



ASSESSMENT INSTRUCTION 23 of 2008

TO: DEPUTY-DIRECTORS GENERAL
CHIEF DIRECTORS
DIRECTORS
DISTRICT DIRECTORS
CHIEF EXECUTIVE OFFICERS: FET COLLEGES
CHIEF EDUCATION SPECIALISTS (DISTRICTS)
DEPUTY-CHIEF EDUCATION SPECIALISTS AND SENIOR EDUCATION
SPECIALISTS (CURRICULUM – DISTRICTS)
PRINCIPALS: ALL SCHOOLS
TEACHERS
TEACHER ORGANISATIONS

DATE: 09 JUNE 2008

ASSESSMENT PROCEDURES GRADES R TO 9

This Assessment Instruction outlines Continuous Assessment (CASS) processes and procedures to be followed in the General Education and Training Band (GET). The Assessment Instruction should be read and utilised in conjunction with the following documents:

- Assessment Policy for General Education and Training (Grades R—9) February 2007.
- National Assessment Guidelines for every Learning Programme/ Area.
- Provincial Assessment Guidelines for every Learning Programme/ Area.

As National and Provincial policy, continuous assessment forms an integral part of learner assessment in the GET Band. Both formal and informal assessment can be used to assess learners. However only formal assessment are recorded and moderated. Tests and examinations also form part of formal assessment according to the Learning Area assessment guidelines. The following tables indicate the number of formal assessment tasks required for each phase.

PROGRAMME OF ASSESSMENT:

The Assessment Guidelines provide direction on how to develop a year long assessment.

1. FOUNDATION PHASE: GRADES R, 1, 2 AND 3

Learner progression is based on 100% CASS.
CASS should be conducted as stipulated in the Assessment Guidelines of each Learning Programme:

NUMBER OF FORMAL RECORDED ASSESSMENT TASKS FOR GRADES R-3

LEARNING PROGRAMME	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
LITERACY (Languages)	4	4	4	4	16
Additional Language(optional in Grade 1 & 2I)	2	2	2	2	8
NUMERACY (Mathematics)	3	3	3	3	12
LIFE SKILLS (Life Orientation)	1	1	1	1	4

2. INTERMEDIATE PHASE: GRADES 4, 5 AND 6

Learner progression is based on 100% CASS.

CASS should be conducted as stipulated in the Assessment Guidelines of each Learning Areas:

NUMBER OF FORMAL RECORDED ASSESSMENT TASKS FOR GRADES 4-6

Learning area	Term 1	Term 2	Term 3	Term 4	Total
Language 1	2	2	2	2	8
Language 2	2	2	2	2	8
Language 3 (Optional)	1	1	1	1	4
Mathematics	2	2	2	2	8
Natural Sciences	1	2	1	2	6
Social Sciences	1	2	1	2	6
Technology	1	1	1	1	4
Economic and management Sciences	1	1	1	1	4
Life Orientation	1	1	1	1	4
Arts & Culture	1	1	1	1	4

3. SENIOR PHASE: GRADES 7 & 8

NUMBER OF FORMAL RECORDED ASSESSMENT TASKS FOR GRADES 7-8

Learning area	Term 1	Term 2	Term 3	Term 4	Total
Language 1	3	2	3	2	10
Language 2	2	2	2	2	8
Language 3 (Optional)	2	1	2	1	6
Mathematics	3	3	3	3	12
Natural Sciences	2	2	2	2	8
Social Sciences	2	2	2	2	8
Technology	1	1	1	1	4
Economic and management Sciences	1	1	1	1	4
Life Orientation	1	1	1	1	4
Arts & Culture	1	1	1	1	4

4. SENIOR PHASE: GRADE 9

NUMBER OF FORMAL RECORDED ASSESSMENT TASKS FOR GRADE 9

Learning area	Term 1	Term 2	Term 3	Term 4	Total
Language 1	3	2	3	CTA	8
Language 2	2	2	2		6
Language 3 (Optional)	2	1	2		5
Mathematics	3	3	3		9
Natural Sciences	2	2	2		6
Social Sciences	2	2	2		6
Technology	1	1	1		3
Economic and management Sciences	1	1	1		3
Life Orientation	1	1	1		3
Arts & Culture	1	1	1		3

4.1 PROGRAMME OF ASSESSMENT:

The Assessment Guidelines provide direction on how to develop a yearlong assessment.

Assessment consists of 75% CASS and 25% CTA.

4.2 MODERATION OF CTA

Discussion meeting

An agenda item for a cluster meeting must include a discussion on the memorandum for the CTA sections A & B. Teachers must be in agreement with the memoranda provided for marking the sections.

Moderation of Marking of CTA

At least 10% of CTA sections A and B with varying ratings must be moderated at a cluster meeting after marking has been completed.

5. MODERATION

The Assessment Guidelines articulate clearly the three levels as well as the roles and responsibilities.

LEVELS OF MODERATION	WHO MODERATES	PORTFOLIOS TO BE MODERATED
SCHOOL	PRINCIPAL/ HEAD OF DEPARTMENT/ REPRESENTATIVE OF THE PRINCIPAL	ALL PORTFOLIOS should be submitted to the HOD and the HOD should sample according to the school assessment policy.
CLUSTER	EDUCATORS/ CLUSTER LEADER (LEARNING AREA COMMITTEE CHAIR PERSON)/ DISTRICT CURRICULUM PERSONNEL	10 % OF LEARNERS' PORTFOLIO PER SCHOOL (minimum of 5 if there are fewer than 50 learners in the learning area sampled from highest, average and lowest).
PROVINCE	PROVINCIAL LEARNING AREA CHAIR PERSONS/ THEIR REPRESENTATIVES	DETERMINED BY THE PROVINCIAL LEARNING AREA EXECUTIVE COMMITTEE
NATIONAL	UMALUSI	DETERMINED BY UMALUSI

5.1 LEVELS OF MODERATION

The following levels of moderation are used for all grades

Level 1: School level

This moderation should be conducted on an ongoing basis as tasks are completed in the classroom situation.

The moderation at school level should be conducted as follows:

- All assessment tasks and tools must be moderated by HOD **before** being administered to the learners.
- The Learning Area teacher marks tasks in **red** ink.
- The Learning Area head of department, Deputy Principal or Principal, must then exercise further control in **green** ink. (THE SCHOOL MODERATING TEAM).
- Comments, signature, and a school stamp must appear on the moderated work. A school moderation tool (see annexure) must be filled in and be submitted by the subject teacher during cluster moderation.
- In a school where there is no SMT (school management team) member qualified in the learning area, arrangements with the neighbouring school can be made. If this is not possible then it may be done at cluster moderation by the Learning Area specialists.
- Two copies of the mark schedule (see annexure) must also be signed by the teacher, HOD and Principal.
- The number of learner portfolios to be presented for cluster moderation should be determined as follows:
 - 10% of learners' portfolio must be prepared for moderation (minimum of 5 if there are fewer than 50 learners in the Learning Area sampled from highest, average, and lowest).

Level 2: Cluster level

- Cluster moderation will take place according to the district CASS moderation schedule.
- Each teacher brings along his/her master portfolio, required number of learner portfolios and two copies of the mark schedule.
- The Learning Area committee member marks tasks in **orange** ink.

Level 3: Provincial level

- This level of moderation takes place at the same time as the capturing of marks is done.
- Provincial Learning Area Specialists (DCES) are responsible for this moderation.
- The reports provided by the districts DCESs play a vital role in this level of moderation.

Level 4: National level

- This level of moderation can take place at any time during any other level of moderation.
- UMALUSI officials may visit any site at their discretion.
- They can also call for portfolios from any school/cluster/district for moderation purposes.

5.2 CASS MODERATION INSTRUMENTS:

All of the following are contained in the Assessment Guidelines:

- School based moderation tool
- Cluster moderation tool
- Cluster moderation report
- District moderation report
- Recording sheets per Learning Programme/ Area.

(Refer to annexures given in the Provincial assessment Guideline Documents)

6. PROGRESSION AND PROMOTION

- Ideally, all learners in Grades R-8 should progress with their age cohort.
- Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.
- Promotion occurs only at Grade 9 level. A learner is promoted from Grade 9 on the basis of demonstrating competencies 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.

7. PROCESSES, RULES AND REGULATIONS

7.1 Confidentiality

- While discussion of marks will take place routinely during the course of the year in order to motivate, reward and instruct, the final CASS mark/code submitted by the school for moderation should not be provided to learners.
- The marks after moderation may not be provided to learners.

7.2 Use of CASS in School Improvement

- CASS provincial averages should be shared and discussed with schools.
- Schools should be encouraged to study the links between CASS marks/codes and final results and to understand the meaning of these and how to improve results.

7.3 IRREGULARITIES

- Non compliance to the implementation of the assessment guidelines may result in an irregularity which may have serious consequences on the part of the teacher and the school.
- Non participation/non attendance at all levels of moderation will be considered as an irregularity.
- The School Assessment Irregularity Committee (SAIC) is to report all internal assessment irregularities in writing to the District Examination Irregularities Committee (DEIC) who will forward the reports to provincial examinations irregularity committee for necessary action.
- A learner who makes a false statement or presents any work other than her/his own for assessment will be dealt with in terms of the rules and regulations for Irregularities.
- Educators or officials found falsifying school-based assessment, neglecting assessment or moderation duties or providing learners with unlawful assistance, will be liable for charges of misconduct under the Employment of Educators Act.
- If a learner fails to hand in work for CASS without a valid reason, the educator, Head of Department and Principal will indicate to the learner, and his/her parents, the importance of handing in the work. If the work is still not submitted, the learner is to be given “incomplete” for that particular task NOT ZERO. The educator’s portfolio must reflect that follow-up action was taken.
- If a candidate does not hand in any CASS tasks at all in a particular subject/learning area, she/he is marked as “incomplete” for CASS, with the result that her/his General Education Certificate results will be ‘incomplete’.
- In cases where a learner hands in work that is not worth any marks, he/she receives a zero. The educator’s portfolio must reflect that follow-up support was given to the learner.
- Learners who do not produce individual CASS tasks due to medical or other valid reasons, are to be marked as ‘absent’ for that task. Their final CASS mark is then calculated out of a lower total.

8. CASS APPEAL PROCESSES

- If a **learner** is unhappy with her/his mark, the learner may appeal to the Head of Department for that subject. Should he or she wish to appeal against the decision of the HOD, he/she may appeal to the district Curriculum Advisor in the subject. The decision of the Curriculum Advisor is final.
- If a **school** is unhappy with any adjustments made to the school-based assessment, the school may appeal to the Chief Curriculum Advisor at the school’s EMDC within 5 days of receiving the adjusted marks. The Chief Curriculum Advisor will then appoint another subject specialist to moderate the CASS tasks and marks. Together with the specialist, the Chief Curriculum Advisor will make a decision. The result of the appeal will be given to the school within 10 days of the request for the re-mark / re-assessment. The decision of the Chief Curriculum Advisor is final.

9. EFFECTIVE DATE OF THE IMPLEMENTATION

The contents of this assessment instruction are applicable as from 1st July 2008 and replace all previous assessment instructions.

10. CONCLUSION

All officials of the Education Department are urged to implement these assessment procedures to ensure more efficient and effective assessment of learners. Your co-operation in this regard will be highly appreciated.

S.P. GOVENDER
CHIEF DIRECTOR: CURRICULUM MANAGEMENT

ATTACHMENT TO ASSESSMENT INSTRUCTION 23

ANNEXURE A



**DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE**

SCHOOL BASED MODERATION TOOL

LANGUAGE AND LEVEL: _____

GRADE: _____

TEACHER: _____

YEAR: _____

SCHOOL: _____

DISTRICT: _____

TEACHER PORTFOLIO

GENERIC INFORMATION

	TERM 1	TERM 2	TERM 3	TERM 4
1. Logical arrangement of all the necessary information				
2. Evidence of planning for teaching: - work schedule - lesson plans				
3. Evidence of planning for both formal and informal assessment				
4. Recording sheets – completed and up to date				
5. Marks correctly recorded				

LEARNING AREA SPECIFICS

1. Quality of formal assessment tasks				
2. Variety of components				
3. Instruments relevant and available				
SIGNATURE (Moderator):				
SIGNATURE (Teacher):				
DATE:				

LEARNER PORTFOLIOS

(Reflects the quality of the teacher's planning, teaching and assessment)

	TERM 1	TERM 2	TERM 3	TERM 4
1. No of portfolios moderated				
2. Logical arrangement of all the necessary information				
3. Appearance – neat and tidy				
4. Evidence of informal assessment				
5. All formal assessment tasks completed				
6. Quality of the formal assessment tasks				
7. Quality of the marking				
8. Marks correct				
SIGNATURE (Moderator):				
DATE:				

RECORD OF MODERATED TASKS

	TERM 1	TERM 2	TERM 3	TERM 4
1. No of tasks moderated				
2. Specify the above	* * * * *	* * * * *	* * * * *	* * * * *
3. Comments on the above				
SIGNATURE (Moderator):				
DATE:				
SIGNATURE (Principal):				
DATE:				

ATTACHMENT TO ASSESSMENT INSTRUCTION 23



**DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE**

ANNEXURE B

CLUSTER MODERATION TOOL

LEARNING AREA:		LEVEL:	
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TEACHER:		GRADE:	
SCHOOL:		YEAR:	
DISTRICT:		TERM:	
CLUSTER:		DATE:	
NO OF LEARNERS:		NO OF PORTFOLIOS SUBMITTED:	

TEACHER PORTFOLIO

	DOES THE PORTFOLIO REFLECT THE FOLLOWING?	YES	NO	COMMENTS
1	Cover page with necessary info			
2	Index			
3	Timetable			
4	Evidence of planning for teaching – learning programme, work schedule and lesson plans			
5	Planning for informal assessment			
6	Planning for formal assessment			
7	Relevant assessment instruments			
8	Recording sheets – complete and signed			
9	School based moderation report			
	COMMENT ON THE FOLLOWING:			
10	Evidence of correlation between planning and implementing			
11	Standard of the formal assessment tasks – design, variety, relevance, coverage			
12	Quality of the marking (as evident in the learners’ portfolios)			
13	Assessment – fair and transparent			
14	Recording			
15	Quality of the school based moderation			
16	Access to LA Statements and Assessment Guidelines			

LEARNER PORTFOLIOS

	DO THE PORTFOLIOS REFLECT THE FOLLOWING?	YES	NO	COMMENTS
1	Cover page with necessary info			
2	Index			
3	Neat and organized			
4	Evidence of informal assessment			
5	All required formal tasks completed			
6	Quality of performance (completed tasks)			
7	Fair assessment			
8	Constructive feedback given			
9	Evidence of remedial work			
10	Marks on portfolio cover sheet correct			

CLUSTER LEADER COMMENTS / RECOMMENDATIONS:

	NAME	SIGNATURE	DATE
TEACHER			
CLUSTER LEADER			
DISTRICT OFFICIAL			



DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE

CLUSTER MODERATION REPORT FORM

DISTRICT: _____	CLUSTER NAME / NO: _____
GRADE: _____	TERM: _____
	DATE: _____
NO OF SCHOOLS MODERATED: _____	
NO OF SCHOOLS ABSENT: _____	

LIST OF SCHOOLS ABSENT:

	NAME OF SCHOOL	LANGUAGE	LEVEL
1			
2			
3			
4			
5			
6			

HOW DO YOU RATE THE CLUSTER REGARDING THE IMPLEMENTATION OF CASS POLICIES? (Just tick)

- 1 = Poor _____
- 2 = Average _____
- 3 = Excellent _____

COMMENT ON POSSIBLE PROBLEM AREAS:

SCHOOLS WITH OUTSTANDING PERFORMANCE:

NAME OF SCHOOL		AREA OF PERFORMANCE
1		
2		
3		
4		
5		
6		
7		
8		

SCHOOLS IN NEED OF MORE SUPPORT:

NAME OF SCHOOL		AREA OF SUPPORT
1		
2		
3		
4		
5		
6		
7		
8		

GENERAL COMMENTS AND RECOMMENDATIONS:

DISTRICT SES / CLUSTER LEADER
(PRINT NAME)

SIGNATURE

DATE

ATTACHMENT TO ASSESSMENT INSTRUCTION 23

ANNEXURE D



DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE

DISTRICT MODERATION REPORT FORM

DISTRICT: _____	LEARNING AREA: _____	
GRADE: _____	TERM: _____	DATE: _____

NO OF SCHOOLS MODERATED:		NO OF SCHOOLS ABSENT:	
LIST OF ABSENT SCHOOLS		REASON(S) GIVEN FOR ABSENCE	ARRANGEMENTS MADE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

DO ALL SCHOOLS IN YOUR DISTRICT HAVE THE PROVINCIAL/ NATIONAL LEARNING AREA ASSESSMENT GUIDELINES? YES / NO

IF NOT, MENTION THE SPECIFIC SCHOOLS AND COMMENT ON YOUR PLANS TO ADDRESS THE MATTER:

HOW DO YOU RATE THE DISTRICT REGARDING THE IMPLEMENTATION OF CASS POLICIES?

(Just tick)

- 1 = Poor _____
- 2 = Average _____
- 3 = Excellent _____

COMMENT ON POSSIBLE PROBLEM AREAS:

SCHOOLS IN NEED OF MORE SUPPORT:

	NAME OF SCHOOL	AREA OF SUPPORT
1		
2		
3		
4		
5		
6		
7		
8		

GENERAL COMMENTS AND RECOMMENDATIONS:

DISTRICT SES / CHAIRPERSON

SIGNATURE

DATE

DISTRICT DCES

SIGNATURE

DATE

ATTACHMENT TO ASSESSMENT INSTRUCTION 23

ANNEXURE E



DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE

CLUSTER MODERATION ATTENDANCE REGISTER

DISTRICT: _____ NAME/NO OF CLUSTER: _____ DATE: _____

LEARNING AREA: _____ GRADE: _____ TERM: _____

	SCHOOLS EXPECTED	SCHOOLS ATTENDED (ATTACH SIGNATURE)	SCHOOLS NOT ATTENDED (INDICATE AS ABSENT)	EDUCATOR	CONTACT OFFICE AND CELL
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					