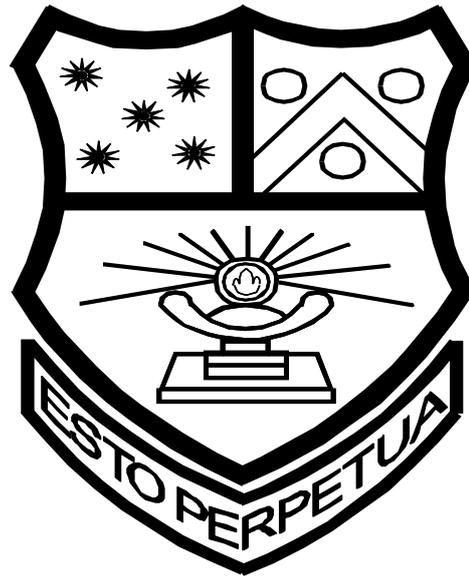


Springs Girls' High School



ASSESSMENT POLICY

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1. ASSESSMENT POLICY

2. EFFECTIVE DATE: 31 AUGUST 2018

3. DATE OF NEXT REVIEW: 31 AUGUST 2019

4. REVISION HISTORY:

As amended on: (Specify dates)
31 May 2018

5. PREAMBLE

As a public school, Springs Girls' High's policies are guided by the principles of the South African School's Act, 84 of 1996. All policies, including this one, are aligned with the above-mentioned overarching Act, as well as other legislation.

6. PURPOSE OF THE POLICY

The aim of this assessment policy is to ensure that each learner at Springs Girls' High School is assessed in a fair, reliable and valid manner.

7. DEFINITIONS, ACRONYMS AND ABBREVIATIONS

7.1. Definitions

No.	Term	Explanation
1.	Senior phase	Grades 7-9
2.	Grade Tutors	Educators in charge of administrative and disciplinary matters in relation to a specific grade
3.	Senior Teacher	A senior educator in charge of a subject who is not a departmental head.

7.2. Acronyms and Abbreviations

No.	Abbreviation/ Acronym	Explanation
1.	SAT	School Assessment Team
2.	SG	Springs Girls' (used on forms)
3.	SBA	School Based Assessment
4.	FET	Further Education and Training (i.e. grades 10 to 12)
5.	SGB	School Governing Body
6.	IDSO	Institutional Development and Support Officer
7.	SBST	School-Based Support Team

8. APPLICATION AND SCOPE OF THE POLICY

The policy applies to all learners and educators who attend Springs Girls' High School and encompasses all assessments, whether formal or informal.

9. LEGISLATIVE FRAMEWORK

- The South African School's Act 84 of 1996
- The National Curriculum and Assessment Policy Statement (CAPS)
- National Protocol for Assessment Grades R – 12.
- National Assessment Circular 3 of 2016

10. POLICY STATEMENTS

1. Composition of the School Assessment Team

- 1.1 Principal
- 1.2 SAT Co-ordinator
- 1.3 Deputy Principals
- 1.4 Departmental Heads/ Senior Teachers
- 1.5 Grade tutors and relevant subject educators

2. Foundations for assessment

2.1 Role of assessment

- 2.1.1 to determine the extent of the learner's abilities and skills mastered
- 2.1.2 to identify reasons for a learner's not making satisfactory progress
- 2.1.3 to provide continuous affirmation
- 2.1.4. to highlight for the learner specific areas that require improvement

2.2 Educator involvement

- 2.2.1 All educators are guided by this policy to ensure a uniform standard of quality across a grade, a phase and the school
- 2.2.2 Educators are encouraged to use as many different types of assessment methods and instruments as possible, in an attempt to assess the abilities of learners as holistically as possible
- 2.2.3 Educators should involve themselves with assessment and keep informed of developments in assessment. Where appropriate, educators should apply to become NSC markers, examiners or moderators.

2.3 Types of assessment

- 2.3.1 Educators should be aware of, and use, the following types of assessment:
 - 2.3.1.1 formative assessment during a section of work to support progress.
 - 2.3.1.2 summative assessment at the end of a section of work to summarise progress.
 - 2.3.1.3 diagnostic assessment to identify and address specific problems.
 - 2.3.1.4 baseline assessment before a new section of work to ascertain and pre-empt appropriate interventions and teaching strategies.
- 2.3.2 Within the above types of assessment, educators should use a variety of assessment tools for example: peer assessment, group assessment, formal

written tests and examinations, projects, oral work, demonstrations, informal assessment, practical work, experiments, etc. Marking of work should be based on formal marking memoranda, rubrics, etc.

3. Process of assessment

- 3.1 The process of assessment of learners must be continuous by nature.
- 3.2 Learners will undergo formal assessments in the form of tests, mid-year and final examinations and SBA tasks during the year. An Assessment Plan, reflecting all SBA tasks and tests will be issued to learners on a quarterly basis. Please note: there may be a maximum of TWO formal tests per day.

Packing of formal Tests and Examinations:

Examiners are to package all tests and examinations according to the venue and the number of learners writing the subject's test/ examination in the venue. The papers are stored in the examination cupboard at least ONE WEEK prior to the writing of the test/ examination. Under NO circumstances should the examination question paper be left unattended in the classroom, on a PC or laptop that learners can potentially access, staff room or any other area where its security can be compromised. The package should include:

- Question papers (sufficient for the number of learners)
 - An invigilator's copy of the question paper, indicating the errata (or stating "no errata"). This should be clearly printed and serve as an example of the perfect paper.
 - Enlargements for learners who have accommodations (Font sizes should be increased according to the requirements of the accommodation, but still in A4 format. Line references in the questions must be amended appropriately.)
 - Enough answer sheets for the learners – stapled for ease of handing out
 - Extra sheets for learners who require more paper than provided in the answer pack.
 - An SG 16 (Examination/ Test Cover) that is completed in full for the invigilators
 - An attendance register to be signed by the learners
- 3.3. The mid-year and final examinations must follow the format of the NSC or as instructed by the examination instruction per subject.
 - 3.4. These formal assessments must be pre-moderated by the Subject Head or Senior Teacher (if the subject has no Subject Head). Pre-moderation of all formal tasks must be completed within at least TEN days of the date on which the task will be conducted. All tasks MUST be accompanied by the assessment tool and taxonomy when submitted for pre-moderation. All educators who teach the grade and subject must, before the Subject Head/Senior teacher receives the task, have seen, been given the opportunity to comment and suggest changes, approve and sign off the task before final duplication of the task for the learners. Use SG 90 for pre-moderation purposes.
 - 3.5. All learners must undergo the SBA formal tasks under controlled conditions and simultaneously and their tasks marked according to the assessment tool.
 - 3.6. The Subject Head or Senior Teacher must ensure that the marking of the tasks is accurately completed by the subject teacher and adding up verified within FIVE days of the task's having been completed by the learners. The educator must complete the Marking, Moderation and Analysis Form (SG 8) in full during the

assessment process to identify areas of concern and with the aim of informing teaching, learning and intervention strategies. This form must accompany the task, the electronic working mark sheet on which the task's results have been recorded and the assessment tool when submitted to the Subject Head.

- 3.7. All learners must have access to their marked tasks and the subject teacher must go through the task with learners indicating the correct response as per memorandum and/or the requirements of the rubric. At no time should this access be denied to learners. Feedback to learners (including written comments on tasks) should be constructive and should inform teaching, learning and intervention strategies.
- 3.8. The Subject Head or senior teacher must, within THREE days moderate 10% of the scripts, sampling good, average and weak learners in the process, using SG 8. If, during the moderation process, there is:
- a discrepancy of 10% or more between the moderator's mark and that of the marker, the entire set must be re-marked by the educator.
 - an adding error or an incorrect interpretation of the memorandum/ assessment tool, the mark of the learner must be adjusted accordingly and the entire set should be reviewed by the educator.
 - a discrepancy of less than 10% between the mark of the moderator and that of the teacher on the sampled learners' tasks, the marks of the educator are taken as the correct mark. No marks should be changed on the mark sheet.

The purpose of moderation is to:

- verify the integrity of the marking in order to obviate later appeals
 - assure that standardisation in the marking has been applied by all markers marking the same task across the grade
 - assess the marker's level of marking and record-keeping – and to make recommendations for improvement, if required
- 3.9. The SAT will issue a management plan for submission of marking for the mid-year, preparatory and final examinations, when time frames are more demanding. Subject heads must issue management plans for other SBA tasks during the course of each term for his/ her departments.
- 3.10. Informal assessment must take place in ALL subjects, but other forms of assessment, as mentioned above, must be included at the discretion of each Subject Head and will depend on the nature of that subject and the requirements according to the CAPS document.
- 3.11. Learners who are absent for a practical task, test or examination may, upon submission to the tutor and subject teacher of a doctor's note, write the test or examination or undergo the practical task, test or examination on the day they return to school. Arrangements for examinations missed will be made between the tutor, the subject teacher and the learner. Learners who are absent and do not present a doctor's note will receive a zero for the task. Learners may not write the task/ test/ examination BEFORE the rest of the group has written it.
- 3.12. Late submission of tasks by the learners will result in a deduction of 45% per day from the final total of the task. Learners who serially and frequently do not submit tasks for assessment will be given detention in which the tasks must all be caught up.
- 3.13. Learners may, for certain SBA tasks, be given a SINGLE extended opportunity (at the discretion of the subject teacher) (see **SG...** for the application form) for tasks that have been submitted but have not been completed according to the learner's expected standard. **NO extended opportunities for tests or examinations may**

be permitted.

4. Marks, Reports and Feedback to Parents

- 4.1. The SBA (School Based Assessment) mark for each learner will be calculated according to the CAPS document for each individual subject.
- 4.2. The SBA mark and the final examination mark are to be weighted as follows to calculate the promotion mark:

Grade 8 and 9:	SBA 40%	Examination 60%
Grade 10 and 11:	SBA 25%	Examination 75%
- 4.3. Educators will keep an Assessment File with copies of the electronic working mark sheets. All marks will be entered on the standardised electronic mark sheets supplied by the department or on a standardised mark sheet set up by the Subject Head. The mark sheets should include comments on learners who have not achieved in the task/s that justify, explain and provide notes on how the learners have been assisted by the educator. These comments should be saved as evidence for possible year-end appeals.
- 4.4. At the end of the term (or as indicated in the management plan) educators will submit their mark sheets as well as the mark sheet for the data capturer to the Subject Head/ senior teacher (for verification) as soon as they have completed marking. The Subject Head/senior teacher will check and verify the accuracy of the marks and then submit to the SAT data capturer. It is important that all learners have access to their marked tasks so that they can verify their results.
- 4.5. After terms 1, 2 and 3, within two weeks of the start of the next term, the schedules reflecting the marks of every learner in the grade will be taken, by the tutor/ SAT Co-ordinator, to District Office for approval by a district official. Thereafter, the reports will be printed and the school will issue a the report of each learner's progress. The report is to include marks, explanations for parents on codes/ levels/ symbols used and a short written evaluation/comment/recommendation by the register teacher. No negative comments should appear on the report. See SG 50 for suggested comments for reports. No erasures/ corrections will appear on a printed report. If possible, any changes that are discovered after reports are issued will be reflected in the next term's report, or the report will be reprinted.
- 4.6. Preceding the issue of the report, each subject teacher is to explain the composition of the term mark to his/her classes and allow for discussion regarding the authenticity of the mark. Each learner's marks will be printed on a slip of paper for the learner to check the correctness thereof. The report will be signed by the register teacher and the principal/tutor/deputy principal. (NOTE: the principal will sign ONE different class per grade per term, while the FET deputy principal will sign one other class in grades 10-12 and the Senior Phase deputy principal will sign one other class in grades 8-9.)
- 4.7. Parents will be notified via bulk sms and/or D6 Communicator Alert that reports will be issued on a set date. The learner will be required to sign on a class list to indicate that she has received the report and it is her responsibility to present the report to the parent/guardian.
- 4.8. The process of issuing a term report must be as transparent as possible.
- 4.9. After the first term and mid-year reports have been issued, the school will hold a

parents' evening by invitation where parents will be encouraged to raise issues of concern with the appropriate teacher, tutor, Subject Head, Deputy Principal or Principal. Parents will be encouraged, or requested, to discuss their daughter's problems at other times of the year. A special grade 12 Parents' Evening will be arranged after the grade 12 first term results have been finalised as the grade 12 year is short and issues need to be rectified more urgently. This will also be by invitation only. Subject teachers will refer concerns on the academic performance and work ethic of individual learners to the tutors on a regular basis throughout the year. Tutors must contact parents to raise these concerns, and a record should be kept of all telephonic conversations or emails sent to parents. During the year, educators are also to be available at all reasonable times, by appointment, to discuss matters of concern with parents.

- 4.10. The end-of-year report will be issued to the learners on the last day of the school year (normally between 8:00 and 9:00) and will indicate whether or not the learner has been promoted.
- 4.11. Parents of learners who have not been promoted will be contacted by the relevant tutor as a courtesy to the learner to alleviate the learner's possible embarrassment on report-collection day.
- 4.12. A record of each learner's results will be kept in her personal file.
- 4.13. Schedules are filed by the SAT co-ordinator and access is given to the tutor and the principal prior to the SAT meetings.

5. Subject choices

During the third term of their grade 9 year, learners will be required to choose SEVEN subjects to be taken in Grade 10. It is vital that learners choose the subjects that they require for their future career AND that they HAVE THE APTITUDE FOR. (See point 6 below: **Subject Changes**). The school arranges for aptitude tests to be conducted.

- 5.1 The following subjects are compulsory:

English (Home Language)
Afrikaans (First Additional Language)
Life Orientation

- 5.2. Learners need to take Mathematics or Mathematical literacy.
According to policy, if the learner achieves 50% or more for Mathematics in the grade 9 mid-year examination she will be permitted to choose Mathematics. Mathematics as a subject in the FET phase becomes increasingly challenging in grades 10 to 12. Please note that taking Mathematics and failing it in matric does NOT guarantee better opportunities.

Because Senior Phase Mathematics is much less challenging than in the FET phase if the learner achieves less than 50% in the grade 9 mid-year examination she should do Mathematical Literacy.

- 5.3. The other THREE subjects can be chosen from the list of subjects mentioned on the subject choice form.

NOTE: According to departmental policy, a learner must qualify to take Mathematics in order to take Physical Science. However, it is also **strongly advised** that a learner must qualify to take Mathematics in order to take Accounting.

- 5.4. Learners are given two subject-choice options – in which at least one of the other three subjects (see 5.3) must DIFFER. The school will as far as possible

endeavour to accommodate all the different combinations of subject choices, but may (owing to the demands of the timetable and other pertinent factors) be compelled to change one of the subjects from the learner's first choice to a subject from the learner's second choice.

6. Changing subjects

According to policy, learners may change subjects only as follows:

GRADE	NO. OF SUBJECTS	WHEN CHANGED
Grade 10	2	By the end of term 2
Grade 11	2	31 March
Grade 12	1	15 Dec of gr 11 year

It is therefore essential that subjects are chosen carefully.

7. Plagiarism

A plagiarism warning is on display in every classroom and the learners are regularly warned against it by all subject teachers.

If a learner is found to have plagiarised in an SBA task, it is to be dealt with as follows:

- Plagiarism of the entire speech / essay / task - zero marks
NOTE: In the case of languages, the speech will be marked only on delivery, and zero will be awarded for content and language.
- Plagiarism of half of the task/ essay - halve the marks
- Less than half the task is plagiarised - deduct 20% from the task total

8. General issues associated with assessment

- 8.1. As part of the function of the school assessment team, each grade tutor must, in consultation with the principal prepare for at least one assessment meeting per term with the subject teachers of the grade to discuss the progress of each learner in that grade. Minutes will be taken by the tutor and submitted to the principal and the relevant deputy principal. Where appropriate the parents must be called in to discuss problem areas highlighted during these meetings. Where necessary, the particular problems of the learner may need to be referred to the SBST for further consideration. Learners identified by subject teachers as requiring accommodations must be reported to the Accommodations Co-ordinator of the SBST for application to the Department of Education by the due date.
- 8.2. As far as possible each learner is to be affirmed.
 - 8.2.1. The school must establish and maintain a colours policy for rewarding academic achievers in the various grades. Merit awards, half colours and full colours will be determined by the learners' overall aggregate per year and will also be ranked within the top 15 academic achievers.
 - 8.2.2. The school must establish and maintain a colours policy for rewarding achievers in extra-curricular activities. This policy must make provision for all of the school's activities and must make allowance for various levels of ability.
 - 8.2.3. Learners who do not, or are not able to, participate in extra-curricular activities have the opportunity to be rewarded by means of a system of accumulating merit points which applies to all learners (see attached). On accumulation of an agreed number of points the learner is to receive recognition in front of her peers.

11. SHORT TITLE

This policy shall be called The Assessment Policy of Springs Girls' High School.

12. DATE OF APPROVAL

Designation	Name	Signature	Date
Principal	ANGELA RUTH JONES		
SGB Chairperson	TANJA SHACKLETON		
IDSO	MARTIN MOCHATSI		
District Official (Certifying)			

13. ANNEXURES

ANNEXURE A: SG 34 (A, B, C, D) (in danger of failing letter)

ANNEXURE B: SG 90 Pre-moderation form

ANNEXURE C: SG 8 Moderation and Analysis form

ANNEXURE D: SG... Extended Opportunity Application form

ANNEXURE E: SG 50 Suggested Comments for Reports

ANNEXURE F: SG 104 Subject-Choice Forms

ANNEXURE G: SG... Plagiarism warning

ANNEXURE H: SG 107 Examination Pledge

ANNEXURE I: SG 18-21 Maths, Science Letter

ANNEXURE J: SG 85 Report on Informal Class Visit and SG 88 Book Inspection Tool

ANNEXURE K: SG 81 Partnership contract: Progressions

SG 82 Partnership Contract: Retentions

ANNEXURE L: SG 16: Examination and Test Cover