6 Sign and date the moderated pieces of work at the top right hand corner of the first page of the learner's task.
- 6.1.2.7 Supervise and evaluate the teachers' assessment processes. This must include agreement on remedial measures.
- 6.1.2.8 Quality assure **ALL** assessment tasks that appear in the Programme of Assessment, together with **ALL** assessment rubrics, memoranda and checklists required for the tasks.
- 6.1.2.9 Provide **written, qualitative** comments to the teacher in terms of:
- the quality of the assessment task (level of difficulty /appropriateness to grade and context of learner) and the quality of the marking process
  - the appropriateness of the task to the grade, learning outcome and assessment standard
  - the appropriateness of the task with respect to cognitive level abilities
  - the appropriateness of the task with respect to the Work Schedule, and
  - the correctness of the memorandum/rubric/checklist.
- 6.1.2.10 Moderate samples of evidence of learners' work prior to cluster meetings to ensure compliance with the SBA guidelines.
- 6.1.2.11 Ensure that Departmental Officials have access to all planning documents and evidence of learners' work during official on-site monitoring and support visits.
- 6.1.2.12 Ensure that all mark schedules are completed accurately and submitted to the Principal and District Office as required.
- 6.1.2.13 Ensure that **ALL** teachers are fully prepared for Cluster SBA moderation meetings, having all required tasks assessed and mark schedules completed for presentation to the Curriculum Advisor.
- 6.1.2.14 Ensure that **ALL** teachers attend Cluster SBA moderation meetings on the scheduled dates.

### **6.1.3 THE ROLE OF THE SCHOOL PRINCIPAL**

#### **The Principal should:**

- 6.1.3.1 Ensure that all teachers have Learning Programmes, Work Schedules, Lesson Plans and a Programme of Assessment.
- 6.1.3.2 Ensure that the school has a common Programme of Assessment that stipulates the dates for the completion all formal and informal assessment tasks in all Learning Areas / Learning Programmes in all grades
- 6.1.3.3 Ensure that School Based Moderation takes place. This must entail the re-marking of samples of learners' assessment tasks and not just an audit of the number of tasks completed.
- 6.1.3.4 Ensure that the School Management Team (SMT) oversees all teaching, learning and assessment in compliance with national and provincial policies.
- 6.1.3.5 Ensure that a School Assessment Committee is operational to oversee all formal and informal assessment procedures at the school in compliance with national and provincial policies and guidelines.
- 6.1.3.6 Ensure that all Assessment Instructions issued by the Provincial Education Department are discussed and understood by HODs and teachers.
- 6.1.3.7 Inform parents and SGB's about the school's Programme of Assessment and about their responsibilities to monitor their children's performance regularly.
- 6.1.3.8 Ensure that in-school moderation procedures comply with the measures contained in this Assessment Instruction.
- 6.1.3.9 Ensure that **ALL** assessment schedules are duly completed, signed and submitted to the District Office on due dates.
- 6.1.3.11 Make **3 copies** of the SBA assessment sheets. The original must be sent to the District Office, one copy is kept at school, and the third copy must be placed in the educator's file that is submitted for Cluster moderation.
- 6.1.3.12 Ensure that the evidence of learners' assessment tasks are marked by moderating a sample of work moderated by the HOD prior to submission to Cluster CASS moderation meetings. This should be done in **GREEN** ink.
- 6.1.3.13 Sign, date and insert the school stamp on every piece of learner evidence moderated and submitted to Cluster Moderation meetings.
- 6.1.3.14 Ensure that all learners have a mark recorded next to their names on the required mark schedules.

## 6.2 DISTRICT LEVEL:

### 6.2.1 THE ROLE OF THE DISTRICT CURRICULUM ADVISOR IN RELATION TO MODERATION OF SCHOOL BASED ASSESSMENT:

#### The Learning Area/Foundation Phase Advisors should:

6.2.1.1 Ensure that teachers have the following documents relevant to planning and SBA:

- *National Curriculum Statement*
- *The National Policy on Assessment and Qualifications for schools in the General Education and Training Band 2004*
- *Provincial Assessment Guidelines*
- *Provincial Learner Attainment Targets in Literacy and Numeracy*

6.2.1.2 Establish Learning Area Committees and SBA committees in each cluster with elected cluster committee members and monitor the functionality of the committees.

6.2.1.3 Plan and submit their schedules for On-Site School Support visits to the CES/DCES.

6.2.1.4 Submit reports on school visits to the CES/DCES which should include:

- Reports on lesson plans, work schedule and Programme of Assessment coverage observed.
- Comments on Quality of Assessment tasks and the marking thereof.
- Feed back to teacher, HOD and principals on the coverage of curriculum and assessment requirements.
- Reports on what was done to inform the teachers, HOD's and Principals where teachers were perceived to be falling behind schedule and/or not meeting National and Provincial standards for SBA.
- Remediation a dvice to teachers, HODs, Principals and EDOs in severe cases of non-compliance.
- Reports on monitoring, evaluation and support provided on SBA during each on-site visit to a school.

6.2.1.5 Meet regularly with SBA and Learning Areas / Phase Committees to plan and evaluate progress of work schedules and SBA Programmes of Assessment.

6.2.1.6 Ensure that these Committees meet at least **ONCE** a quarter.

6.2.1.7 Encourage the formation of "Critical Friends" with teachers at cluster meetings to ensure collegiality, swapping of ideas and tasks.

6.2.1.8 Manage and co-ordinate SBA Cluster Meetings. This duty **must not** be delegated to Cluster Chairpersons or teachers.

6.2.1.9 Cluster Meetings should serve to:

- Advise, correct and support teachers in SBA and planning.
- Inform teachers of the latest developments in terms of the curriculum and assessment requirements, discuss and mediate Assessment Instructions, Policy documents and Provincial Guidelines.
- Ensure that each teacher meets the requirements for SBA during Cluster Moderation Meetings.
- Ensure uniform interpretation of policies and guidelines throughout the Districts.

6.2.1.10 Ensure that qualitative moderation takes place at SBA Cluster Meetings and to note the following:

- Moderation is not about auditing the number of SBA tasks submitted but about re-marking of submitted work.
- There should be consensus about interpretations. If consensus cannot be reached, the Curriculum Advisors should mediate. The moderation must be done in accordance with the National policy and directives of UMALUSI.
- **All** teachers' portfolios at school and cluster level must be moderated.
- A copy of the Cluster Moderation tool/report must be given to the teacher.
- A copy of the Cluster Moderation tool/report must be given to the District CES/DCES and the Provincial Learning Area Planner.
- A sample of all learners' evidence of work must be submitted at Cluster Moderation Meetings.
- Attendance registers must be completed and moderation reports submitted to the District CES/DCES.

### 6.3 PROVINCIAL LEVEL

The Provincial Department of Education is responsible for the monitoring of the implementation of SBA. This will be done in accordance with the SBA Management Plan for 2009 as indicated below. These dates are aligned with the Curriculum Year Planner for 2009 of the Chief Directorate: Curriculum Management.

This Management Plan must be strictly adhered to by teachers, HODs, School Principals, District Curriculum SESs, District Curriculum DCESs, District Curriculum CESs and all Provincial Curriculum officials.

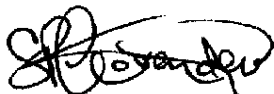


**SBA MANAGEMENT PLAN: GRADES 1 - 9**

|    | ACTIVITY  | OUTPUT   | DATE   | RESPONSIBILITY   |
|----|---|--|--|--|
| 1  | Conduct School Learning Area Planning meetings to prepare, evaluate and approve Work Schedules, Lesson Plans and Programmes of Assessment | Lesson Plans<br>Work schedules<br>Programme of Assessment  | 06<br>December<br>2008-19<br>January<br>2009 | Learning Area<br>Teacher/<br>Foundation Phase<br>Grade Teacher<br>HOD<br>Principal |
| 2  | First term SBA tasks completed by learners  | Identified tasks (SBA guidelines) assessed and submitted for moderation  | 21 January<br>- 20 April                     | Learning Area<br>Teacher/<br>Foundation Phase<br>Grade Teacher                     |
| 3  | First term SBA moderation by HOD  | 10% of learners' evidence of work moderated  | 06 - 09<br>April 2009                        | HOD  |
| 4  | First term SBA moderation by Principal  | Moderate a sample of the HODs' moderated work  | 14 - 17<br>April 2009                        | Principal  |
| 5  | Prepare for Its SBA Moderation Cluster Meetings   | Moderation of Learners' evidence of work and teachers' portfolios with evidence of 1st term assessment tasks completed | 14 - 17<br>April 2009                        | Learning Area<br>Teacher/<br>Foundation Phase<br>Grade Teacher<br>HOD<br>Principal |
| 6  | Attend First Cluster Moderation Meeting   | 10% of learners' evidence of work to be submitted for moderation at Cluster Level                                      | 20 - 30<br>April 2009                        | Learning Area<br>Teacher/<br>Foundation Phase<br>Grade Teacher                     |
| 7  | Second term SBA moderation by HOD   | 10% of learners' evidence of moderated work  | 06 - 10<br>July 2009                         | HOD  |
| 8  | Second term SBA moderation by Principal   | Moderate a sample of the HODs' moderated work  | 13 - 17<br>July 2009                         | Principal  |
| 10 | Attend Second Term Cluster Moderation Meeting   | 10% of learners' evidence of work to be submitted for moderation at Cluster Level                                      | 20 - 31<br>July 2009                         | Learning Area<br>Teacher/<br>Foundation Phase<br>Grade Teacher                     |

|    | ACTIVITY  | OUTPUT   | DATE                         | RESPONSIBILITY   |
|----|---|--|------------------------------|--|
| 9  | Prepare for 2nd SBA Moderation Cluster Meetings | Moderation of Learners' evidence of work and teachers' portfolios with evidence of 1st term assessment tasks completed             | 13 – 17 July 2009            | Learning Area Teacher/<br>Foundation Phase Grade Teacher<br>HOD<br>Principal |
| 11 | Prepare for 3rd SBA Moderation Cluster Meetings | Moderation of Learners' evidence of work and teachers portfolios with evidence of 2 <sup>nd</sup> term assessment tasks completed  | 24 – 28th Aug. 2009          | Learning Area Teacher/<br>Foundation Phase Grade Teacher<br>HOD<br>Principal |
| 12 | Attend Third Term Cluster Moderation Meeting    | 10% of learners' evidence of work to be submitted for moderation at Cluster Level  | 31 Aug.–<br>04 Sep.<br>2009  | Learning Area Teacher/<br>Foundation Phase Grade Teacher                     |
| 13 | Fourth term SBA moderation by Principal         | Moderate a sample of the HODs' moderated work  | 28 Sept.–<br>02 Oct.<br>2009 | Principal  |
| 14 | Prepare for 4th SBA Moderation Cluster Meetings | Moderation of Learners' evidence of work and teachers' portfolios with evidence of 3 <sup>rd</sup> term assessment tasks completed | 28 Sept.–<br>02 Oct.2009     | Learning Area Teacher/<br>Foundation Phase Grade Teacher<br>HOD<br>Principal |
| 15 | Attend 4th Term Cluster Moderation Meeting      | 10% of learners' evidence of work to be submitted for moderation at Cluster Level  | 05 - 09 Oct.<br>2008         | Learning Area Teacher/<br>Foundation Phase Grade Teacher                     |

It is envisaged that this Assessment Instruction will assist teachers, HODs, SMTs, Principals and District Officials in managing School Based Assessment procedures and processes in a uniform manner from Grade 1 to 9.



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**MR SP GOVENDER**  
**CHIEF DIRECTOR: CURRICULUM MANAGEMENT**