



ASSESSMENT POLICY

Definition:

At St Teresa's we view assessment as a process of collecting and interpreting evidence in order to determine a learner's progress. At the end of an Academic year, we will use it to make a final judgement as to a learner's overall performance.

Reasons for Assessment:

Assessment should be used to:

- determine whether the learning required for the achievement of the Learning Outcomes is taking place and whether any difficulties are being encountered;
- report to parents and other role-players and stakeholders on the levels of achievement across the range of competencies acquired during the learning process and to build a profile of the learner's achievements across the curriculum.
- Provide information for the evaluation and review of the Learning Programmes used in the classroom;
- maximize learners' access to the knowledge, skills, values and attitudes defined in the national curriculum statement;
- assist with the early identification of learners who might experience barriers to learning and development as well as to provide them with learning support;
- determine the progression of each learner through the acquisition of knowledge and a range of competencies;
- support the development of all learners;
- make judgements about learners' progress.

Process:

Before assessment can take place, it is crucial that the purpose for the assessment be clear and unambiguous to the learner. This will ensure that any judgements made on the assessment are fair and appropriate.

All assessments should:

- Be understood by the learner and the broader public;
- Be clearly focused;
- Be integrated with teaching and learning;
- Be based on the assessment standards for that particular grade;
- Allow for expanded opportunities for learners;
- Be learner paced and fair;
- Be flexible;
- Use a variety of instruments;
- Use a variety of methods.

Continuous Assessment:

Continuous Assessment (CASS) is used to determine a learner's achievement during the course of a grade, provide information that is used to support the learner's development, and enable improvements to be made to the learning and teaching process.

- CASS in Grades 00-8 will comprise 100% of the assessment programme.
- CASS will comprises 75% of the total assessment programme in Grade 9.

- In the main, these CASS results will be allocated from the recorded tasks.

External Assessment:

A nationally set Common Task for Assessment (CTA) will be used as the external summative assessment instrument at the end of Grade 9. The CTA will be moderated and approved by the GETC (General and Further Education and Training Quality Assurance Council - Umalusi) and will contribute 25% of the final result.

Types:

Assessment should fall into one of the following four categories:

- Baseline – establishes what learners already know and can do.
- Diagnostic – discovers the cause or causes of learning barriers or a checkpoint to discover what learning has or has not taken place.
- Formative Assessment – any assessment that is used to give feedback to a learner on her progress.
- Summative – used to make a judgement on the competence or performance of a learner.

All four of the assessment types should be used during the course of any academic year. A variety of assessment instruments and strategies should be implemented to ensure the most accurate reflection of a learner's performance.

Methods:

The following assessment methods need to be used throughout the academic year. All methods should be used and should be as varied as possible. Each term should contain assessments that fall into all four categories.

The assessment methods are:

- Self Assessment – learner reflection on her own learning process.
- Peer Assessment – preferably using a checklist or rubric, learner evaluation of other learner's work.
- Group Assessment – assesses the process within the group as well as the product. Assessment of social skills, time management, resource management and group dynamics needs to take place.
- Educator Assessment – the educator assesses the task.

Recording and Reporting Learner Achievement:

All educators need to develop an assessment plan for the classes they are teaching, at the beginning of each academic year. It should reflect the types and methods of assessment discussed above. If there is more than one educator teaching a particular grade, they need to develop the assessment plan together.

All assessment needs to be consistent across a grade, with all learners in the grade having the same opportunities and assessments.

Reporting is a process of communicating learner performance to learners, parents, schools and tertiary institutions. Learner performance can be reported in a number of ways such as report cards, parent meetings, letters, class or school newsletters.

Learning Outcomes (LOs) and Assessment Standards should be used to plan formal assessment tasks and inform the recording and reporting of learner performance in those assessment tasks.

Teachers should show in their portfolios that they have covered all Learning Outcomes in the formal assessment tasks set.

National codes together with either descriptors or percentages and comments are used for reporting purposes. In cases where marks are used, they are converted into percentages.

ASSESSMENT IN THE FOUNDATION PHASE (Grade 00-3)

The national codes and their descriptors provided in the table below are used for recording and reporting learner performance in St Teresa's School's Foundation Phase. Comments are added to qualify learner performance.

RATING CODE	DESCRIPTION OF COMPETENCE
4	Learner's performance has exceeded the requirements of the Learning Outcomes for the grade
3	Learner's performance has satisfied the requirements of the Learning Outcomes for the grade
2	Learner's performance has partially satisfied the requirements of the Learning Outcomes for the grade
1	Learner's performance has not satisfied the requirements of the Learning Outcomes for the grade Not Achieved

National Codes and Descriptors for recording and reporting in Grades 00-3

The requirements for formal recorded assessment for Grades 00-3 have been set out in the table below. This table also indicates the number of assessment tasks per Learning Programme required in the Foundation Phase.

Learning Programme	Term 1	Term 2	Term 3	Total
Literacy (Languages)	4	6	6	16
Additional Language	2	3	3	8
Numeracy (Mathematics)	4	4	4	12
Life Skills (Life Orientation)	1	2	1	4

Number of Formal Assessment Tasks for Grades 00-3

ASSESSMENT IN THE INTERMEDIATE PHASE (Grade 4-6)

The national codes and their descriptors provided in the table below are used for recording and reporting learner performance in St Teresa's School's Intermediate Phase. Comments are added to qualify learner performance.

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70-100
3	Satisfactory Achievement	50-69
2	Partial Achievement	35-49
1	Not Achieved	1-34

National Codes and Descriptors for recording and reporting in Grades 4-6

In the Intermediate Phase, the recording and reporting of learner performance in the formal assessment tasks should be against the eight Learning Areas prescribed in the National Curriculum Statement for Grades R-9.

The requirements for formal recorded assessment for Grades 4-6 have been set out in the table below. This table also indicates the number of assessment tasks per Learning Area required in the Intermediate Phase

Learning Programme	Term 1	Term 2	Term 3	Total
Language 1	2	3	3	8
Language 2	2	3	3	8
Language 3 (optional)	1	2	1	4
Mathematics	4	4	4	12
Natural Sciences	2	2	2	6
Social Sciences	2	2	2	6
Technology	1	2	1	4
Economic & Management Sciences (EMS)	1	2	1	4
Life Orientation	1	2	1	4
Arts and Culture	1	2	1	4

Number of Formal Recorded Assessment Tasks for Grades 4-6

ASSESSMENT IN THE SENIOR PHASE (Grade 7-9)

The national codes and their descriptors provided in the table below are used for recording and reporting learner performance in St Teresa's School's Senior Phase. Comments are added to qualify learner performance.

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
7	Outstanding / Excellent Achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49
2	Elementary Achievement	30-39
1	Not Achieved	0-29

National Codes and Descriptors for recording and reporting in Grades 7-9

The requirements for formal recorded assessment for Grades 7-9 have been set out in the table below. This table also indicates the number of assessment tasks per Learning Area required in the two grades.

Learning Programme	Term 1	Term 2	Term 3	Total
Language 1	3	4	3	10
Language 2	3	3	2	8
Language 3 (optional)	2	2	2	6
Mathematics	3	3	3	12
Natural Sciences	2	3	3	8
Social Sciences	2	3	3	8
Technology	1	1	2	4

Economic & Management Sciences (EMS)	1	1	2	4
Life Orientation	1	2	1	4
Arts and Culture	1	2	1	4

Number of Formal Recorded Assessment Tasks for Grades 7-9

Every learner in Grades 7, 8 and 9 must be in possession of a portfolio. Each learner is to have a folder, containing all of her assessments, which is kept in a filing cabinet in the classroom. At the end of each year, each learner will compile a portfolio of the year's work according to the guidelines above, or those set out by the educator at the beginning of the year. All learner portfolios must be retained, by the educators, for that phase.

Recorded Formal Assessment Tasks for Grade 9

The Grade 9s will follow the National and IEB Guidelines of a promotion mark based on 75% continuous assessment and 25% Common Task for Assessment (CTA). The Grade 9 portfolios will be subject to external moderation by members of a cluster group determined by the IEB.

The requirements for formal recorded assessment for Grade 9 have been set out in the table below, which gives the number of recordings per Learning Area required in Grade 9:

Learning Programme	Term 1	Term 2	Term 3	Total
Language 1	4	4	C	8
Language 2	3	3		6
Language 3 (optional)	2	3		5
Mathematics	5	4	T	9
Natural Sciences	3	3		6
Social Sciences	3	3		6
Technology	1	2	A	3
Economic & Management Sciences (EMS)	1	2		3
Life Orientation	1	2		3
Arts and Culture	1	2		3
				3

Number of Formal Recorded Assessment Tasks for Grades 9

ASSESSMENT IN GRADES 10-12

The Grade 10 and 11s will follow the National and IEB Guidelines of a promotion mark based on 25% continuous assessment and 75% an end of year examination

- The Grade 12s will follow the National and IEB Guidelines of a promotion mark based on 25% continuous assessment and 75% an end of year, externally set examination.

The June and Preliminary examinations will mirror the format of the externally set examinations but will be internally set.

The Grade 12 portfolios will be subject to external moderation by members of a cluster group determined by the IEB and externally appointed markers. The IEB will send a list of names, during the course of the year, of the learners whose portfolios are required for external moderation.

Every learner in Grades 10, 11 and 12 must be in possession of a portfolio. Each learner is to have a folder, containing all of her assessments, which is kept in a filing cabinet in the

classroom. At the end of each year, each learner will compile a portfolio of the year's work according to the guidelines above. All learner portfolios must be retained, by the educators, for that phase.

TEACHERS' PORTFOLIOS

All teachers are expected to keep a portfolio containing all documents related to assessment. It is the teachers' responsibility to ensure that the information in their assessment portfolios is kept up to date.

Teacher's portfolios will contain the tasks for assessment as well as the planning that informs the development of these tasks and the records of assessment of the formal tasks. Teachers will as part of their planning, provide an indication of the Learning Outcomes and Assessment Standards assessed in each task.

Each teacher at St Teresa's School is expected to have a copy of their subject policy and to keep this documentation up to date. These subject policies are checked by the School Management Team on a continuous basis.

PROGRESSION IN GRADES 00-8

- Ideally all learners at St Teresa's School should progress with their age cohort.
- Any decision about progression will be based on the evidence of a learner's performance against the recorded assessment tasks.
- Where a learner needs more time to demonstrate achievement, decisions shall be made based on the advice of the relevant role-players: teachers, learners, parents and education support services.

PROMOTION AT GRADE 9 LEVEL

- A learner is promoted from Grade 9 on the basis of demonstrating competences that reflect a balanced spread over all 8 Learning Areas, and which have been assessed through a continuous assessment programmes and an external summative assessment component.
- The learner will be promoted only if she satisfies the requirements of both the Continuous Assessment (75%) and the External Assessment (25%) components in all the Learning Areas.