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### **ASSESSMENT INSTRUCTION 21 OF 2024**

**TO:**

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

**DATE:** 03 APRIL 2024

### **STANDARD OPERATING PROCEDURE (SOP) MANUAL ON SCHOOL-BASED ASSESSMENT GRADE 10-12**

1. This Assessment Instruction has the reference to National Standard Operating Procedure Manual on School-Based Assessment Grades 10-12.
2. This Assessment Instruction serves to outline the national standards for quality assurance of SBA, including PAT and Oral assessment in the province.
3. The manual from the Department of Basic Education (DBE) aims to ensure that the principles of quality assurance, viz. validity, reliability, and fairness for all candidates, are upheld in all processes in the moderation cycle. It also seeks to ensure that an appropriate quality assurance mechanism will be utilised to promote a uniform interpretation and application of the assessment standards, thus ensuring consistency of assessment at school,

district, and provincial levels, and across institutions registered with independent bodies.

4. The manual will serve as the basis for the monitoring of SBA implementation by the DBE and PEDs. This manual will be reviewed as and when the need arises so that provision is made to improve and amend current processes and procedures.
5. The manual will direct and guide the practice and conduct of the following officials:
  - DBE Examination and Curriculum officials
  - PED Examination and Curriculum officials
  - District Examination and Curriculum Officials
  - Subject Advisors
  - School managers and teachers
  - SBA moderators
  - Monitors/Quality assurers of the SBA process at each level of the system.
6. This manual will cover the five key components of the assessment regime as outlined in the Guideline on the Quality Assurance of SBA for Grades 10-12 (Guideline is attached).
  - The school-based assessment system
  - The assessment task
  - The administration of the assessment task
  - The learner evidence
  - The assessment feedback
7. The manual is in line with the Guideline on the quality Assurance of SBA for grade 10-12 and is divided into the key sections with annexures. For each of the sections, the norms and standards are articulated. These norms and standards will serve as the benchmark which must be achieved and the norms and standards are formulated in such a manner that it also embodies a quality component so that participants are encouraged to move beyond the level of minimum compliance. The norms and standards for

each of the sections are followed by the detailed process and procedures that will guide implementation of the specific component of SBA cycle.

**NORMS** are collective expectations that all stakeholders at all levels at the education system have from each other.

**STANDARDS** are written definitions of the norms that can be monitored for compliance.

8. The information in this Assessment Instruction must be timeously disseminated to schools. Districts and Circuit Managers must ensure that the above guidelines are applied accurately across all schools.

The co-operation in ensuring that compliance in examination related policies and regulations is always appreciated.



DDG: CURRICULUM MANAGEMENT AND DELIVERY  
MR R. TYWAKADI

05/04/2024  
DATE



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **STANDARD OPERATING PROCEDURE MANUAL**

## **SCHOOL-BASED ASSESSMENT**

### **GRADES 10–12**

## **ACRONYMS**

<b>CAPS</b>	Curriculum and Assessment Policy Statements
<b>DAIC</b>	District Assessment Irregularity Committee
<b>DBE</b>	National Department of Basic Education, Grades R–12
<b>DH</b>	Departmental Head (at school)
<b>LOA</b>	Language Oral Assessment
<b>NPPPPR</b>	National Policy pertaining to the Programme and Promotion Requirements
<b>NSC</b>	National Senior Certificate
<b>PAM</b>	Personnel Administrative Measures (July 2022)
<b>PAT</b>	Practical Assessment Task
<b>PEDs</b>	Provincial Education Departments
<b>SAIC</b>	School Assessment Irregularity Committee
<b>SA-SAMS</b>	South African School Administration and Management System
<b>SAT</b>	School Assessment Team
<b>SBA</b>	School-based Assessment
<b>SIAS</b>	Policy on Screening, Identification, Assessment and Support
<b>SMT</b>	School Management Team

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## CHAPTER 1: INTRODUCTION AND PURPOSE

### INTRODUCTION

The standard operating procedure manual for school-based assessment outlines the national standards for the quality assurance of SBA, including PAT and oral assessment across all nine PEDs. This manual aims to ensure that the principles of quality assurance, viz. validity, reliability and fairness for all candidates, are upheld in all processes in the moderation cycle.

The SOP will ensure that an appropriate quality assurance mechanism will be utilised to promote a uniform interpretation and application of the assessment standard, thus ensuring consistency of assessment at school, district and provincial levels, and across institutions registered with independent assessment bodies.

#### 1.1 Legislative framework

- National Education Policy Act, 1996 (Act 27 of 1996)
- South African Schools Act, 1996 (Act 84 of 1996)
- Education Labour Relations Council (ELRC)
- South African Council for Educators (SACE)
- *National Protocol for Assessment for Grades R–12* and amended as Government Gazette No. 36042, 12 September 2011
- *National Policy on the Conduct, Administration and Management of Assessment of the National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)*, published in the Government Gazette No. 30048, Vol. 505 of 6 July 2008
- *Regulations pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate*, published in the Government Gazette No. 31337, Vol. 518 of 29 August 2008
- National Curriculum Statements (NCS) Grades R–9 and 10–12 (General)
- *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)*, with learning outcomes as stipulated in the National Curriculum Statement (NCS) Grades 10–12 (General)
- *National Policy on the Conduct, Administration and Management of the National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)*, published in Government Gazette No. 29467, Vol. 498 of 11 December 2006

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects
- *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12* (No. 34600)
- Government Gazette on Approval of the National Curriculum Statement Grades R–12
- National Protocol for Assessment Grades R–12
- Government Gazette on Approval of the Regulations pertaining to the National Curriculum Statement Grades R–12 (No. 36041)

## **1.2 Purpose and scope of this manual**

This manual will serve as the basis for the monitoring of SBA implementation by the DBE and PEDs. The manual will be reviewed as and when the need arises so that provision is made to improve and amend current processes and procedures. The manual will direct and guide the practice and conduct of the following officials:

- DBE Examination and Curriculum officials
- PED Examination and Curriculum officials
- District Examination and Curriculum officials
- Subject advisors
- School managers and teachers
- SBA moderators
- Monitors/Quality assurers of the SBA process at each level of the system

The manual will cover the five key components of the assessment regime as outlined in the Guideline on the Quality Assurance of SBA for Grades 10–12:

1. The school-based assessment system
2. The assessment task
3. The administration of the assessment task
4. The learner evidence
5. The assessment feedback



### 1.3 Structure of the manual

The manual is in line with the Guideline on the Quality Assurance of SBA for Grades 10–12 and is divided into the key sections with annexures. For each of the sections, the norms and standards are articulated. These norms and standards will serve as the benchmark which must be achieved and the norms and standard are formulated in such a manner that it also embodies a quality component so that participants are encouraged to move beyond the level of minimum compliance. The norms and standards for each of the sections are followed by the detailed processes and procedures that will guide implementation of the specific component of the SBA cycle. A selection of accompanying annexures containing exemplar forms, templates and tools can be used or adapted by a provincial education department. These annexures are intended to model and facilitate the standardisation of SBA systems and processes and enhance the consistency of practice across the country. These annexures will be updated regularly to accommodate ongoing enhancements and improved practice-related SBA systems and processes.

**Norms** are collective expectations that all stakeholders at all levels at the education system have from each other.

**Standards** are the written definitions of the norms that can be monitored for compliance.

## STRUCTURE OF THE SOP MANUAL

Guideline on the Quality Assurance of SBA for Grade 10–12	SOP Section/Chapter	SOP Steps	SOP Annexures
CHAPTER 4 & CHAPTER 5 (par. 1)  Audit/Verification of the system	<b>SECTION 2</b>  <b>Planning for SBA Implementation in the System</b>	<ol style="list-style-type: none"> <li>1. Clearly formulated Policy directives</li> <li>2. SBA, ORAL and PAT management plan</li> <li>3. Training and support</li> <li>4. Processes for development of instruments</li> <li>5. Support and monitoring systems</li> <li>6. Moderation systems</li> <li>7. Systems to deal with SBA Irregularities</li> </ol>	<ul style="list-style-type: none"> <li>• FET SBA systems audit instrument (<b>Annexure 2A</b>)</li> <li>• Desktop audit of PED systems for oral moderation (<b>Annexure 2B</b>)</li> <li>• Desktop audit of PED systems for PAT moderation (<b>Annexure 2C</b>)</li> </ul>
CHAPTER 5 (par. 2)  Moderation of the assessment task	<b>SECTION 3</b>  <b>Pre-assessment moderation of an assessment task</b>	<ol style="list-style-type: none"> <li>1. Development of the assessment task</li> <li>2. Conduct pre-assessment moderation</li> <li>3. Report and feedback</li> <li>4. Implementation of recommendations</li> <li>5. Approval and verification</li> <li>6. Administration of the assessment task</li> </ol>	<ul style="list-style-type: none"> <li>• Pre-assessment moderation tool (<b>Annexure 3A</b>)</li> </ul>

Guideline on the Quality Assurance of SBA for Grade 10–12	SOP Section/Chapter	SOP Steps	SOP Annexures
<p>CHAPTER 5 (par. 4) &amp; CHAPTER 6 &amp; 7 &amp; 8</p> <p>Moderation of the learner evidence</p>	<p><b>SECTION 4</b></p> <p><b>Moderation of SBA</b></p>	<ol style="list-style-type: none"> <li>1. Moderation planning</li> <li>2. Scoping</li> <li>3.1 Conducting moderation at school level</li> <li>3.2 Conducting moderation at district level</li> <li>3.3 Conducting moderation at provincial level</li> <li>3.4 Administration of SBA marks at school level</li> <li>3.5 Administration of SBA marks at district level</li> <li>3.6 Administration of SBA marks at provincial level</li> <li>4. Managing SBA irregularities               <ol style="list-style-type: none"> <li>4.1 School level</li> <li>4.2 District level</li> <li>4.3 Appeals against moderation decisions</li> </ol> </li> <li>5. Feedback               <ol style="list-style-type: none"> <li>5.1 To learners</li> <li>5.2 To teachers</li> </ol> </li> <li>6. Evaluation</li> </ol>	<ul style="list-style-type: none"> <li>• SBA task evaluation and moderation tool (<b>Annexure 4A</b>)</li> <li>• Irregularity register (<b>Annexure 4B</b>)</li> </ul>

Guideline on the Quality Assurance of SBA for Grade 10–12	SOP Section/Chapter	SOP Steps	SOP Annexures
CHAPTER 5 (P9 14–15)  Monitoring of the administration	<b>SECTION 5</b> <b>Monitoring the implementation and administration of SBA, PAT and ORAL</b>	<ol style="list-style-type: none"> <li>1. Development of monitoring plan</li> <li>2. Development of monitoring instruments</li> <li>3. Establishment of the monitoring teams</li> <li>4. Capacity building of the monitoring teams</li> <li>5. Conducting monitoring</li> <li>6. Reporting</li> <li>7. Evaluation</li> </ol>	<ul style="list-style-type: none"> <li>• Monitoring the quality assurance of SBA at school level (<b>Annexure 5A</b>)</li> <li>• Monitoring the quality assurance of SBA at district level (<b>Annexure 5B</b>)</li> <li>• Monitoring the quality assurance of SBA at PED level (<b>Annexure 5C</b>)</li> </ul>
CHAPTER 5 (par. 5)  CHAPTER 7 (roles of different moderators)  Monitoring of the quality feedback	<b>SECTION 6</b> <b>Feedback to teaching and learning</b>	<ol style="list-style-type: none"> <li>1. Development of school moderation report</li> <li>2. Development of district moderation report</li> <li>3. Development of provincial subject moderation report</li> <li>4. Share the subject report with curriculum</li> <li>5. Curriculum follows up the implementation of recommendations</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback to school on moderation (<b>Annexure 6A</b>)</li> <li>• Feedback to district/province on moderation (<b>Annexure 6B</b>)</li> <li>• Feedback to provincial subject coordinator (<b>Annexure 6C</b>)</li> <li>• Feedback from PED to DBE on moderation (<b>Annexure 6D</b>)</li> <li>• Feedback from PED to DBE on oral moderation (<b>Annexure 6E</b>)</li> </ul>

## **CHAPTER 2: PLANNING FOR SBA IMPLEMENTATION IN THE SYSTEM**

### **2.1 Norms and standards**

### **2.2 Overall standard for planning**

Effective and functional SBA system at school, district, provincial head office and at the DBE

### **2.3 Component standards**

- 2.3.1 Clearly formulated policy directives which include regulations, policies, guidelines and circulars are available at schools, interpreted accurately by teachers and applied fully
- 2.3.2 A detailed SBA management plan that covers the implementation of SBA across the different levels of the system (i.e. provincial, district and school)
- 2.3.3 Competent teachers, subject advisors, monitors and moderators to ensure effective moderation and implementation of SBA
- 2.3.4 A robust system, with clearly defined processes, are in place for the development of assessment tasks, assessment support material and assessment instruments for the purpose of moderation and monitoring
- 2.3.5 A functional and effective support and monitoring system is in place. This includes the monitoring tools used, subject advisory support available and the monitoring that takes place to ensure policy compliance.
- 2.3.6 A fully effective moderation system, which includes evaluation of the assessment tasks and the learner evidence
- 2.3.7 Functional systems to deal with SBA irregularities

## KEY PROCESSES

An overview of key processes/subprocesses:



## 2.4 Procedures

PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
1. Clearly formulated policy directives	<p>Availability, interpretation and implementation of policy directives which includes regulations, policies, guidelines and circulars at all levels of the system:</p> <p><b>At the school</b></p> <ul style="list-style-type: none"> <li>Establish if policy documents are received by relevant teachers, and</li> <li>Mediated by the departmental heads and/or senior teacher.</li> </ul> <p><b>At district level</b></p> <ul style="list-style-type: none"> <li>Verify receipt, distribution, mediation, monitoring and review of policy documents.</li> <li>Check and evaluate implementation and intervention plans.</li> </ul> <p><b>At provincial level</b></p> <ul style="list-style-type: none"> <li>Verify receipt, distribution, mediation, monitoring, review of policy documents and provision of guidelines on implementation of policies.</li> <li>Check and evaluate implementation and intervention plans.</li> </ul> <p><b>At national level</b></p> <ul style="list-style-type: none"> <li>Collect, analyse and evaluate evidence of implementation of policy by provinces.</li> <li>Collect, analyse and evaluate evidence of support and guidance given to provinces.</li> </ul>	February– March and June– July	DBE PED District School
2. SBA, ORAL, PAT management plan	<p>Development and implementation of SBA, ORAL and PAT management plans at all levels:</p> <ul style="list-style-type: none"> <li>Check on availability of the SBA management plan which covers all SBA-, ORAL- and PAT-related activities such as monitoring, moderation and training.</li> <li>Analyse processes for development of assessment tasks and management of SBA, ORAL and PAT mark sheets.</li> </ul>	January– November Continuous throughout year	DBE PED District School
3. Training and support	Training and support of SBA staff at DBE, PED, district and school level:	April and August	DBE PED

PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>Check on the availability of detailed plans for training programmes.</li> <li>Evaluate relevance of the training.</li> </ul>		District School
<b>4. Processes for development of instruments</b>	Processes for the development and quality assurance of SBA, ORAL and PAT instruments at DBE, PED, district and school level: <ul style="list-style-type: none"> <li>Verify the availability of the framework, budget and human and physical resources.</li> </ul>	January and July	DBE PED District School
<b>5. Support and monitoring systems</b>	Support and monitoring systems at DBE, PED, district and school level: <ul style="list-style-type: none"> <li>Check and analyse the monitoring approach, monitoring plans, monitoring tools, availability of staff (e.g. subject advisors) and monitoring reports.</li> </ul>	Quarterly	DBE PED District School
<b>6. Moderation systems</b>	Moderation systems at all levels: <ul style="list-style-type: none"> <li>Verify the moderation approach, moderation plans, moderation tools, availability of staff (e.g. subject advisors), moderation reports, moderators' appointment system and moderation budget.</li> <li>Analyse the sampling method and size</li> <li>Evaluate, recruit, appoint and train SBA moderators.</li> </ul>	Quarterly	DBE PED District School
<b>7. Systems to deal with SBA irregularities</b>	Functional systems to deal with SBA irregularities: <ul style="list-style-type: none"> <li>Check and evaluate existence and functionality of the Assessment and Examination Irregularity Committees at all levels, i.e. NEIC, PEIC, DAIC and SAIC.</li> <li>Evaluate processes followed for identification, recording, reporting and resolving SBA irregularities.</li> </ul>	Quarterly	DBE PED District School

## ANNEXURES

Annexure 2.A – FET SBA systems audit instrument

Annexure 2.B – Desktop audit of PED systems for oral moderation

Annexure 2.C – Desktop audit of PED systems for PAT moderation



## **CHAPTER 3: PRE-ASSESSMENT MODERATION OF AN ASSESSMENT TASK**

### **3.1 Norms and standards**

### **3.2 Overall standards**

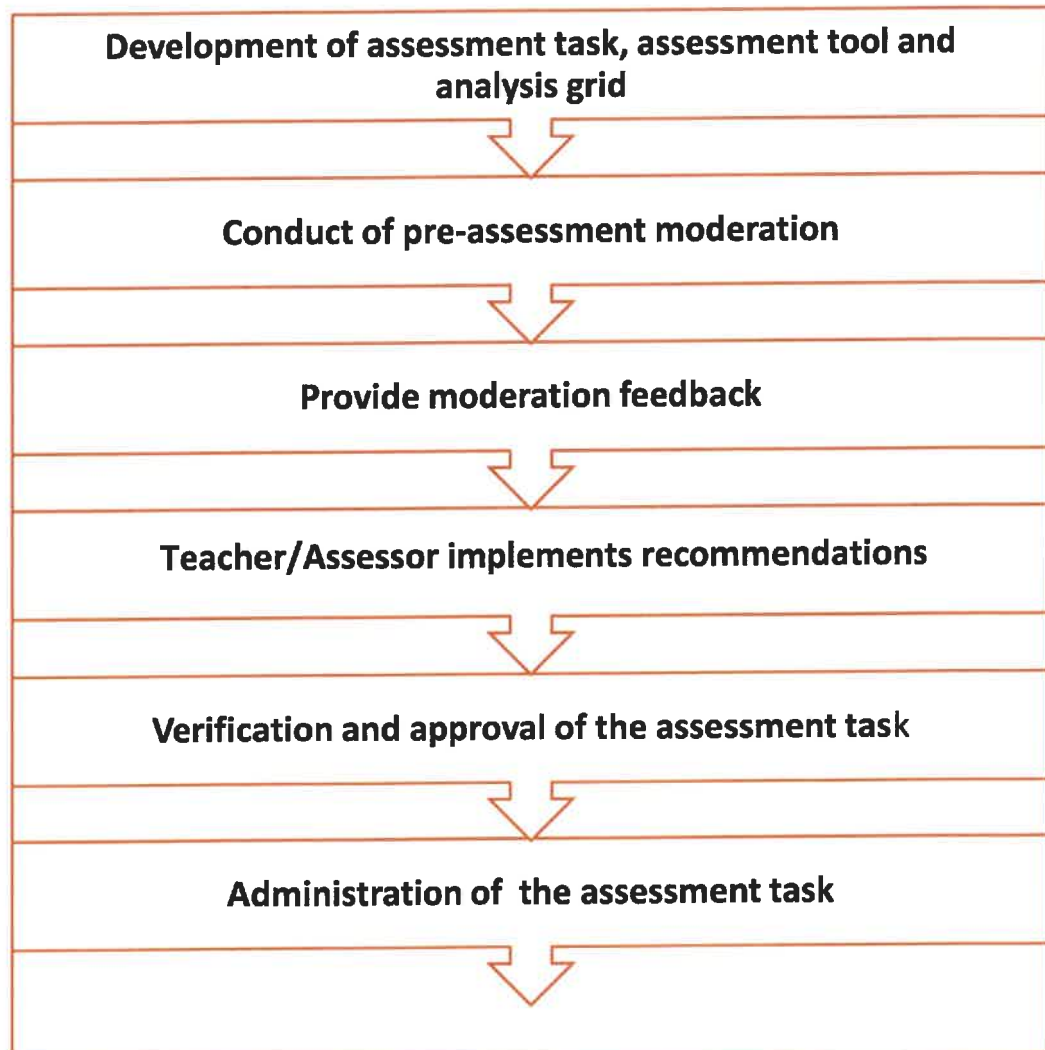
Moderation must ensure that the quality and standards of the internal assessment as contemplated in the Curriculum and Assessment Policy Statements have been met.

### **3.3 Component standards**

- 3.3.1 Pre-assessment moderation must be conducted by a person who was not directly involved in the development of that particular assessment.
- 3.3.2 Pre-assessment moderation must ensure the validity, reliability, fairness and practicability of the assessment task and the assessment tool.
- 3.3.3 The pre-assessment moderation process must occur at the first level of moderation prior to the administration to learners.
- 3.3.4 All formal assessment tasks (SBA/Oral/PAT) implemented in Grades 10–12 must be moderated by a competent official, e.g. the subject departmental head/senior teacher/experienced subject teacher from a neighbouring school/subject advisor, prior to the administration of the task.
- 3.3.5 Moderation of the assessment task should be done using a standardised pre-assessment moderation tool.
- 3.3.6 An assessment task must be accompanied by a detailed marking guideline, history of a task and an analysis grid.
- 3.3.7 The moderator must provide feedback to the teacher in the form of a written report.
- 3.3.8 The moderation recommendations must be effected into the final draft of the assessment task and this must be verified by the moderator for the approval of the assessment task.

## KEY PROCESSES

An overview of key processes/subprocesses:



### 3.4 Procedures

KEY PROCESS	SUBPROCESS	TIME FRAME	RESPONSIBILITY
1. Development of the assessment task	The teacher submits the assessment task, marking guideline and the analysis grid for the pre-assessment moderation process.	One month before administration of the task as per POA	Subject teacher Assessor
2. Conduct pre-assessment moderation	<ul style="list-style-type: none"> <li>The moderator uses a standardised pre-assessment moderation tool to moderate the submitted task.</li> <li>The moderator ensures that the marking guideline is detailed, accurately formulated and makes provision for alternative answers.</li> <li>The moderator ensures that the assessment task addresses all cognitive levels as indicated in the analysis grid.</li> </ul>	One month prior to the start of the administration of the assessment task	Subject departmental head Senior teacher Subject advisor
3. Report and feedback	The moderator compiles a report on the moderation findings and makes recommendations to enhance the quality of the task.	One month prior to the start of the administration of the assessment task	Moderator Assessor
4. Implementation of recommendations	The teacher effects recommendations into the task and resubmits to the moderator.	One month prior to the start of the administration of the assessment task	Subject teacher Assessor
5. Approval and verification	The moderator verifies that the recommendations were implemented and approves the assessment task. The history of the assessment task is kept as evidence.	Two weeks prior to the start of the administration of the assessment task	Moderator Teacher
6. Administration of the assessment task	The task is administered under controlled conditions.	As per POA	Teacher

## ANNEXURES

Annexure 3.A – Pre-assessment moderation tool

## CHAPTER 4: POST-ASSESSMENT MODERATION OF LEARNER EVIDENCE

### 4.1 Norms and standards

### 4.2 Overall standard

Establish whether all the assessment standards are conducted in a fair and consistent manner to determine the reliability, validity and credibility of the assessment scores.

### 4.3 Component standards

4.3.1 Post-assessment moderation must focus on the quality of work done in compliance with CAPS.

4.3.2 The teacher/moderator, in the marking of the learner evidence presented, must consistently apply the marking guidelines.

4.3.3 The post-assessment moderation plan must be communicated timeously to all participants.

4.3.4 The post-assessment moderation (re-marking) of learner evidence for each formal assessment task must take place at different levels (school, cluster/district and province).

4.3.5 The pen colours that must be used at each level:

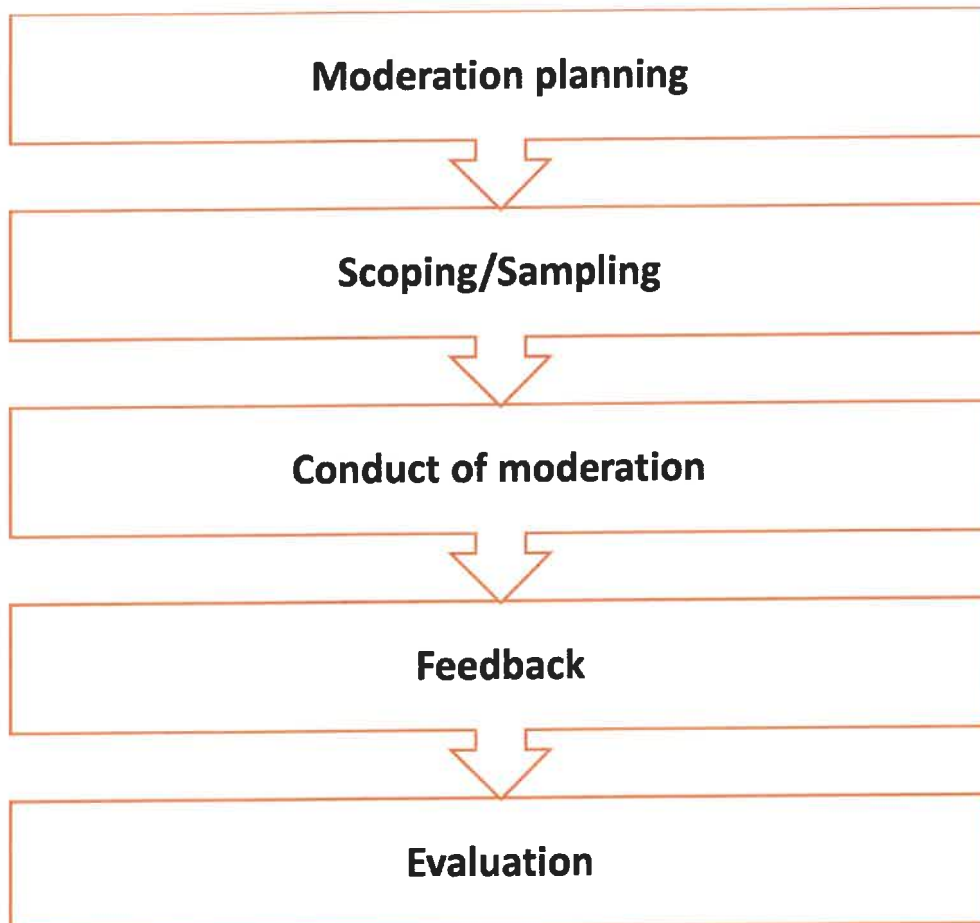
LEVEL	PEN COLOUR
Level 1: School – Teacher	Red marking
Level 2: School – Departmental Head	Green
Level 3: Cluster Moderation	Brown
Level 4: District Moderation	Orange
Level 5: Provincial Moderation	Pink
<b>EXTERNAL</b>	
Level 6: National Moderation	Turquoise
Level 7: Umalusi	Purple

4.3.6 The standard and quality of SBA is comparable across all schools, clusters, districts and provinces.

- 4.3.7 Samples of learner evidence of performance representative of the various performance levels, e.g. low, moderate and high, and the teacher file are presented for moderation.
- 4.3.8 Different models of sampling and size may be used at different levels and should be in line with the Guideline on the Quality Assurance of SBA for Grades 10–12.
- 4.3.9 All formal assessment tasks which contribute to the final assessment scores of the learners are moderated.
- 4.3.10 After each moderation session, feedback must be given to relevant officials within the agreed time frames.

## KEY PROCESSES

An overview of key processes/subprocesses:



## 4.4 Procedures

STEP	PROCEDURE	TIME FRAME	RESPONSIBILITY
1. Moderation planning	Develop moderation implementation plan	October–November (preceding year)	Principal District director/ Designee Provincial SBA coordinator FET Curriculum coordinators
	Mediation of the moderation plan to relevant stakeholders (circulars, meetings, examination/assessment instruction. etc.)	January–February	Principal District director/ Designee Provincial SBA coordinator FET Curriculum coordinators
	Recruitment, selection and appointment of moderators through a circular and specified criterion Application form Selection committee Issue appointment letters Training of moderators Make all logistical arrangements	January–March	Provincial SBA coordinators FET Curriculum coordinators
2. Scoping	1. Determine what will be moderated, instruments/annexures to be used and the frequency (SBA, PAT, Orals). 2. Determine the moderation modality.	Term 1 January–February	District subject advisors Provincial SBA coordinators FET Curriculum and Exams coordinators
	3. Mediate the information to schools on what will be moderated and instruments/annexures to be used and frequency (SBA, PAT, Orals).	Quarterly	Provincial FET and Exams coordinators
	4. Determine the sample using previous DBE statistical and moderation reports, SA-SAMS working mark sheets and current learner performance records. 5. School level – All assessment tasks must be moderated and 10% of learner	Quarterly	DH Senior teacher

STEP	PROCEDURE	TIME FRAME	RESPONSIBILITY
	evidence per subject must be moderated (minimum of 10 assessments per subject).		
	6. District level – All subjects at all schools must be moderated (minimum of 10 assessments per subject). The district should moderate a minimum of 10% of the assessment tasks at every school and 10% of the learner evidence for the assessment tasks moderated.	Quarterly	Subject advisor
	7. Provincial level – All districts must be moderated: 5–10% schools within each district (1 teacher file + 10% learner files) in sampled subjects.	Twice a year (July and October)	Provincial SBA coordinators FET Curriculum coordinators
<b>3. Conducting moderation</b>	The school takes full responsibility for the moderation of SBA at school level.	Continuous	Principal with SMT
<b>3.1 School level</b>	Departmental head/Subject head or a senior teacher to take responsibility for the moderation of SBA in each subject, in each grade from Grades 10–12.		
	The SBA tasks, marked learner evidence of performance together with the teacher file are presented for moderation.		
	The moderator undertakes a comprehensive moderation and determines whether the marking guideline was fairly and consistently applied by the teacher. Evidence of pre-moderation, analysis grid and the history must be available in the teacher file.		DH Senior teacher
	All irregularities discovered during moderation are resolved by the School Assessment Irregularities Committee and are reported to the District Assessment Irregularities Committee.		Principal SAIC
	A written report is provided on the findings of the moderation.		DH Senior teacher
	Ensure that these findings (interventions and analysis of performance) are implemented by the relevant teachers.		Principal DH
<b>3.2 District level</b>	The district takes full responsibility and accountability for moderation of the required standard and quality at school level.	Ongoing	District director CES
	A comprehensive district moderation plan for each subject offered in the district is	January	



STEP	PROCEDURE	TIME FRAME	RESPONSIBILITY
	submitted to the Head of Examinations and Assessment at provincial level for approval.		
	The district recommends the appointment of teacher/cluster moderators to moderate SBA, PAT and Oral.	March	
	The moderator takes responsibility for the moderation of SBA, PAT and Oral for schools allocated to him/her.	Once a quarter	Moderator
	Organise a standard-setting meeting to establish a common understanding and interpretation of assessment criteria in designing the assessment instruments, with the teacher at the school(s) he/she is allocated to moderate.		District SBA coordinators FET Curriculum coordinators
	Moderators are supervised to ensure that they are provided with necessary support.	Ongoing	Subject advisors
	The moderator recommends mark adjustments to subject advisors, but does not make the adjustments him/herself.	Quarterly, after moderation session	Subject advisors
	A report is provided to the subject advisor and the school principal with recommendations on the outcome of the moderation process.	Quarterly, after moderation session	Moderator Subject advisor
	All irregularities reported during moderation are resolved by the District Assessment Irregularities Committee.	Quarterly, after moderation session	Subject advisor DAIC
<b>3.3 Provincial level</b>	Ensure that all required examples of evidence of learners' work and teacher files are submitted for provincial moderation from the selected schools from all districts.	June and September	District Curriculum officials CES District Curriculum
	The samples from each school are correctly labelled and the control form is completed.		
	The district Head of Examinations forwards all material to the moderation.		
	Moderation takes place, focussing on the comparability of standards across the districts.	July and October	SBA coordinators
	All SBA material is returned immediately on completion of moderation and entrusted to the curriculum officials for return to schools.	August–November	
	Completion of mark sheet/schedules after the provincial moderation of the SBA has been completed for Grades 10 and 11.	November	Teachers

STEP	PROCEDURE	TIME FRAME	RESPONSIBILITY
	Completion of mark sheet/schedules after the provincial moderation of the SBA has been completed for Grade 12.	September–October	Teachers
	A report is provided to the subject advisor and the school principal with recommendations on the outcome of the moderation process.	January–March	Provincial SBA coordinators FET Curriculum coordinators
<b>4. Administration of SBA marks</b>	The maximum marks for each task are totalled to give the maximum marks that can be obtained for SBA.	August–September	Teacher
<b>4.1 School level</b>	Where a learner has not completed a specific component of SBA, PAT and Oral, the learner is offered another opportunity to complete the component if a valid reason has been provided.	Ongoing	Teacher
	Where a learner has missed one or more tasks for valid reasons and has provided documentary proof, a “-1” must be captured on SA-SAMS. SA-SAMS automatically calculates the learner marks pro rata.	In exceptional cases	Teacher DH
	Signing of SA-SAMS mark sheet to confirm that he/she has quality assured and checked the SBA, PAT and Oral marks.	August–October	Senior teacher DH
	The signed-off SA-SAMS working mark sheet must be attached to the computer-generated mark sheet as evidence of the learner’s original marks.	September–October	
	Signing-off mark sheet to confirm that he/she has verified the authenticity of the SBA, PAT and Oral marks. Ensuring that SBA, PAT and Oral marks are submitted to the subject advisor for moderation and final approval.	September–October	Principal
	The school keeps records of learner evidence of assessment for all tasks administered for a period of six months after the official release of results.	Six months	Principal
<b>4.2 District level</b>	Each district nominates a dedicated official(s) that will be responsible for the management, administration and control of SBA, PAT and Oral mark sheets.	September–November	District director CES Curriculum Head District Exam Head
	Signs of SA-SAMS working mark sheets as well as computer-generated mark sheets to confirm that he/she has verified the authenticity of the SBA, PAT and Oral		

STEP	PROCEDURE	TIME FRAME	RESPONSIBILITY	
	marks.			
	The district Head of Examinations:			
	1. Develop guidelines for management of mark sheets (distribution and collection).			
	2. Mark sheet control lists checked and distributed to schools. 3. Create a control list to accompany distribution of mark sheets to schools.			
	4. Verification of the completed mark sheets conducted and refers discrepancies to the school for correction. <ul style="list-style-type: none"> <li>• Accurate transference of marks</li> <li>• Marks entered do not exceed the total or maximum mark</li> <li>• Blanks</li> <li>• Validity of 999 and 444</li> <li>• Defaced mark sheets (Tipp-Ex)</li> <li>• Signatures have been appended</li> <li>• Correct transfer of Life Orientation CAT and SBA marks</li> <li>• Learners incorrectly registered for a subject</li> </ul>			
	The district keeps a record of all specially generated mark sheets.	Six months		
<b>4.3</b> <b>Provincial level</b>	The original mark sheet is submitted to the provincial examination directorate for capture and the copy is returned to the school.	September–November	District director CES	
	Signing-off mark sheet/schedules (Grades 10 and 11) to confirm that he/she has verified the authenticity of the SBA, PAT and Oral marks.	November–December		
	Developed, issued and mediated guidelines pertaining to the capturing and management of marks	July–August		Provincial SBA coordinator
	Quality-assured completed mark sheets received.	October–November		Provincial SBA coordinator
	Submit quality assured completed mark sheets for capturing.	October–November		Provincial SBA coordinator
All SBA, PAT and Oral marks are captured.	November	Provincial system administrator		
Mark sheets captured for each district and a report of all outstanding marks compiled and issued.	November	Provincial system administrator		

STEP	PROCEDURE	TIME FRAME	RESPONSIBILITY
	Follow up and ensure that all outstanding mark sheets are submitted to the PED within the stipulated time frame.	November	Provincial system administrator
<b>5. Managing SBA irregularities</b>  <b>5.1 School level</b>	SAICs are established and functional in each public school to promote the integrity of all assessment and examinations conducted at the school and manage all internal examinations, SBA, PAT and Language Oral Assessment (LOA) irregularities detected at school level.	January	Circuit manager
	Irregularities committed by learners during the administration of any SBA, PAT and Oral task that contributes to the final NSC mark are reported to the SAIC.	Ongoing (During the administration of the task)	Teacher
	An irregularity register must be kept at school level in which all irregularities are captured.	Ongoing	SAIC
	Irregularities committed by teachers during the administration of any SBA, PAT and Oral task that contributes to the final NSC mark are reported to Labour.	Ongoing (During the administration of the task)	Departmental head Principal Circuit manager
	The SAIC investigates any alleged internal examination, SBA, PAT and/or LOA irregularity relating to or occurring during the various stages of the assessment process	Ongoing	Departmental head Principal
	The SAIC also investigates any other internal assessment irregularity as and when requested by the district/regional director or his or her nominee.	Ongoing	SAIC DAIC
	If there is prima facie evidence of an irregularity, an examination irregularity inquiry (hearing) must be held.	Ongoing	Circuit manager
	Aggrieved parents/guardians are granted the opportunity to exercise their right to appeal when they are dissatisfied with the SAIC findings.	Ongoing	Parents Guardians
	The SAIC must report all internal assessment irregularities, in writing, to the District Assessment Integrity Committee (DAIC), within seven days of the alleged irregularity.	Ongoing	Circuit manager SAIC
	In cases where an irregularity requires an investigation, the initial reporting must be followed by a detailed report on conclusion of the investigation.	Ongoing	Principal



STEP	PROCEDURE	TIME FRAME	RESPONSIBILITY
	In the case of irregularities relating to Grade 12, these will be submitted to the DAIC for discussion and approval, while the irregularities relating to the lower grades will be submitted to the DAIC for noting, unless the irregularities are of a serious nature that warrant the attention of the DAIC.	Ongoing	Circuit manager
	All SBA, PAT and Language Oral Assessment (LOA) irregularities are finalised and dealt with appropriately and in a consistent manner as contemplated in the policy and regulations.	Ongoing	Principal
<b>5.2 District level</b>	District Assessment Integrity Committees (DAICs) are established and functional and promotes the integrity of examination and assessment in the district and takes responsibility for the handling of irregularities relating to SBA, PAT and LOA.	January	District Examination Head
	The DAIC investigates any irregularity relating to SBA, PAT or oral assessment that arises at the district moderation or at a cluster moderation meeting or any other clustered opportunity for assessment or moderation that is held under the auspices of the district office.	Ongoing	District Examination Head
	The DAIC must report all internal assessment irregularities, in writing, to the Provincial Examinations and Assessment Integrity Committee (PEAIC) within seven days of the alleged irregularity.	Ongoing	DAIC
	In cases where an irregularity requires an investigation, the initial reporting must be followed by a detailed report on conclusion of the investigation.	Ongoing	DAIC
	All irregularities in which teachers were implicated are followed up/are resolved.	Ongoing	DAIC
	All SBA, PAT and Language Oral Assessment irregularities reported to DAIC are finalised and dealt with appropriately and in a consistent manner as contemplated in the policy and regulations.	Ongoing	DAIC
	Where a learner, teacher or other person believes he or she has been unfairly judged, that person may appeal to the PEAIC.	Ongoing	DAIC
	There must be an opportunity to appeal	Ongoing	Principals

STEP	PROCEDURE	TIME FRAME	RESPONSIBILITY
<b>5.3 Appeals against moderation decisions</b>	against SBA, PAT, Oral marks within the given time frames.		Parents Teachers Learners
	The appeal must be made to the Head of Examinations in writing.	Ongoing	Relevant official
	The decision with regard to the appeal must be concluded within the specified time frame.	Seven days	District director
<b>6. Feedback</b>	Developmental feedback is provided to the learners after assessment.	After each assessment	Teachers
<b>6.1 To learners</b>	Evidence of feedback sessions must be available and kept in the files.	After each moderation session	Teachers
<b>6.2 To teachers</b>	Provide feedback after each level of the moderation.	After each moderation session	Moderator
	Oral feedback at the time of moderation provides an opportunity for moderators to discuss issues with the teacher and to provide guidance.	After each moderation session	Moderator
	Identify issues related to learner performance, curriculum coverage and teaching and learning.		
	Feedback discusses the: <ul style="list-style-type: none"> <li>• Expectations and interpretations in order to ascertain fair, valid and reliable assessments</li> <li>• Originality and quality of assessment</li> <li>• Use of taxonomies and the cognitive levels addressed in the assessment tasks</li> </ul>		
<b>7. Evaluation</b>	Develop a feedback tool to evaluate the moderation process. <ul style="list-style-type: none"> <li>• Distribute evaluation forms</li> <li>• Analyse data</li> <li>• Collate findings</li> </ul>	After each moderation session	DH CES SBA coordinator
Diagnose the moderation process in terms of: Strengths – what worked well Weaknesses – what did not work Opportunities – enhancements Threats – challenges			
Implement recommendations/findings for improvement of the moderation system.			

## **ANNEXURES**

Annexure 4.A – SBA task evaluation and moderation tool

Annexure 4.B – Irregularity register

## **CHAPTER 5: MONITORING THE ADMINISTRATION OF SBA, PAT AND ORAL**

### **5.1 Norms and standards**

Monitoring entails a process of supervising activities in progress to ensure that they are on course and on schedule in meeting the objectives and performance targets.

#### **“on course”**

Aligned to the programme of assessment

CAPS Chapter 4 at national level

Assessment programme at district level

Assessment plans at school level

#### **“on schedule”**

According to the time frames as per management plan

#### **“objectives”**

Specific results that we aim to achieve within a time frame with available resources

#### **“performance targets”**

The expected or predicted success level (benchmarks)

### **5.2 Overall standard for monitoring**

Once a term, effective and efficient monitoring of the school-based assessment system is required to ensure that the assessment was conducted in a fair and consistent manner. The administration of the SBA must be monitored at school, district and provincial level and the focus must be on confirming compliance to the policy requirements. At each of these levels of the system, the monitoring will be directed at aspects that are relevant to that level of the system.

### **5.3 Component standards**

- 5.3.1 Clearly formulated monitoring tools to verify compliance with standards pertaining to the conduct, administration and quality assurance of SBA at the different levels of operation, i.e. school, district/region, province, national and Umalusi/external monitors

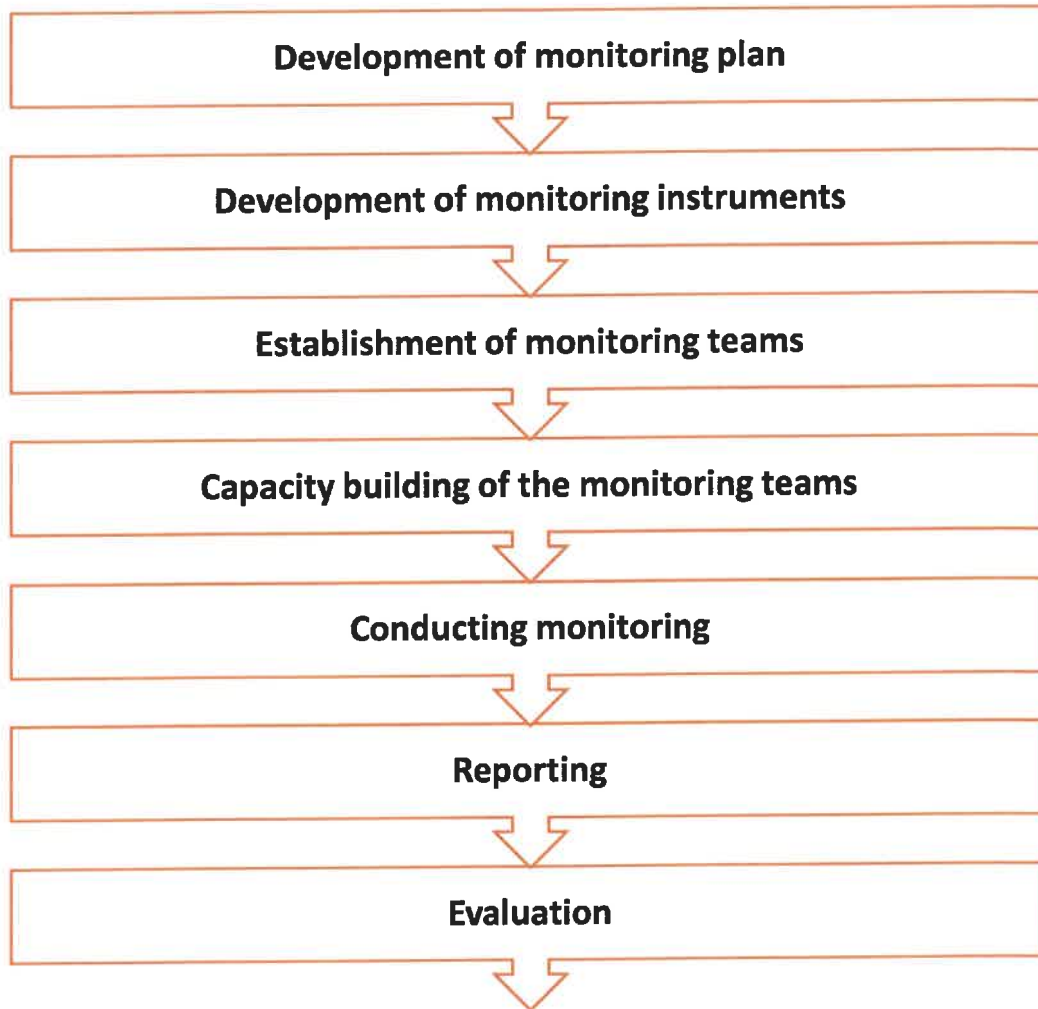


- 5.3.2 A consolidated management plan developed from the submitted district/region plans for monitoring of district activities
- 5.3.3 Availability of common standards and criteria with clearly defined guidelines on the moderation of SBA by DBE
- 5.3.4 Adherence to SBA management plans at school, district/region, provincial levels which outline the SBA implementation across the different levels of the system
- 5.3.5 Availability of clearly defined intervention programmes as remedial measures to enhance the administration of SBA which include feedback, multiple opportunities, management of tolerance range, marking programmes, etc.
- 5.3.6 Availability of feedback at all levels of the system
- 5.3.7 Structural and operational functionality of assessment structures to support the administration and moderation of SBA
- 5.3.8 Adherence of SBA assessment plans to accommodate learners with special educational needs
- 5.3.9 Capacity-building programmes for teachers, SMTs, subject advisors, assessment advisors/SBA coordinators and provincial subject coordinators

## KEY PROCESSES

An overview of key processes/subprocesses:

*To ensure effective and efficient implementation and administration of the school-based assessment system*



## 5.4 Procedures

KEY PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
<p><b>1. Development of monitoring plan</b></p> <p><b>1.1 School level</b></p>	<p><b>At school level</b></p> <p>The monitoring plan should focus on:</p> <ul style="list-style-type: none"> <li>• Implementation of assessment plans per grade, per subject</li> <li>• Assessment programme available on SA-SAMS (calendar printed from 12.3.11 with correct dates)</li> <li>• The mediation of assessment plans to all stakeholders</li> <li>• The development and moderation of quality assessment tasks</li> <li>• Administration of assessment tasks under controlled conditions</li> <li>• Submission of learner evidence for moderation</li> <li>• Feedback and remediation processes to learners, teachers and parents</li> <li>• Track the implementation of recommended mediation processes</li> <li>• Track the enhancement of assessment processes (assessment for learning, assessment of learning, reporting and recording) in the classroom</li> <li>• Submit quarterly reports on learner performance to districts</li> </ul>	<p>October–December (of the previous year)</p>	<p>SCHOOL SMT DH</p>
<p><b>1.2 District level</b></p>	<p><b>At district level</b></p> <p><b>Develop monitoring plans for school visits.</b></p> <p>The monitoring plan should focus on:</p> <ul style="list-style-type: none"> <li>• Training of teachers on SBA</li> <li>• The availability of an implementation programme of assessment by teachers and SMTs</li> <li>• Verify assessment calendar on SA-SAMS 12.3.11</li> <li>• Evidence of pre- and post-moderation of the assessment tasks</li> <li>• The conduct of SBA moderation (meetings, instruments, evidence of moderation phases and feedback)</li> <li>• The mediation of assessment plans</li> </ul>	<p>October–December (of the previous year)</p>	<p>DISTRICT Curriculum Assessment Monitoring</p>

KEY PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>• Tracking availability of evidence of post-moderation by the senior teacher or DH of the marked learner evidence</li> <li>• Effective communication on learner performance to stakeholders, in particular parents</li> <li>• The availability of reporting and recording processes, including capturing and verification of marks using SA-SAMS</li> <li>• The availability of records on reporting of learner performance, feedback on strengths, weaknesses, concerns and remediation processes</li> <li>• Track the enhancement of assessment processes (assessment for learning, assessment of learning, reporting and recording) in the classroom</li> <li>• Assess and evaluate if learners with special educational needs are supported/catered for</li> <li>• Implementation of the assessment programme by the school</li> </ul>		
1.3 Provincial level	<p><b>At provincial level</b>  <b>Customise the monitoring tools to verify whether activities in progress are on course and on schedule in meeting the objectives and performance targets.</b></p> <p>The monitoring plan should focus on:</p> <ul style="list-style-type: none"> <li>• Functionality of SBA, Oral and PAT systems</li> <li>• Evidence on the conduct of system audit</li> <li>• Implementation of the monitoring plan</li> <li>• Training of district moderators and monitors</li> <li>• Moderation of SBA by the district, which will include moderation of both assessment tasks and learner evidence</li> <li>• The availability of monitoring plans of implementation of SBA, PAT and Orals</li> <li>• The availability of a framework for sampling of schools and learner evidence for the administration and moderation of SBA, PAT and Orals</li> <li>• Verification of the existence of monitoring reports outlining assessment systems (conduct of SBA, PAT and Oral) at district/</li> </ul>	October–December (of the previous year)	PED Curriculum Assessment Monitoring

KEY PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
	<p>region and school level in accordance with CAPS</p> <ul style="list-style-type: none"> <li>• The availability of a framework for recording and reporting of assessment tasks</li> <li>• Confirm the availability of a plan on support rendered to schools on management of assessment records (learner profiles, learner records, schedules)</li> <li>• Programme for feedback, recommendations and remediation processes</li> <li>• Assess and evaluate the feedback and remediation processes</li> <li>• Assess and evaluate if learners with educational needs are supported/catered for</li> <li>• Monitor the enhancement of assessment processes (assessment for learning, assessment of learning, reporting and recording) in the classroom</li> </ul> <p><b>Verification of district reports for accuracy and validity through school visits and provide a composite report to DBE.</b></p>		
1.4 National level	<p><b>At DBE level</b></p> <p>The monitoring plan should focus on:</p> <ul style="list-style-type: none"> <li>• Availability and implementation of the PED's monitoring plan</li> <li>• Functionality of SBA, Oral and PAT systems at PED and district levels</li> <li>• Evidence on the conduct of system audit by the PED</li> <li>• Appointment of SBA moderators</li> <li>• Training of SBA moderators by the PED</li> </ul> <p>Moderation of SBA by the PED which will include moderation of both assessment tasks and learner evidence.</p>	October–December (of the previous year)	DBE Curriculum Assessment Monitoring
2. Development of monitoring instruments	<p><b>At school level</b></p> <p>The monitoring tool should focus on:</p> <ul style="list-style-type: none"> <li>• Development of assessment tasks</li> <li>• Development of assessment plans/ programmes</li> <li>• Moderation of assessment tasks</li> <li>• Administration of assessment tasks</li> <li>• Accurate marking, moderation and recording of learners' evidence</li> </ul>	October–December (of the previous year)	DBE PED DISTRICT SCHOOL

KEY PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
	<p><b>At district level</b> The monitoring tool should focus on:</p> <ul style="list-style-type: none"> <li>• Implementation of assessment programme by the teachers</li> <li>• Moderation of the assessment tasks before they are administered with learners</li> <li>• Fairness and consistency in administration of the assessment tasks</li> <li>• Accurate marking, moderation and recording of learners' evidence</li> <li>• Timeous provision of feedback to learners</li> </ul> <p><b>At provincial level</b> The monitoring tool should focus on:</p> <ul style="list-style-type: none"> <li>• Functionality of SBA, Oral and PAT systems</li> <li>• Evidence on the conduct of system audit</li> <li>• Evidence of moderation of all schools within the district</li> <li>• Moderation of assessment tasks at district level</li> </ul> <p><b>At DBE level</b> The monitoring tool should focus on:</p> <ul style="list-style-type: none"> <li>• The functionality of SBA, PAT and Oral moderation systems at provincial level</li> <li>• The PED has conducted an audit of the SBA, PAT and Oral systems at the districts under its control</li> <li>• Each district has a model of moderation that is approved by the PED</li> <li>• Moderation of the assessment tasks and learner evidence has been conducted at provincial and district level</li> </ul>		
<p><b>3. Establishment of the monitoring teams</b></p>	<ul style="list-style-type: none"> <li>• Establish teams and identify members for each team with special emphasis on expertise in an area to be monitored, e.g. capturing, computation and proper allocation of marks.</li> <li>• Allocate teams to different areas, e.g. regions/districts/clusters of schools.</li> <li>• Identify team leaders.</li> </ul>	<p>Beginning of the year</p>	<p>DBE PED DISTRICT SCHOOL</p>

KEY PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>Provide teams with roles and responsibilities and as per PAM document.</li> </ul>		
<b>4. Capacity building of the monitoring teams</b>	<ul style="list-style-type: none"> <li>Develop training manuals.</li> <li>Develop a training plan.</li> <li>Conduct training.</li> <li>Evaluate the impact of the training.</li> <li>Retrain if necessary.</li> </ul>	At the beginning of each term	DBE PED DISTRICT SCHOOL
<b>5. Conducting monitoring</b>	<ul style="list-style-type: none"> <li>Develop monitoring plans.</li> <li>Distribute tools to monitors.</li> <li>Complete monitoring tools.</li> </ul>	Ongoing	DBE PED DISTRICT SCHOOL
<b>6. Reporting</b>	<ul style="list-style-type: none"> <li>Identify aspects to be included in the monitoring report.</li> <li>Monitoring tools to reflect monitoring reports</li> <li>Developing a reporting template</li> <li>Collate a report</li> </ul>	Monthly	Monitoring team leaders and SMT
<b>7. Evaluation</b>	<ul style="list-style-type: none"> <li>Develop evaluation forms</li> <li>Evaluation of the monitoring process and impact analysis</li> </ul>	Quarterly	DBE PED DISTRICT SCHOOL

## ANNEXURES

Annexure 5A – Instrument for monitoring the quality assurance of SBA at SCHOOL LEVEL

Annexure 5B – Instrument for monitoring the quality assurance of SBA at DISTRICT LEVEL

Annexure 5C – Instrument for monitoring the quality assurance of SBA at PROVINCIAL LEVEL



## **CHAPTER 6: FEEDBACK TO TEACHING AND LEARNING**

### **6.1 Overall standard for planning**

The feedback emanating from the audit, monitoring and quality assurance of SBA, PAT and Oral must be provided and mediated timeously to enable effective implementation of the findings, intervention and support to improve each level of the system. The feedback must be developmental, acknowledgement of good practices and outlining practices that are not compliant with policy.

### **6.2 Norms and component standards**

- 6.2.1 Explicitly formulated reporting/feedback tools to articulate compliance with standards pertaining to the conduct, administration and quality assurance of SBA, PAT and Oral at different levels of the education system
- 6.2.2 A consolidated subject report containing the findings of the moderation must be developed by the chief moderator of that specific subject and must be distributed to curriculum for implementation of the findings and support to schools identified with challenges.
- 6.2.3 A management plan outlining the audit, monitoring and quality assurance processes from which feedback will be developed
- 6.2.4 Remedial measures to be included in the feedback



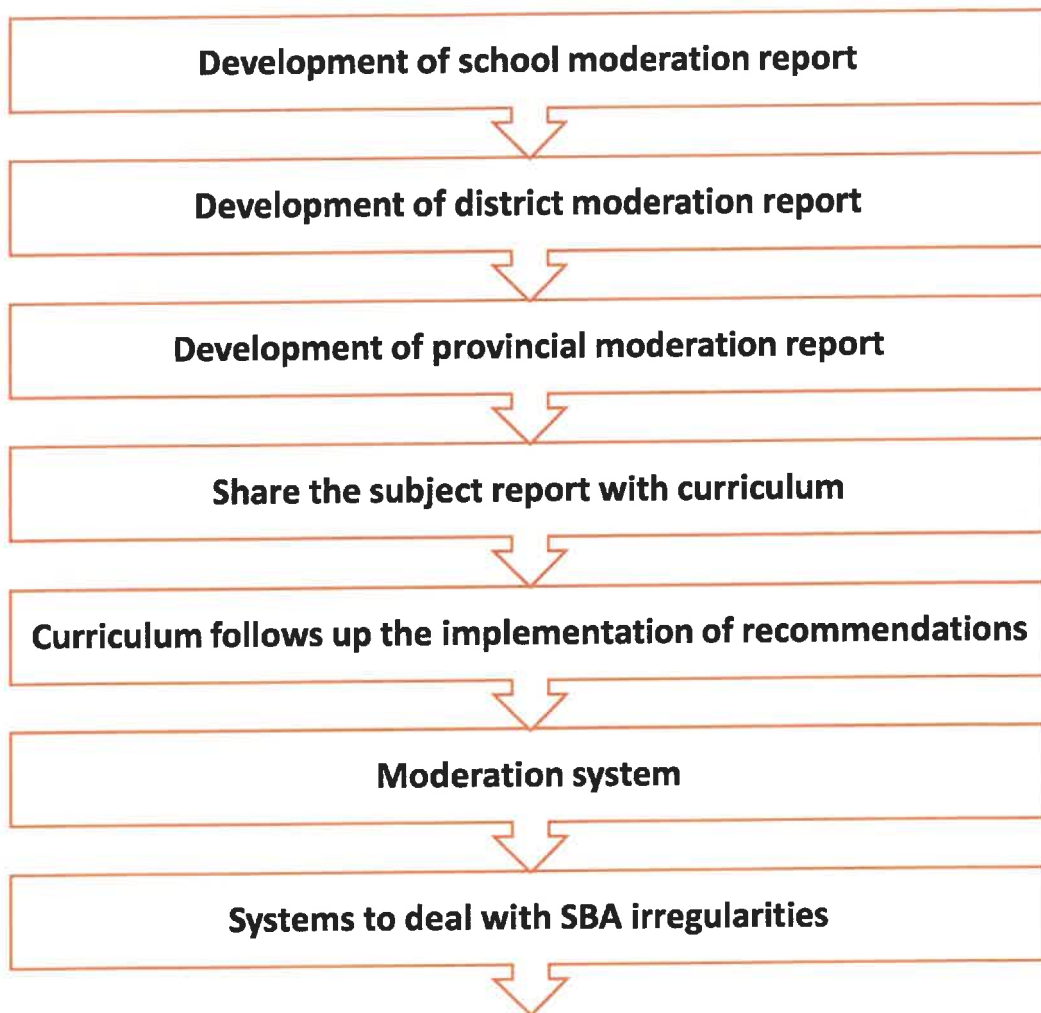
## KEY PROCESSES

### An overview of key processes/subprocesses:

#### *To ensure the improvement of the quality of the SBA, PAT and Oral*

Develop the feedback tools to give developmental feedback to curriculum and schools of the findings of audit, monitoring and quality assurance. Feedback at all levels of the education system:

- Is both verbal and written
- Verifies the availability of subject reports for SBA, PAT and Oral after each process
- Verifies the existence of developmental feedback evidence at school, district and provincial level on the findings of the moderation, monitoring and audit process
- Outlines a programme for when and how the feedback will be shared with stakeholders
- Provides for distribution of provincial subject moderation, monitoring and audit reports to the districts and provincial curriculum
- Evaluates the degree of attainment of set standards
- Makes recommendations for improvement



### 6.3 Procedures

KEY PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
1. Development of school moderation report	Development of an appropriate reporting/ feedback tool	Timeous Ongoing	DH SMT
	Technical aspects of the task and marking guideline		
	Content coverage in line with the ATP		
	Developmental feedback on the quality of the task and the marking guideline		
	Changes to be implemented on the task for it to meet the requirements for approval		
	Quality of marking of learner evidence of work		
	Feedback provided after every stage of moderation		
	Teachers provide feedback after every task that enables learners to improve the quality of their work		
	Teachers and subject advisors engage with feedback to improve teaching and learning		
	Recommendations for improvement of learner performance		
	The accuracy of awarding and capturing of marks on SA-SAMS mark sheets		
	Capturing of irregularity/integrity issues		
Availability of developmental feedback to the learner			
2. Development of district/regional moderation report	Development of an appropriate reporting/ feedback tool	Quarterly After each process	District moderator
	The quality and originality of the task and marking guideline		
	Quality of marking		
	Content coverage in line with the ATP		
	Evidence of moderation and feedback at school level		
	The implementation of recommendations made by the departmental head		
	The administration of the task		
	The management of assessment practices by the principal and the SMT		
	The accuracy of awarding and capturing of marks on SA-SAMS mark sheets		

KEY PROCESS	PROCEDURE	TIME FRAME	RESPONSIBILITY
	Capturing and resolution of integrity issues		
	The moderation approach followed by schools		
<b>3. Development of provincial subject moderation report</b>	Development of an appropriate reporting/ feedback tool	After each process	Provincial moderator
	The quality and originality of the task and marking guideline		
	Quality of marking		
	Content coverage in line with the ATP		
	Evidence of moderation at school and district level		
	The implementation of recommendations made by the DH and district moderators		
	The administration of the task		
	The management of assessment practices by the principal, SMT and the district		
	The accuracy of awarding and capturing of marks on SA-SAMS mark sheets		
	Capturing and resolution of integrity issues		
	The moderation approach followed by the district		
<b>4. Share the subject report with curriculum</b>	Create platforms for collaboration with curriculum	After each process	District PED DBE
	Professional learning communities (PLC)		
	Curriculum Information Forum		
<b>5. Curriculum follows up the implementation of recommendations</b>	Conduct school support visit programmes	After each process	Curriculum at all levels
	Subject meetings		
<b>6. Development of national subject moderation report</b>	Quality of marking	After each process	National moderator
	Quality and originality of the task and marking guideline		
	Evidence of moderation at all levels		
	The accuracy of awarding and capturing of marks on SA-SAMS mark sheets		
	The moderation approach and sampling followed by the province		

## **ANNEXURES**

Annexure 6A – Feedback to school on moderation

Annexure 6B – Feedback to district/province on moderation

Annexure 6C – Feedback to provincial subject coordinator

Annexure 6D – Feedback from PED to DBE on moderation

Annexure 6E – Feedback on Oral moderation

**ANNEXURE A**



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**GUIDELINE ON THE QUALITY ASSURANCE OF  
SCHOOL-BASED ASSESSMENT (SBA) FOR  
GRADES 10–12**

**March 2022**

## DEFINITION OF TERMS

**“Act of misconduct”** Means misbehaving, creating a disturbance or wilfully disobeying legitimate instructions; which may have an adverse effect on the assessment process or the outcome of the assessment.

**“Assessment Body”** Means a department of education or any other body registered with the Council as a body responsible for conducting external assessment.

**“Assessment Task”** Means a structured assessment activity designed by the teacher or assessment body and used by teachers and learners to determine the performance of learners in a subject, grade or in a specific content area. This assessment activity is designed to assess a range of skills and competencies.

**“Audit/Verification”** An audit includes activities such as verification and moderation. It involves an inspection of the documentary evidence relating to a particular component of assessment that is conducted by an official to ascertain compliance with the policy prescriptions.

**“Comparable Standards”** Means the minimum outcomes and standards that are achieved in all the schools, clusters and districts in the province.

**“Department of Basic Education”** Means the national department of basic education responsible for education.

**“Education Provider”** Means any body which: (a) delivers learning programmes which culminate in a specified National Qualifications Framework standard or qualification; and (b) manages the assessment of such learning programmes, but, in respect of public schools, public further education and training institutions and public adult learning centres, “provider” means the department responsible for education in the relevant province.

**“External Assessment”** Means any assessment activity, instrument or programme where the design, development and implementation are initiated, directed and coordinated by the provincial education department and the department of basic education either collectively or individually.

**“Head of an Assessment Body”** Means the Head: provincial department of education, or the Head of an Assessment Body.

**“Independent School”** Means a school registered or deemed to be registered in terms of Section 46 of the South African Schools Act, 1996 (Act No. 84 of 1996).

**“Irregularity Committee”** Means the body established by the school/district/province/national to deal with all irregularities identified during the administration of examination and assessment activities.

**“Minimum Outcomes and Standards”** As contemplated in the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, the Protocol on Assessment and the Curriculum and Assessment Policy Statements for all approved subjects listed in the National Curriculum Statement as promulgated by the Minister.

**“Moderation”** Means the quality assurance and control processes by which officials verify/moderate the school-based assessment (SBA) and the external assessment results, by remarking learner assessment evidence while applying the rubric/marking guidelines and analysis grid, and evaluating the entire assessment task or portions thereof, to ensure that assessment procedures and practices are valid, fair and aligned to the stated standards, principles and guidelines. The moderator.

**“Monitoring”** Means the regular observation and recording of SBA activities taking place at all levels of the system. It is a planned process of routinely gathering information to verify all aspects of SBA implementation. A four-tiered approach is implemented to ensure effective and holistic SBA policy compliance at school, district, provincial and national levels.

**“Performance Standard”** Explicit definitions of what learners must do to demonstrate proficiency at a specific level on the content standards.

**“Provincial Department of Education”** Means the provincial department of education as contemplated in section 1 of the Employment of Educators Act, 1996 (Act No. 76 of 1996) that is responsible for administering education at provincial level.



**“Quality Assurance”** Means the process of measuring, evaluating and reporting on the quality of school-based assessment against standards set in the curriculum/programme of assessment and the capacity of the institution or assessment body to comply with the set standards.

**“School-based Assessment”** Means any assessment activity, instrument or programme where the design, development, administration, marking, recording and reporting have been initiated, directed, planned, organised, controlled and managed by the school. For the purpose of this document SBA, includes Practical Assessment Tasks (PAT) and Language Oral Assessment.

**“Umalusi”** Means the Council, contemplated in section 1 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), as amended in 2008.

## ACRONYMS

<b>DAIC</b>	:	District Assessment Irregularity Committee
<b>DBE</b>	:	The national department responsible for the provision of basic education, Grades R–12
<b>CAPS</b>	:	Curriculum and Assessment Policy Statements
<b>NPPPPR</b>	:	National Policy Pertaining to the Programme and Promotion Requirements
<b>NSC</b>	:	National Senior Certificate
<b>PATs</b>	:	Practical Assessment Tasks
<b>SBA</b>	:	School-based Assessment
<b>PEDs</b>	:	Provincial Education Departments
<b>SAIC</b>	:	School Assessment Irregularity Committee
<b>SIAS</b>	:	Policy on Screening, Identification, Assessment and Support process
<b>SMT</b>	:	School Management Team

## **CHAPTER 1**

### **INTRODUCTION**

- 1) School-based Assessment (SBA) comprises all forms of assessment which are conducted by the teacher at school level. This includes assignments, projects, simulations, research, demonstrations, role plays, listening exercises, tests and examinations. In subjects with a practical component and, in the case of languages with an oral component, SBA includes assessment of the practical skills and, in the case of languages, assessment of the oral skills. However, in keeping with the Curriculum and Assessment Policy Statement (CAPS), SBA is regarded as separate from the Practical Assessment Task (PAT) and the Language Oral Assessment.
- 2) SBA constitutes a minimum of 25% of the final promotion mark in all the subjects offered as part of the National Senior Certificate (NSC). The weighting of SBA may be higher than 25% in certain subjects, particularly in subjects with a practical component and in the case of the languages. In the case of Life Orientation, the larger component of the final promotion mark is school-based and external assessment, which is referred to as a Common Assessment Task (CAT), constitutes 20%.
- 3) Quality assurance of SBA is the planned and systematic process of ensuring the reliability and validity of SBA and thus increasing public confidence in SBA. This includes all the activities that take place before, during and after the actual assessment and which contribute to an improved quality of SBA. The following evidence must be presented for quality assurance: the annual programme of assessment, lesson plan, assessment task/grid/marking guidelines, rubric; learner evidence and mark sheets, all of which are based on the CAPS topics and scope of content (context, skills, knowledge).

## **CHAPTER 2**

### **PURPOSE AND SCOPE OF THE GUIDELINE**

- 1) This guideline seeks to formalise the establishment of a national system (processes, procedures, and practices) for the quality assurance of SBA, including PATs and Oral Assessment, in which the standard and quality of SBA is comparable across all ordinary public schools, full-service schools, special schools, special schools that serve as resource centres, and independent schools, as well as across districts and provincial education departments.
- 2) This guideline provides directives to officials of the department of basic education (DBE), provincial education departments (PEDs)/ assessment bodies, subject specialists, principals of schools, teachers, learners and parents on the quality assurance of school-based assessment that must be complied with at all levels of the system, and which form the basis of the final Policy on the Quality Assurance of SBA in Grades 10-12.
- 3) This guideline focuses on formal assessments that are internally set and implemented at school level, Grades 10, 11 and 12, which contributes to the final assessment of the learner (i.e. the summative assessment tasks which are listed as compulsory SBA tasks in the *National Protocol for Assessment for Schools in the General and Further Education and Training Band*), as well as SBA tasks that are a component of the annual programme of assessment such as the practical examinations that are set externally/nationally.
- 4) This guideline will ensure that an appropriate quality assurance mechanism will be utilised to promote a uniform interpretation and application of the assessment standard, thus ensuring consistency of assessment at school, district and provincial levels, and across institutions registered with independent assessment bodies.
- 5) The formal assessments which will be the focus of this quality assurance approach will include the following:
  - (a) SBA tasks that lead to the final promotion mark (for all subjects);
  - (b) Practical assessment tasks (PATs) (for subjects with a practical component);
  - (c) Oral assessment (for languages); and
  - (d) SBA tasks that constitute the internal assessment programme (for Life Orientation)



## **CHAPTER 3**

### **LEGISLATIVE CONTEXT**

Regulations for the Conduct, Administration and Management of Assessment for the National Senior Certificate; the National Protocol on Assessment for Schools in the General and Further Education and Training Band, (Grades R–12); the National Policy Pertaining to the Programme and Promotion Requirements; the Policy on Screening, Identification, Assessment and Support Process, and other relevant CAPS documents.

## CHAPTER 4

### QUALITY ASSURANCE APPROACH

- 1) The quality assurance approach adopted in this guideline is based on the principle that the quality of assessment is determined by the inputs to assessment, the process of assessment and the assessment output. Therefore, in ensuring the quality of the assessment outcome, the following five key components of the assessment regime must be evaluated:
  - (a) The school-based assessment system
  - (b) The assessment task
  - (c) The administration of the assessment task
  - (d) The learner evidence
  - (e) The assessment feedback
  
- 2) The quality assurance approach will also adopt a four-tier model which focuses on all aspects of school-based assessment at the following levels of the system:
  - (a) School
  - (b) District
  - (c) Provincial
  - (d) National
  - (e) Umalusi
  
- 3) Quality assurance will be conducted at each level of the system to:
  - (a) Ensure that a functional SBA system is in place to support effective SBA implementation;
  - (b) Confirm the validity, fairness, standard and practicability of the assessment task;
  - (c) Establish whether the assessment was conducted in a fair and consistent manner;
  - (d) Establish the reliability and fairness of the assessment scores; and
  - (e) Provide feedback on the quality assurance findings with a view to improving the quality of SBA.
  
- 4) The quality assurance modality that will be adopted for each of the four tiers of the system will be as follows:

- (a) **Audit/Verification of the system:** to establish functionality of the SBA system;
  - (b) **Moderation:** to evaluate the quality, validity, fairness, standard of the assessment task;
  - (c) **Monitoring:** to ensure that the assessment was conducted in fair and consistent manner;
  - (d) **Moderation:** to evaluate the reliability and fairness of assessment scores; and
  - (e) **Feedback:** to ensure effective and timeous feedback emanating from the quality assurance process is provided to all stakeholders.
- 5) The feedback emanating from the quality assurance of the four tiers stated in paragraph (2), must be provided and mediated timeously to enable effective implementation, intervention and support at each level of the system and must be monitored to ensure that constructive feedback from the quality assurance process is implemented to ensure improvement in the quality of the assessment.

## CHAPTER 5

### QUALITY ASSURANCE IN PRACTICE

Based on the quality assurance approach articulated in Chapter 4, paragraph 1 to paragraph 4, the following are the key quality assurance measures that must be implemented:

#### 1) The School-based Assessment System

- (a) The following components that constitute the school-based assessment system must be audited as the initial step in the quality assurance process:
  - (i) Policy directives (this includes regulations, policies, guidelines, circulars);
  - (ii) SBA management plan (a plan that covers the implementation of SBA across the specific level). This plan should also reflect the school's management of differentiated assessment and the management of specialised assessment (medical, social, psychological, therapeutic);
  - (iii) Staff capacity (includes teachers, subject advisors, monitors, moderators to ensure effective implementation of SBA);



- (iv) Assessment material (includes assessment tasks, assessment support material, assessment instruments, including all adapted assessment materials, for the purpose of moderation and monitoring);
  - (v) Support and monitoring system (includes the monitoring tools used, subject advisory support available and the monitoring that takes place to ensure policy compliance); and
  - (vi) Moderation system (includes evaluation of the assessment tasks and the learner evidence).
- (b) The school-based assessment system must be audited/verified at the following levels of the system:
- (i) School
  - (ii) District
  - (iii) Province
  - (iv) National
  - (v) Umalusi
- (c) The oversight structure in the hierarchy (i.e. department of basic education, provincial department of education and education districts) will take responsibility for the auditing of the SBA systems of the structure under its jurisdiction, e.g. the district must conduct an audit of the SBA systems of the school and the provincial head office must conduct an audit of the SBA systems of the district.

## **2) Moderation of assessment tasks**

- (a) All assessment tasks for all subjects, must be moderated by the departmental head or specialist senior teacher at the school prior to the administration of the assessment tasks. In the absence of the requisite subject expertise or capacity at a school level, moderation should be conducted by a subject specialist from a neighbouring school/cluster.
- (b) Moderation of the assessment task should be done using the following evaluation criteria:
  - (i) The assessment tasks are aligned to the CAPS;
  - (ii) Assessments tasks and tools are reliable, valid, fair, and appropriate instructions relating to the assessment tasks are clearly stated;

- (iii) The content must be in keeping with what the learner has been exposed to in the teaching and learning process;
  - (iv) The assessment task must be free of any bias;
  - (v) The language of the assessment task is in keeping with the language level of the learners for which it is designed;
  - (vi) The cognitive levels at which the assessment tasks are pitched are consistent with the requirements as stipulated in the CAPS; and
  - (vii) Accommodations are incorporated into the design and administration of the assessment tasks for learners who have been identified as experiencing a barrier to learning based on the SIAS.
- (c) The moderator must also ensure that every assessment task is accompanied by detailed marking guidelines and an assessment grid. The marking guidelines must be accurately formulated and must make provision for the various alternative responses that may be provided to the assessment task. The assessment grid must indicate the content area(s) covered by the assessment task, the cognitive levels and the allocation of marks, addressed by the assessment task set.
- (d) The comments from the moderation process must be incorporated into the amendment of the assessment task before it is administered. This must be verified by the departmental head at the school. In the absence of a departmental head, a subject specialist from a neighbouring school/cluster can moderate the assessment task at school level.
- (e) The assessment task may be moderated at district, provincial or national levels as part of the external moderation process conducted at these levels. This external moderation will normally be conducted after the assessment task has been administered, except in cases where the assessment task is designed at district or provincial level. Moderation of assessment tasks set at district and provincial level must be internally conducted prior to being administered at schools.

### **3) Monitoring of the administration of school-based assessment**

- (a) The administration of the SBA must be monitored at all levels of the system: school, district and provincial level and the focus must be on confirming compliance to the policy requirements. At each of these levels of the system, the monitoring will focus on the moderation approach, sampling methods, moderation tools/instruments implemented, the outcomes of the moderation conducted and feedback that are relevant to that level of the system.
- (b) Monitoring at school level by the district will focus on the following:
  - (i) Implementation of an assessment programme by teachers;
  - (ii) Moderation of assessment tasks before they are administered to learners; (iii) Administration of the assessment task in a fair and consistent manner;
  - (iv) Moderation of the learner assessment evidence by the departmental head. In the absence of a departmental head, a subject specialist from a neighbouring school/cluster can conduct the moderation;
  - (v) Learner assessment evidence is marked and learner scores are accurately recorded; and
  - (vi) Feedback is provided to learners timeously.
- (c) Monitoring by the provincial head office, of the district, will provide confirmation of the following:
  - (i) The functionality of the system of the SBA, PAT and oral systems at district level, i.e. SBA, PAT and orals are implemented in accordance with the CAPS;
  - (ii) That the district has conducted an audit of the school's SBA, PAT and orals (administration of assessment tasks, moderation and monitoring) systems;
  - (iii) That all schools within the district are moderated by the district subject specialist or through the use of a cluster, teacher moderator, or any other model approved by the province;
  - (iv) That the moderation conducted by the district must be inclusive of assessment tasks and learner evidence;
  - (vi) That learner assessment evidence sampled within a school is representative of the spectrum of achievement levels, i.e. high, moderate and low;

- (vii) That learner scores are accurately recorded; and
  - (viii) That computerised SBA, PAT and oral mark sheets are completed by all schools.
  - (ix) Feedback is provided to districts timeously.
- (d) Monitoring by the DBE will verify the following about SBA, PAT and oral implementation at provincial level:
- (i) The functionality of the SBA, PAT and oral moderation systems at a provincial level;
  - (ii) The provincial office has conducted an audit of the SBA, PAT and oral systems at the districts under its control;
  - (iii) Each district has a model of moderation that is approved by the PED;
  - (iv) Evidence to confirm that moderation of the assessment tasks and learner assessment evidence has been conducted by the province; and
  - (v) Evidence to confirm that monitoring is being conducted by the provincial office and the district office.

#### **4) Moderation of learner assessment evidence**

- (a) Moderation of the marking of the learner assessment evidence is done to ensure that the marking guidelines are correctly and consistently applied by the teacher in the marking of the learner assessment evidence presented by the learner.
- (b) The marking of learner assessment evidence for the designated series of formal assessment tasks (e.g. practical tasks/tests, projects), spread across the year in subjects offered must be moderated at school, district and provincial levels.
- (c) The following criteria must be applied during the moderation of the marking of the learner evidence:
  - (i) Confirmation of the accuracy and completeness of the marking guidelines;
  - (ii) Verification that the learner assessment evidence has been marked in accordance with the marking guidelines;
  - (iii) Verification that the marks have been totalled accurately; and (iv) Verification of the recording of marks.

## **5) Feedback on quality assurance findings**

- (a) During each of the quality assurance processes, timeous feedback must be provided in writing and also mediated verbally where necessary. Detailed, written feedback must be provided once the quality assurance process has been conducted.
- (b) It is the responsibility of the official providing the feedback to ensure that the feedback is utilised and applied where necessary at the respective level of the system.

## **CHAPTER 6**

### **CONDUCTING THE QUALITY ASSURANCE AT THE DIFFERENT LEVELS IN THE SYSTEM**

- 1) The SBA systems at all schools must be audited by the district. SBA systems in the district must be audited by the provincial office and the SBA system at the provincial office must be audited by the DBE.
- 2) Internal moderation of the assessment is conducted at school level. The first level of external moderation is conducted at cluster/district level. The DBE, PED and Umalusi conduct external moderation at the respective levels of the system. The assessment task, the marked learner assessment evidence of performance together with the teacher record of assessment must be moderated at different levels which include the school, district, province, national and external quality assurance body, Umalusi.
- 3) Samples of the learner assessment evidence and the teacher record of assessment must be presented for moderation. Different models of sampling may be used at all levels. The district/region province/national will decide which sampling model should be used. Sampling should be representative of the various performance levels of learners (low; moderate and high)
- 4) The moderation sample that could be used at the different levels of the system is as follows:

**(a) School**

- (i) The departmental head, or subject specialist from a neighbouring school/cluster, in the absence of a subject specialist at a school level must moderate all assessment tasks set by the teacher at school level.
- (ii) The departmental head or subject specialist from a neighbouring school/cluster in the absence of a subject specialist at school level, must moderate 10% of the learner assessment evidence for each assessment task administered.

**(b) District**

- (i) The district must, based on its moderation model, moderate every subject at every school under its jurisdiction.
- (ii) The district should moderate a minimum of 10% of the assessment tasks at every school and 10% of the learner evidence for the assessment tasks moderated.

**(c) Province**

- (i) The province must moderate a sample of the learner assessment tasks and a sample of the learner assessment evidence from each of the districts.
- (ii) A minimum sample of 5–10% of the schools within each of the districts must be moderated by the provincial office.
- (iii) In the selected schools in the districts, a sample of 10% relating to assessment tasks and learner assessment evidence will apply.

**(d) National**

- (i) The DBE must moderate the SBA in all the PEDs and in a sample of the districts within each PED.
- (ii) A minimum sample of between 2–5% of the schools within each of the selected districts must be moderated by the DBE.

- (iii) In the selected schools in the districts, a sample of 10% relating to assessment tasks and learner assessment evidence will apply.

## **CHAPTER 7**

### **ROLES OF MODERATORS INVOLVED IN THE QUALITY ASSURANCE PROCESS**

#### **1) School moderation**

Moderation of SBA at school level will be undertaken in the following manner:

- a) The school must take full responsibility for the moderation and monitoring of SBA.
- b) The principal must appoint the head of department or a senior teacher to take responsibility for the moderation of SBA in each subject, in each grade.
- c) The principal must ensure that all senior teachers/heads of department develop a school moderation plan which must be consolidated into a formal school assessment plan. This assessment plan must be communicated to learners and parents.
- d) The principal, in collaboration with the school management team (SMT), must monitor the setting, marking and moderation of school-based assessment on a quarterly basis.
- e) The principal must ensure that all irregularities discovered during moderation are resolved by the School Assessment Irregularities Committee (SAIC) and reported to the District Assessment Irregularities Committee (DAIC).

#### **2) District/Sub-district/Regional Moderation**

- a) The sub-district/district/region must take full responsibility and accountability for moderation at school level. The district director is responsible for ensuring that all assessment conducted at school level is of the required standard and quality.
- b) The district director must submit a clear district moderation plan for each subject offered in his/her district to the provincial office. The district moderation plan must be approved by the head of examinations and assessment, at provincial level.

- c) It is proposed that each sub-district/district should recommend the appointment of a teacher/cluster moderator who will be assigned the responsibility of moderating the school-based assessment in a cluster of schools within the district.
- d) The teacher/cluster moderators must be supervised by the subject advisors who must ensure that these moderators are provided with the necessary support in the moderation of school-based assessment.

e) **The teacher moderator/cluster moderator should:**

- (i) Take responsibility for the moderation of SBA in selected schools allocated to him/her at least once a quarter. This will include remarking the learner assessment evidence to establish whether the marking is accurate, precise and fair;
- (ii) Organise a standard setting meeting to establish a common understanding and interpretation of assessment criteria when designing the assessment instruments, together with the teacher at the school(s) he/she is allocated to moderate.
- (iii) Provide a report with recommendations to the subject advisor and the school principal on the outcome of the moderation process. The subject report must describe the standard of the assessment instruments constructed, standard of marking, standard of learners' performance and any adjustment of marks. The report should identify schools that are struggling with the implementation of SBA and recommend on-site visits by the subject advisor to conduct moderation.

f) **The subject advisor should:**

- (i) Take responsibility for the moderation of SBA across all schools in the sub-district/district;
- (ii) Ensure that the standard of moderation in all schools is comparable; and
- (iii) Follow up on the teacher moderator's/cluster leader's report regarding schools that are experiencing problems with the implementation of SBA. This will include acting on the recommendation made by the teacher



moderator/cluster leader by visiting the school and conducting moderation, where necessary.

### **3) Provincial moderation**

- a) Provinces should conduct sample moderation of a minimum of ten per cent (10%) of the assessment tasks and the learner assessment evidence at selected schools.
- b) The focus of the moderation must be to ensure the comparability of standards of the assessment tasks and the marks awarded to candidates across the districts.
- c) The province should be responsible for the compilation of the composite SBA district and provincial report.
- d) Provincial moderation should be conducted at least twice a year.

### **4) National moderation**

- a) The Department of Basic Education will appoint a panel of moderators to evaluate assessment tasks, and to conduct moderation of the learner assessment evidence and teacher records. The purpose of the national moderation is to ensure that a comparable standard in the setting of assessment tasks, administration of assessment tasks, moderation of learner evidence and verification of marks, is maintained in all nine provinces.
- b) The DBE will determine the sample to be moderated per province and the sample will cover selected districts and within these districts, selected schools, covering the range of contexts and performance levels. Moderation at national level will be conducted twice a year.
- c) The national moderator will provide a report to the PED on each subject moderated, highlighting the standard and quality of the assessment tasks and the reliability of the final assessment scores.

## **CHAPTER 8**

### **RE-ASSESSMENT OF SPECIFIC SBA TASKS**

- 1) Learners will not be allowed a second opportunity with regard to an assessment task that has been administered, if that task constitutes the final SBA summative assessment.
- 2) Learners may be granted a second opportunity with regard to the same assessment task for remedial purposes, but the mark that must be recorded is the mark obtained at the first attempt.
- 3) In exceptional circumstances, learners may be granted a second opportunity with regard to an assessment task if the first assessment task was found to be faulty or erroneous in certain questions or all the questions, and this would have affected the performance of the learners. In such a case, the assessment task must be declared invalid and a new assessment task must be set and moderated. Such a re-assessment must be reported to the district director and the scores of the re-assessed task must be recorded.
- 4) The granting of repeated opportunities using the same assessment task or similar tasks to improve the marks of the learners in the specific task constitutes an assessment irregularity and will be dealt with accordingly.

## **CHAPTER 9**

### **IMPLEMENTATION OF THE SBA QUALITY ASSURANCE GUIDELINE**

- 1) The PEDs/assessment bodies must evaluate their current quality assurance systems against the quality assurance system prescribed in this guideline and establish their deficiencies and strengths.
- 2) Each PED/assessment body must develop an implementation plan indicating how their deficiencies will be addressed during the 2022 and subsequent academic year.
- 3) The DBE/head of the assessment body will monitor the incremental implementation of this quality assurance guideline to establish the functionality, effectiveness and reliability of SBA moderation systems across PEDs. Iterative feedback will be provided to all PEDs to ensure the attainment of the standards (quality of the assessment tasks, administration of the assessment tasks and reliability of the verification processes and the learner outcomes)

prescribed and will be incorporated into the final policy document for the Quality Assurance of SBA in Grades 10-12.