Purpose and scope of assessment

- Assessment is the process of collecting, analysing and interpreting information to assist teachers in making decisions about the progress of their students.
- Assessment should provide evidence of student performance relative to learning outcomes and assessment standards as described in the National Curriculum Statement for grades R-12.
- Classroom assessment should be both formal and informal, and should be used to provide feedback to students that supports and enhances their learning experience.
- Formal assessment tasks must be designed to provide systematic evaluation of student performance and progress, and evidence which can be used to evaluate student performance relative to the assessment standards for each specific learning programme, learning area or subject.
- For each learning programme, learning area or subject, the formal assessment tasks should include a range of appropriate activities. These may include examinations, tests, projects, oral presentations, written reports, demonstrations, performances, investigations, practical work, and creative writing.

Frequency of assessment

1 Continuous assessment

- Informal continuous assessment should form part of the daily classroom routine of teachers as a means to monitor student progress and to provide feedback to students. This informal monitoring should include homework checks, questioning, teacher observation of student work, discussion, brief informal oral or written tests etc.
- Formal continuous assessment should take place on a regular basis and should be based on the prescriptions as laid down by the department of education for the learning area and grade. Each subject head is required to submit a subject assessment plan for the year which lists the following items for each grade:
  - the nature of formal continuous assessment tasks
  - the set date or completion date for each task
  - the mark allocation for each task
  - the proportion of marks that the task will contribute to the total final CASS mark
  - which assessment tasks will be included in the portfolio of every student
  - the teacher responsible for setting the assessment task

2 Examinations

- Formal examinations will take place in the second and fourth terms each year. The second term examinations may be included as one of formal CASS tasks for a subject or learning area. Grade 12 students will write an additional examination in the third term.
- Mid-year and final reports to parents will reflect the CASS mark, the examination mark and the final marks achieved by each student. All marks will be given as percentages.
- On completion of examinations, students will be given an opportunity to review their
scripts. After the mid-year examination these scripts will be used for remediation purposes and to improve the examination technique of students.

3 Portfolios

- **Learning area/subject portfolio**: each learning area/subject head is required to keep a portfolio of all material related to the assessment of the subject for the year for each grade. The portfolio must include the following:
  - the assessment plan for the year for each grade
  - the formal CASS assessment tasks for each grade, including the rubric or marking memorandum used to assess the task (once completed)
  - a copy of the examination papers and marking memorandum for each grade (once completed)
  - the learning programmes, work schedules and lesson plans (once completed) for each grade
  - the subject averages, symbol and code distributions for each grade for the subject or learning area
  - the mark list for each grade listing, for each student, all marks included as part of the formal assessment as well as the average mark for each assessment task
  - a student portfolio guidelines document for each grade which
  - lists for students the documents and evidence that must be included in their portfolio for the subject
  - provides students with guidelines on how to manage their portfolio, including information on which evidence to store, how the material should be stored, and suitable ways of cataloguing their material
  - provides students with guidelines on selecting additional material for inclusion with their portfolio, and how this should be stored and catalogued.

- **Teacher portfolio**: each teacher is required to keep a portfolio of all material related to her teaching and assessment for each class that she teaches. The portfolio must include the following:
  - The assessment plan for the year for each subject and grade that she teaches
  - The formal CASS assessment tasks for each subject and grade that she teaches, including the rubric or marking memorandum (once completed).
  - A copy of the examination papers and marking memorandum for each grade (once completed)
  - The work schedule(s) and lesson plan(s) (once completed) for each subject and grade that she teaches
  - The mark lists for each subject and grade that she teaches listing, for each student, all marks included as part of the formal assessment as well as the average mark for the class and the grade, for each assessment task.
  - The student portfolio guidelines document for each subject and grade that she teaches
• **Student portfolio**: each student is required to keep a portfolio of evidence of his personal work for each subject as listed on the portfolio guidelines document for that subject. The material (evidence) must be stored and catalogued in the manner prescribed in the portfolio guidelines document provided by their subject teacher.

**Policy on work missed through absence**

• Students who miss an examination through ill-health are required to provide a doctor’s certificate confirming this.

• Students who miss a standardised (CASS) test through ill health or other legitimate reasons will be expected to write the test on the day they return to school. Their mark may be adjusted at the teacher’s discretion.

• Students who for legitimate reasons such as ill health miss tasks which form part of their CASS assessment should be given an opportunity to complete the tasks on the day that they return to school.

• Students who fail to hand in assignments or who miss tasks through absence for reasons that are not legitimate may be kept after school to complete the task.

• A student may be given 0 for a task only in instances of proven dishonesty or plagiarism.

**Assessment concessions for learners with barriers to learning**

On the advice of a competent professional such as a doctor, educational psychologist or psychometrist, a learner with temporary or permanent barriers to learning may be granted various concessions. The names of these learners will be listed on the noticeboard in the staffroom, together with the concession they are permitted. Concessions may include:

• additional time to complete tests and examinations
• spelling dispensations
• handwriting dispensations.