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ASSESSMENT INSTRUCTION 49 OF 2013

TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF EDUCATION SPECIALISTS
SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS:
GRADES 1 – 9
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 13 NOVEMBER 2013

**GENERAL EDUCATION AND TRAINING (GET) BAND
2013 PROGRESSION/PROMOTION REQUIREMENTS: GRADES 1 TO 9**

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1. INTRODUCTION

The implementation of the Curriculum and Assessment Policy Statement (CAPS) is progressing well in the Foundation Phase (Grade 1-3) and Intermediate Phase (Grades 4-6). There will be full implementation of CAPS in Senior Phase (Grades 7 – 9) in 2014. Schools with Foundation and Intermediate Phase learners must use the provisions of the current policies:

- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,*
- *National Protocol for Assessment Grades R-12*
- *Curriculum and Assessment Policy Statement (CAPS) for all approved subjects.*
- *Approval of the amendment policy pertaining to the National Curriculum Statement Grades R-12.*

Schools with Senior Phase (Grades 7-9) learners must use the provisions of National policy on Assessment and Qualifications for Schools in the General Education and Training Band, as published in *Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007* only for 2013.

2. FOUNDATION PHASE: RECORDING AND REPORTING IN GRADES 1-3.

2.1 The achievement levels and their descriptions provided in the Table 1 below should be used for recording and reporting learner performance in the Foundation Phase (Grades 1- 3) These descriptions are intended to rate learners at the correct level. Comments should be used to qualify learner performance.

Table 1: Scale of achievement for Grade R - 3

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
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

2.2 In 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.

3. PROGRESSION REQUIREMENTS FOR GRADES 1- 3

3.1 Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm that means a learner may not be retained in this phase for more than four years. If a learner displays a lack of competence to cope with the next grade's work, assessment should be done to determine the level of support required.

3.2 The following policy prescripts for determining a learner's progression from Grade 1 to 2 and Grade 2 to 3 in the Foundation Phase must be followed:

- (a) Adequate Achievement (Level 4) - 50%-59%) in one official language at Home Language level, and
- (b) Moderate Achievement (Level 3) – 40%-49%) in the second required official language at First Additional Language level and
- (c) Moderate Achievement (Level 3) in Mathematics (40%-49%).

4. INTERMEDIATE PHASE: RECORDING AND REPORTING IN GRADES 4 - 6

4.1. The rating codes with their percentages and descriptors as provided in the Table 2 below, should be used for recording and reporting learner performance in the Intermediate Phase (Grades 4-6).

Table: 2

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 Achieved	0 – 29

4.2. Comments should be used to qualify learner performance.

4.3 Ideally, all learners in Grades 4 - 6 should progress with their age cohort.

4.4. Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.

4.5 Where a learner needs more time to demonstrate achievement, decisions shall be made based on the advice of the relevant role-players: teachers, learners, parents and District officials.

- 4.6. No learner should stay in the same phase for longer than four years unless the Provincial Head of Department has given approval based on specific circumstances and professional advice.
- 4.7. If a learner needs more time to achieve the Learning Outcomes, then that learner need not be retained in a grade for a whole year. It is important that a learner support strategy be put in place to support such learners.

5. PROGRESSION REQUIREMENTS FOR GRADES 4- 6

5.1. The following policy prescripts for determining a learner's progression from Grade 4 to 6 in the Intermediate Phase: must be followed:

- (a) **Adequate Achievement (Level 4) (50% - 59%) in one official language at Home Language level;**
- (b) **Moderate Achievement (Level 3) (40%-49%) in the second required official Language at First Additional Language level;**
- (c) **Moderate Achievement (Level 3) (40%-49%) in Mathematics, and**
- (d) **Moderate Achievement (Level 3) (40% - 49%) in any other two (2) of the remaining approved subjects. This requirement excludes Immigrant learners.**

NB: Learners are not permitted to offer more than one language from the same language group.

Learners are not permitted to offer the same language on Home Language and First or Second Additional Language level.

6. CONCESSIONS

6.1 An immigrant learner in the intermediate Phase must:

- a) Pass one of the required two official languages on at least First Additional Language level and obtain a rating of Moderate Achievement in that language
- b) Comply with the other Foundation or Intermediate Phase Progression requirements.

6.2 An immigrant learner may offer his or her Home Language in lieu of one language, provided that is an officially approved non-official language, provided further he or she complies with the Intermediate Phase promotion requirements.

6.3 To be classified as an Immigrant Learner, such a learner must be in possession of:

- a) The relevant official documentation issued by the Department of Home Affairs; and
- b) The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

6.4 The following concessions may apply to learners who experience barriers to learning.

6.4.1. A deaf learner must offer two required official languages.

- (a) *he or she must pass one of the required two official languages on at least First Additional Language level and obtain a Moderate Achievement (Level 3) in that language;*
- (b) *an Elementary Achievement (Level 2) in the second official Language*
- (c) *comply with the other Foundation or Intermediate Phase promotion requirements.*

6.4.2 Learners with communication and language impairments, e.g. aphasia and dyslexia must also meet the requirements as set out in *subparagraph 6.4.1* above.

6.5 *White Paper 6 on Special needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learning.

7. SENIOR PHASE: RECORDING AND REPORTING IN GRADES 7 - 9

7.1. The rating codes, together with the descriptors or the percentages provided in the Table 3 below, should be used for recording and reporting learner performance in the Senior Phase (Grades 7- 9).

7.2. Comments should be used to qualify learner performance.

Table: 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 Achieved	0 – 29

8. PROMOTION REQUIREMENTS AT GRADE 9 LEVEL

- 8.1 This provision shall apply only for the 2013 academic year.
- 8.2 Promotion occurs only at Grade 9 level. A learner is promoted from Grade 9 on the basis of demonstrating competences that reflect a balanced spread over all eight Learning Areas, and which have been assessed through a continuous assessment programme and an external summative assessment component.
- 8.3 A learner will be promoted to Grade 10 only if s/he has satisfied the following achievement requirements:
- a) At least a "moderate achievement" or level 3 rating in one of the Official Languages offered and Mathematics;
 - b) At least an "elementary achievement" or level 2 rating in the other Official Language; and
 - c) At least a "moderate achievement" or level 3 rating in four other Learning Areas.
- 8.4 All eight Learning Areas are compulsory and the assessment of all eight is compulsory, but the promotion of the learner will be based on Languages, Mathematics and four (4) other Learning Areas.

9. NOTE WELL:

The learner will be promoted only if s/he satisfies the requirements of both the Continuous Assessment (75%) and the *External Assessment (25%) components in all the Learning Areas. (See Assessment Instructions 12 & 28 of 2010)

10. CONDONATION AT GRADE 9 LEVEL

- 10.1. The minimum requirements in terms of offering eight Learning Areas, a minimum of two languages, and evidence of performance in CASS and External Assessment should be met before condonation may be considered.
- 10.2 A learner's results will be condoned only once in one of the following cases:
- a) when s/he achieves elementary achievement or level 2 in Mathematics; or
 - b) when s/he achieves elementary achievement or level 2 in Languages; or
 - c) when s/he achieves elementary achievement or level 2 in only one of the four other Learning Areas required for promotion.
- 10.3 Grade 9 signifies an access point in the education system. All accredited examining bodies for this level must meet assessment requirements in terms of the provisions of the General and Further Education and Training Quality Assurance Council (Umalusi).

11. EXEMPTIONS

- 11.1. An Immigrant Learner that has been in the country for less than three years by the beginning of the Grade 9 year will be exempted from the promotion requirement of two official languages. Such a learner still has to offer two official languages, but needs to obtain only a "moderate achievement" in one of these languages.
- 11.2. A deaf learner will be exempted from the promotion requirement of two official languages. However, this learner still needs to offer two languages (*South African Sign Language and one other official language on at least first additional level*) and is required to obtain a "moderate achievement" in only one of these languages.
- 11.3. Learners with any other special needs, including serious forms of language development delays such as dyslexia and mathematical disorders such as dyscalcula, should also be considered for exemption. (See Assessment Instruction 05 of 2013 dated 14 January 2013).

12. SUBMISSION OF SCHEDULES: DUE DATES.

- 12.1. All progression/promotion schedules for Grades 1 to 9 must be lodged by **schools** with the Education Development Officers (EDOs) by **Friday 06 December 2013**.
- 12.2. The schedules must be lodged by the **EDOs** with the District Examinations office by **Thursday 12 December 2013**.
- 12.3. The schedules must be lodged by the **District Examinations office** with the Directorate Assessment and Examinations by **Wednesday 18 December 2013**.
- 12.4. **No public school may close for 2013 without having submitted an accurate progression/promotion schedule showing the progression/promotion of all learners in Grades 1 to 9 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*). Where this occurs and there is non-compliance consequence management will be applied to all relevant officials at the applicable school and within the district.
- 12.5. **No Independent School that is registered to offer Grades 1 to 9 under the Eastern Cape Department of Education may close for 2013 without having submitted an accurate progression/promotion schedule showing the progression/promotion of all learners in Grades 1 to 9 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*). Where this occurs and there is non-compliance, consequence management will be applied to all relevant officials at the applicable school and within the district.

13 CONCLUSION

The recent history of all progression/promotion schedules have highlighted a serious problem in the application of the progression/promotion policy and the recording of data on both the schedules and the report cards. It is anticipated that all officials will apply themselves diligently to these important year-end processes. In particular, District Directors and School Principals are kindly requested to devise strategies, inclusive of establishing quality assurance teams, to ensure the accuracy of schedules and statistics before signature and submission.

The due dates given must be strictly adhered to. Failure to adhere to dates has a knock-on effect on all end-of- year processes. The co-operation of EDOs, Principals and teachers is both expected and appreciated in the best interest of all learners in the Province of the Eastern Cape.



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