PRESTIGE COLLEGE

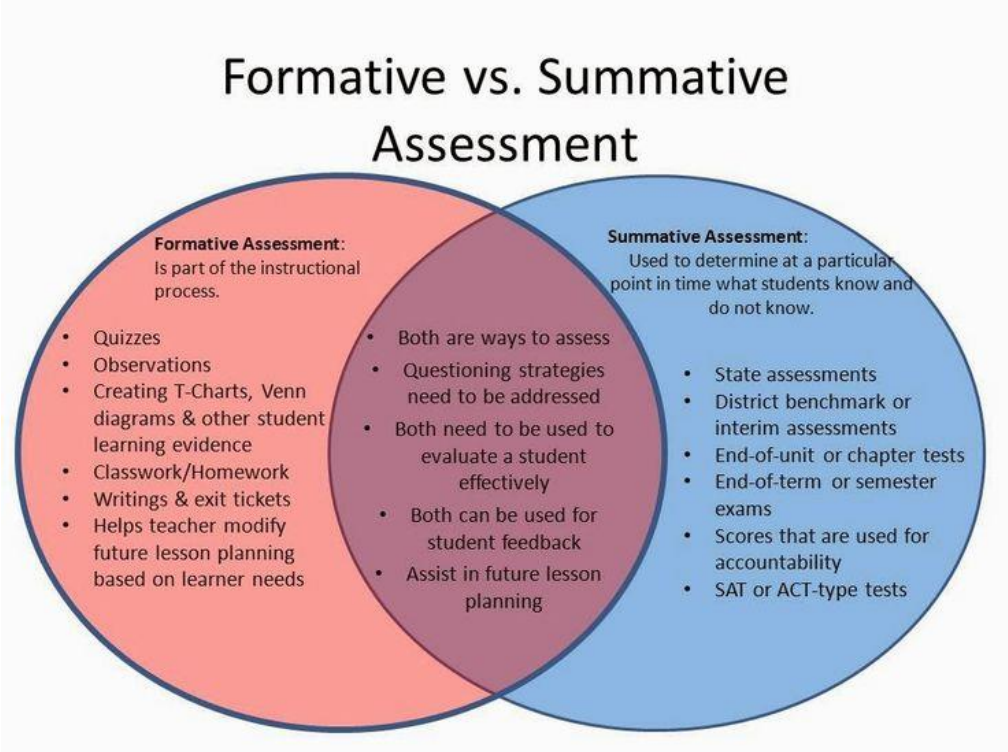
School Assessment Policy

Policy name and Policy number:

Implementation date	Contact person	Department
2012	Academic Head & HOD's	Executive management
Reviewed : Nov 2017		Signed:

1.	**Introduction** **Purpose**	The School Assessment Policy is formulated in line with the CAPS NCS for Grade 8-12 and deals with the procedures to be followed by teachers in curriculum delivery and dealing with assessment practices of Grade 8-12 learners. These procedures and processes must be read in conjunction with the applicable official regulations and policies governing the assessment process. **The Purpose of this document** sets out what this policy intends to accomplish: 1.1 To ensure that assessment procedures are compliant and are implemented according to policy. 1.2 To determine if learning objectives have been achieved 1.3 To improve the quality and credibility of internal assessment. 1.4 To report on learner achievement to parents and authorities 1.5 To evaluate and review implementation of CAPS. (Curriculum Assessment Policy Statements) Each subject has a set of CAPS objectives/ guidelines which, together with the Critical Outcomes, define what a learner should be able to know and do when leaving school. 1.6 To ensure that a properly constituted SAT (School Assessment Team) is in place and functioning efficiently, resulting in quality curriculum delivery and compliant assessment procedures to enhance learner performance. The SAT is the internal monitoring instrument of the school. SAT Constitution: Deputy principal (SAT co-ordinator) all HODs, Grade Heads
2.	**Legislative framework and Definitions**	**2.1 The National Senior Certificate: A qualification at Level 4 of the NQF, and the Addendum : Learners with Special Needs, Published in Government Gazette No 27819 of 20 July 2005, and GG 28300 of 7 Dec. 2005** **2.2 Vol 1266 No 29466 and 29467 dated 11 Dec. 2006** **2.3 National Policy on the Conduct, Administration and Management of Assessment of the National Senior Certificate: A qualification at Level 4 of the NQF, Published in GG No 30048, Vol. 505, dated 6 July. 2007** **2.4 Regulations pertaining to the Conduct, Administration and Management of Assessment of the National Senior Certificate: Published in GG No 31337, Vol. 518, dated 29 Aug. 2008** **2.5 Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a NSC, Published in GG No 31231, Vol. 751, dated 11 Jul. 2008. Amendments to the National policy and Regulations Published in GG No 32678, Vol. 518, dated 3 Nov. 2009** **2.6 Circular 57/2007** **2.7 National Curriculum Statement Grades R-12 Published in GG No 34600, dated 12 Sep. 2011 (CAPS, N4PR, NPA)** **All staff must be encouraged to read and re-read the above documents.**
	Scope	**The Scope outlines whom this policy applies to:**
3.	**Roles and responsibilities:**	**The people directly affected by this policy: Tick appropriate block:**

Deputies	√	**HOD's**	√	**Teachers**	√	**Learners**	√	**SASPAC Admin**

4	**Asssment:**	**Teachers: Responsible, HOD's Accountable.** Critical to educators is the use of assessment to both inform and guide instruction. Using a wide variety of assessment tools allows a teacher to determine which instructional strategies are effective and which need to be modified. In this way, assessment can be used to improve classroom practice, plan curriculum, and research one's own teaching practice. Of course, assessment will always be used to provide information to children, parents, and administrators.
	4.1 Methods of assessment:	**Baseline assessment** • To decide where to begin a learning activity and to determine levels of competence. Of utmost importance as our learners enter the school up to Grade 10 from a variety of feeder schools. A basic Mathematics and English placement test is written upon entry, but before a new year is tackled, baseline assessment will take place in question-answer format, pen and paper, or by getting feedback on a principle. This once off test/assessment is NOT used to grade students as there are too many variables that could make the outcome questionable. **Formative Assessment** • Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards based learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments. One distinction is to think of formative assessment as "practice." To recognise positive achievements , to give feedback so that appropriate next steps can be planned. This includes editing, comparing to a checklist or criteria, and could be done as self-assessment, peer assessment or educator assessment. **Summative assessment** • Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Summative assessment in the classroom, district, provincial and national level and is an accountability measure that is generally used as part of the grading process. It usually takes the form of a formal test or examination under strict exam conditions. They have to be informed of the exam ahead of time and preferably the dates must be printed in the diary for learners to be prepared.  **Diagnostic Assessment** • This assessment is used to collect data on what students already know about the topic. Diagnostic assessments are sets of written questions (multiple choice or short answer) that

assess a learner's current knowledge base or current views on a topic/issue to be studied in the subject. The goal is to get a snapshot of where students currently stand - intellectually, emotionally or ideologically - allowing the instructor to make sound instructional choices as to how to teach the new course content and what teaching approach to use. It is used diagnostically in order to analyse the learners' responses so that appropriate help and guidance is provided. It could take the form of a Survey Monkey or hard copy questionnaire, Senteo test, or even just asking questions and learners write short answers on sticky notes. The educator will react on common mistakes made in a class test, answers on questions, or written pieces.

Observations

- Observations go beyond walking around the room to see if students are on task or need clarification. Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence must be recorded and used as feedback for students about their learning or as subjective data shared with them during conversations. This form of assessment is crucial in the Foundation phase assessment practices.

Self and peer assessment

- Self and peer assessment helps to create a learning community within a classroom. Students who can reflect while engaged in metacognitive thinking are involved in their learning. When students have been involved in criteria and goal setting, self-evaluation is a logical step in the learning process. With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria.

Balancing Assessment

- As teachers gather information/data about student learning, several categories may be included. In order to better understand student learning, teachers need to consider information about the products (paper or otherwise) students create and tests they take, observational notes, and reflections on the communication that occurs between teacher and student or among students. When a comprehensive assessment program at the classroom level balances formative and summative student learning/achievement information, a clear picture emerges of where a student is relative to learning targets and standards. Students should be able to articulate this shared information about their own learning. When this happens, student led conferences, a formative assessment strategy, are valid. The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning. *References Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003) Assessment for Learning: Putting it into practice. B*

Systemic Assessment & evaluation

- To monitor and evaluate the effectiveness the teaching strategy, to adjust Learning Programmes accordingly. Most common in South Africa is the ANA tests.

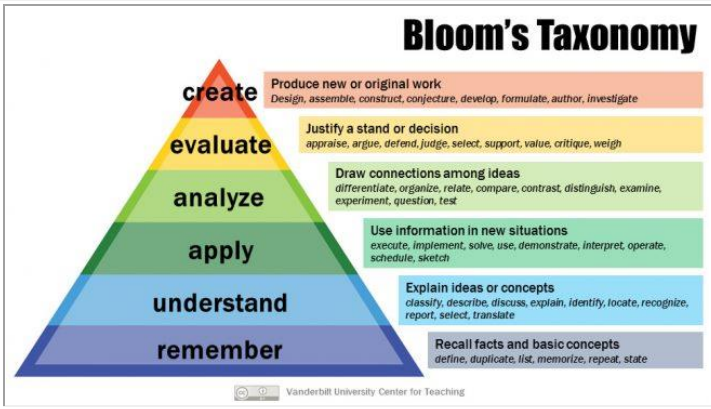
4.2 Assessment tools

The Tools of Assessment

In the development and use of classroom assessment tools, it must be agreed that the assessment tool is considered to be fair, clear and understood by all concerned before the task is attempted (Learners, teachers and HOD's). The following criteria must be met before the assessment tool can be used for summative assessment tasks:

- **Purpose and Impact**— How will the assessment be used and how will it impact instruction and the selection of curriculum?
  B. Validity and Fairness— Does it measure what it intends to measure? Does it allow students to demonstrate both what they know and are able to do?
  C. Reliability— Is the data that is collected reliable across applications within the classroom, school, and district?
  D. Significance— Does it address content and skills that are valued by and reflect current thinking in the field?
  E. Efficiency— Is the method of assessment consistent with the time available in the classroom setting/test period?

Assessment Tools (to be considered in all forms of assessment)	
Activity	**Tools used to measure the accuracy of the assessment**
Taxonomies	Blooms Taxonomy:



Written/oral responses	Oral and written responses based on individual experience of educator	Bas
Paper and Pencil Tests	Multiple choice, short answer, essay, constructed response, written reports Assess students acquisition of knowledge and concepts	Forr Sun
Oral Reports	Require communication by the student that demonstrates scientific understanding	Forr
Interviews	Assess individual and group performance before, during, and after a science experience	Forr
Performance Tasks	Require students to create or take an action related to a problem, issue, or scientific concept – also practical demonstrations	Forr Sun
Checklists	Monitor and record anecdotal information	Forr Sun
Investigative Projects	Require students to explore a problem or concern stated either by the teacher or the students	Sun
Experiments	Require students to read, understand and prove the hypothesis at hand.	Sun
Extended or Unit Projects	Require the application of knowledge and skills in an open-ended setting (Siyavula)	Sun
Portfolios	Assist students in the process of developing and reflecting on a purposeful collection of student-generated data	Forr Sun

The assessments must comply with the following standards/conditions:

- Specific ways to set a test/exam must be generated by the Department and HOD of the relevant subject and it must be agreed to by the teachers who teach that subject. The school has a specific front page and layout of tests/exams and all summative assessments MUST comply with that structure. **An example will be attached to this document as Addendum A**
- Once agreed guidelines have been set, there must be an undertaking of the staff to stay within the guidelines agreed upon. Agreed guidelines must also form part of the subject policy.
- School Assessment plan: All summative Assessments must happen within the framework of the school assessment plan with specified dates. Changing of dates is normally not allowed unless extra-ordinary conditions prevail that calls for a change.
- The school assessment plan is issued during the first month of school to learners and parents…preferably in the first week. It will be sent to all parents and placed on the school website for easy of reference.
- A Glossary of subject /exam question vocabulary is to be taught to learners to ensure understanding of the requirements of individual subjects.
- Classrooms are expected to be stimulating and have examples of current topics and work displayed. Learning materials are expected to be inter-active and relevant, specified in prep and supporting the MI approach.

Portfolios/Samples of work

	4.3 Portfolios/samples of evidence	• Each subject will use the prescribed Programme of Assessment form the GDE using a variety of tools of assessment (see above) as prescribed by the NCS / CAPS Assessment Guidelines during the year to compile learners' portfolios. • The SBA counts 60-75% of the final promotion mark of Grade 8- 9, at least 25 % in Grade 10, 11, and 25 % in Grade 12, except for subjects with a practical or Oral component. This must be reviewed at the end of every year to determine and document real changes. • At Prestige College, all teachers are expected to have complete, updated Samples of Evidence of School-Based Assessment (SBA) for each learner they teach, from January onwards. Drawer cabinets are provided to keep this safe and in order – if not kept in their books or otherwise as agreed to by the HOD and Deputies. • These Samples of Evidence of School-Based Assessment (SBA) must have the prescribed cover pages and dividers, and learners must file completed and assessed tasks regularly, after teachers recorded marks. Inspection of Samples of Evidence of School-Based Assessment (SBA)is done by HODs in classes each term, and a full written report is handed to the Deputies /Academic Heads. **Here we need reference to Foundation phase as well as Intermediate and senior phases requirements.** **SCHOOL BASED ASSESSMENT FET (25% of promotion mark)** Pen-and Paper term tests, Projects, Practical demonstrations, Action research, Designing and making etc. make up the CASS marks of every term, and are used to build up the learners' Samples of Evidence of School-Based Assessment (SBA). Rubrics, check lists, self-assessment and peer assessment are some of the assessment tools used here. Learners may be given a set of criteria when the task is first handed out for transparency. The NSC/ GDE SAGs regarding the compilation of Samples of Evidence of School-Based Assessment (SBA) are followed, with the work spread over the year.
	4.4 Analysis of results	**Results are analysed** each term and at the year end. This is done by each teacher after each assessment task, and remedial targeted intervention planned around these results. At term-end, the performance of a grade group within a subject is analysed and discussed by whole Department/per subject to determine situation as follows: • Comparison with previous term • Comparison with previous year • Comparison between classes • Comparison between groups of different teachers of the same subject and GRADE. • Action plan • The HOD receives each set of comparisons, analyses, and submits the full statistics in graph format to the SAT Chair person and the principal This can indicate the fall-outs regarding individual teachers, groups, LOs and other statistics to be addressed through remedial programmes. The results are used to give feedback to our Heads of department and teachers. Learners may, if time or the nature of the task allows, rework & re-submit, using criteria for improvement set by themselves and educator. Editing is an important part of this process.
	4.5 Learning barriers.	**LEARNING BARRIERS /** Almost all of our learners are 2nd language English speakers, which is the language of tuition. General Strategies to help learners include special emphasis on subject terminology, repeating and emphasising phrases, instructions, explanations, and stressing to new staff members to slow down their speech and concentrate on clear enunciation. Learners are allowed to work in pairs, and to help with explanations, even in the mother tongue. Learners are confronted with high expectations in this regard. Special workshops to enhance delivery methods are held on weekly basis. Staff is visited regularly to monitor progress in this regard. • We use the THRASS English language and spelling programme to help improve English of all learners Grade 4 – 9, 1 hour a week. **Other intervention strategies might include:** • Computer Assisted Mathematics Instruction during and after hours, (SIYAVULA) • Electronic reading and language usage enhancement (Readers are Leaders) • extra classes after school, • Input with editing of tasks to improve written work. • Remarks from educators on completed tasks must include feedback with plans to improve specific problems • Opportunities might be given to those who underachieved to improve on their performance by re-doing sections of the work under guidance.

<table>
<tr><td></td><td>4.6 Dishonesty/ Plagiarism</td><td>

A task assessing similar outcomes might be done later in the year and this mark might be used in the portfolio instead of the under-performed task
Targeted intervention
Academic Probation

DISHONESTY/ PLAGIARISM
This is dealt with in accordance with GDE circular 73/2008.

Learners will receive a demerit of -20,
will be called to appear in a disciplinary hearing with punishments as set out in the school's disciplinary policy
will get zero for the task but may be awarded extended opportunities to re-do the task
The SAT will handle the case and appeals. The Discipline Head will make and keep contact with parents of the learners involved where the Disciplinary Code of the school was transgressed.

ABSENTEEISM, TRUANCY AND LATE COMING DURING THE COMPLETION OF ASSESSMENT TASKS
Doctor's certificates must be handed in. A supplementary paper will be written in the case of hospitalisation. A learner gets zero for a task if no valid reason was supplied for absenteeism. Footage of rooms where dishonesty happens will be used to determine truth.

HODs control the progress of assessment of each teacher, and compare with the programme of assessment. Full written reports on each teachers' assessment practices is written each term by HODs. These are filed in the Assessment Files and submitted to the district and principal.

The Head of the SAT mediates and monitors the completion and submission of Samples of SBA files, PAT and Oral marks for district and provincial moderation on the dates as per GDE management plan.
</td></tr>
<tr><td>5</td><td>Evaluation and review of policy</td><td>The Assessment policy will be reveiewed at the end of every year after all assessments have been done before teachers retire for the December holidays.</td></tr>
<tr><td>6</td><td>All organizational procedures that relate to this policy</td><td>6.1 Planning of lessons and assessments by staff
6.2 Classroom observations by senior staff
6.3 Assessment for learning module attended by all staff
6.4 Process of recording and reporting assessment
6.5 Questionnaires completed by learners.
Details of the above documents are all contained in the PPDP document.</td></tr>
<tr><td>7</td><td>SAT: (School Assessment team)</td><td>7.1 Election & composition happens at the start of every new year. The Principal will appoint the Assessment team.
7.2 Purpose: To centralize the knowledge base of school assessment and make sure that all provisions are transferred to all new coming staff.
7.3 Responsibilities: The School Assessment Team will be led by the Deputy Principals who will attend all meetings called by the DOE to ensure timeous and regular meetings with school staff to convey all matters of assessment as well as monitor that all provisions are attended to and followed through according to specifications of the Department.</td></tr>
<tr><td></td><td>7. Promotion Requirements</td><td>PRESTIGE COLLEGE Promotion requirements for FET phase: November 2017
Department of Education pass and fail requirements and adjustments recommended for the end of 2017
<table>
<tr><td colspan="4">Department of Education Adjustments allowed end 2017:</td></tr>
<tr><td>English HL</td><td>40%</td><td>English HL</td><td>45%</td></tr>
<tr><td></td><td></td><td>Mathematics</td><td>N/A</td></tr>
</table>
</td></tr>
</table>

4 Subjects	≥30%	4 subjects	≥30%		
2 Subjects	≤29%	1 subject	<30%		

Symbols used to indicate the promotion decision.			
Department of Education		**Prestige College**	
P	**Pass**	**P**	**Pass**
PG	**Progressed due to number of years in the phase**	**PG**	**Progressed with additional support**
NP	**Fail**	**NP**	**Fail**

Prestige Requirements:		**Adjustments allowed end 2017:**	
English HL	40%	English HL	40% *(2% condonation opportunity- conditions apply)*
Mathematics	40%	All other subjects	> 40%
All other subjects	40%	Adjust 2 subjects between 35-40%	PR
		Less than 35% for Maths and Sci/Acc must change to other subjects	PR with conditions
		2 Subjects below 35%	FAIL

Age cohort for GET Learners		
Grade	**Year born**	**Age in 2017**
Grade 10	**2001**	**16 years**
Grade 11	**2000**	**17 Years**

1. **Learners who are very weak and very young should be advised to repeat the y**
2. **Learners who are one year older than the ideal age may be allowed to repeat.**
3. **Learners who are two years older than the ideal age should not be allowed to Prestige and should be advised to enrol at a TVET College.**

8	**8. Recording and reporting**	Recording is the most important aspect of assessment because without that final reporting, it will mean nothing. Correct recording of marks is also a legislative requirement and a school can lose its accreditation if this activity is not done with the necessary precision and accuracy. Parents and learners also need to build up a relationship of trust with the school to be able to enroll their children here and in so doing create jobs for us as teachers. Please pay the necessary attention to this very important activity. SASPAC is the Data system of the school also used for recording and reporting. Part of SASPAC is MARK BOOK, which makes it possible for the school to export the marks to SASAMS which is now a legislative requirement of the School's Act. The school is looking at SIMS at the moment, so this part of the policy will change during the course of 2018. Training and support will be provided to staff to be able to understand and manage their own data input and analysis. The whole process of data administration will be explained here.

9	**Time frame of implementation of policy**	
10	**Sanctions when policy rules are breached**	All teaching staff has to comply with all regulations of all relevant circulars, policies and Acts issues by the DOE. The PPDP will be used to measure compliance and reprimands and warnings will be issued by the relevant supervisors in writing or in the form of a "PIP" (Performance Improvement plan). Teaching staff will also be supported with relevant training and supporting meetings with HOD's and other relevant supervisors. Teachers are required to know the School Assessment Policy and may not start to design any assessments if the content herein has not been fully assimilated and understood.
11	**Management of information collected**	Most information regarding this topic will be explained under "Recording and Reporting" as soon as the new system is up and running. In the mean time, support will be given to staff to report marks on the existing system which is SASPAC.
12	**Moderation:**	All formal assessments as stipulated by CAPS will have to be moderated before the test can be printed and all learners' scripts must be handed in to the HOD to select tests for post moderation as well. All moderation reports have to be filed in the Assessment file of each staff member until 3 months into the following year. **All Assessment procedures are described in detail in the different Subject policies.**