



VGHS ASSESSMENT & MODERATION POLICY

Version 1.7 – November 2009

The VGHS Assessment Policy is based on and in accordance with the most recent Provincial Curriculum Guidelines (PCG 11/2007). The VGHS Assessment Policy, Provincial Curriculum Guidelines and Subject Guidelines should be used in conjunction with one another at all times.

CONTINUOUS ASSESSMENT / SCHOOL BASED ASSESSMENT

❖ CASS/SBA GRADES 8 & 9

- Grade 8 & 9 assessment is 100% CASS/SBA (with the Grade 9 tasks including an SAT and External Assessment).
- Grade 8 CASS/SBA requirements will be modelled on Grade 9 requirements, unless stipulated as different in Subject Guidelines.
- The mark submitted for both grades at the end of Term 3 will constitute each learner's CASS portfolio for the year
- Exams (mid- and year-end controlled tasks) count as a single task for the CASS portfolio and may not be weighted disproportionately.
- In Term 2 Grade 9s will complete a standard assessment task (SAT) – previously CTA Section A. The Grade 8 exam will model the Grade 9 SAT. In Term 4 the Grade 9s will complete an External Assessment – previously CTA Section B – and the Grade 8s will complete an end of year controlled task/exam.
- All weighting of tasks must be in accordance with Subject Guidelines.
- Term 1 = SBA
- Term 2 = SBA from Term 1 and Term 2 (including exam/CTA)
- Term 3 = SBA from entire year

❖ CASS/SBA GRADES 10 – 12

- CASS requirements for the FET phase are covered in Subject Guidelines and should be adhered to at all times.
- Term 1 = SBA
- Term 2 = SBA from Term 1 and Term 2 (SBA constitutes 25% of total mark or as per Subject Guidelines + Exam component)
- Term 3 = SBA from year to this point (based on SBA requirements as per Subject Guidelines) – similar to portfolio mark of Grade 12s.

❖ ASSESSMENT REQUIREMENTS

- Each Learning Area/Subject has a minimum number of tasks that need to be completed per term.
- Educators should plan some tasks in such a way that:
 - Tasks given have sub-tasks which make up the required mark
 - or, that multiple tasks are given to learners so that their best work be chosen for particular CASS requirements.
- In this way no learner will be overly disadvantaged by not handing in a single task or by performing poorly on a single task.
- Subjects with a practical component or an oral component should follow Subject Guidelines in determining the weighting of CASS, Practical/Oral and the Exam (see *Provincial Curriculum Guidelines 11/2007 p.10*) – also see Guidelines for the Assessment and Moderation of Oral Communication for all Official Languages offered in the NSC Examinations (<http://examinations.250free.com/>)

MODERATION

❖ CASS AND EXAM MODERATION

- The purpose of moderation is to:
 - verify that assessment is fair, valid, reliable, consistent and practicable
 - identify the need to redesign assessment if required
 - provide an appeal procedure for dissatisfied learners
 - evaluate the performance of learner's assessment processes with a view to provide appropriate and necessary support, advice and guidance

❖ STATISTICAL MODERATION

- A 5–10% tolerance range should be allowed between the mean of the CASS/SBA mark and the standardized exam mark. It is understood that this may not be possible in all subjects due to the nature of a subject's CASS/SBA (i.e. Language CASS/SBA may seem inflated due to high Oral marks and subjects with a practical component may well see a similar inflation)
- Any major deviations in averages should be addressed by the Assessment Committee.

❖ MODERATION AT SCHOOL LEVEL (SEE SCHOOL MODERATION POLICY 2009)

- Due to the limited number of academic staff working at Victoria Girls' High School and the relatively small number of classes per grade, as well as the wide range of subjects offered, educators frequently have to teach across the grades in their particular learning area/ subject. This means that an educator can be expected to teach grades eight to twelve over the course of any school day. It also means that there are no grade specific structures in place to handle the issue of moderation. Moderation occurs within each subject (as per page 2, *CASS Moderation Policy and Procedures 2006-2007*) in Term 1 and then in Term 2 the Assessment Committee moderates educator and learner portfolios (of Term 1 work) throughout the school. Moderation occurs again in Term 3 when the DSGs (headed by members of the Assessment Committee) implement IQMS and again in Term 4 on a departmental level to moderate exams. Quarterly cluster meeting are scheduled by the District Office to occur in all learning areas/subjects determined.
- Moderation occurs within each subject (as per page 2, *CASS Moderation Policy and Procedures 2006-2007*) in Term 1 (dates vary throughout the term and are determined by departmental meetings for the most part). In Term 2 the Assessment Committee moderate educator and learner portfolios throughout the school. Moderation occurs again in Term 3 when the SMT implements IQMS (this usually occurs two weeks before the end of term, so as to be able to moderate Term 3 tasks). Moderation occurs again in Term 4 on a departmental level to moderate exams and is determined by individual departments. Quarterly cluster meeting are scheduled by the District Office to occur in all learning areas/subjects over the course of the year and all teachers are expected to attend on the dates determined.
- Moderation must occur on a continuous basis
- The moderator at school level must support, guide and develop the teacher to ensure that the assessment of the learner is fair, valid, reliable and of quality.
- The moderator must ensure that appropriate standards are maintained in the assessment process (i.e. assessment task, process of assessment and the marking of the task) – see Provincial Curriculum Guidelines (*PCG 11/2007 p.12*) for moderation procedure for tasks.
- Moderated pieces should have signatures and the school stamp indicating the date of moderation.
- **School moderation policy / plan and moderation report should be available on request and will be given to all staff for their files.**

❖ MODERATION AT CLUSTER LEVEL

- The function of moderation at Cluster level will be established by Subject Advisors and educators should take their lead from such advisors – see Provincial Curriculum Guidelines (*PCG 11/2007 p.13*) for moderation procedure for tasks at cluster level.
- If an agreement is reached, cluster moderators will adjust marks (in the presence of the District Official) to an acceptable standard
- **The Cluster leader should provide a written report to the relevant subject advisor in the district**

❖ APPEAL PROCEDURES

- The learner and her parents/guardian have a right to appeal if they are not satisfied with the results of the learner – see Provincial Curriculum Guidelines (*PCG 11/2007 p.15–16*) for details on appeal procedure.
- The appeal must be launched through the class teacher, HOD and later through the principal at school level.
- Mediation may be sought through the District Managers office.

EXAMS

❖ GRADES 8 & 9

- Grade 8 & 9 exams form part of their overall CASS/SBA and should be weighted as a single task. Subject Guidelines should be used to determine weighting.
- We currently await guidelines on how the Term 2 standard assessment task (SAT) – previously CTA Section A – will be implemented and how this might impact on marks for that term. The Grade 8 exams will attempt to model the Grade 9 SAT, should teachers receive the SAT implementation guidelines timeously and have sufficient time to adjust their learning programmes and planned assessment. In Term 4 the Grade 9s will complete an External Assessment – previously CTA Section B – and the Grade 8s will complete an exam.

❖ GRADES 10–12

- We need to stress the importance of exams to learners in the FET phase and the heavy weighting exams carry.
- Educators need to be guided by the requirements stipulated in the Subject Guidelines for the weighting of exam marks.
- Practical/oral components should be based on requirements of Subject Guidelines (see *Provincial Curriculum Guidelines 11/2007 p.10*).
- Any subject where this is not clear should model requirements on those of Grade 12.

❖ GENERAL

- Exams should follow the format established in Subject Guidelines, in Clusters or Exemplars
- Exams should accommodate different difficulty levels within each paper.

MISCELLANEOUS

❖ LESSON PLANS

- Staff are expected to do macro planning. This information must be readily available (before the start of any given term – and should take into account school calendar items for that term). VGHS does not expect micro planning in terms of detailed, daily lesson planning. Staff, however, must have a record of daily teaching and learning activities, e.g. in a diary.
- Although a record of daily teaching and learning activities is required, VGHS understands that in the interests of a holistic education, lessons sometimes do and *should* deviate from original plans, and that we encourage staff to use their discretion in this regard provided that, ultimately, all required assessment tasks and critical content are covered. We also encourage staff to deviate from their plans should they wish to incorporate relevant current affairs (News) issues, and opportunities that arise such as competitions, *Scifest* and the like, outside plays, expert lectures, input from student teachers, etc.

❖ PORTFOLIOS

- Educator and Learner Portfolios refer to evidence of teaching and learning that has been planned or that has occurred. Evidence of work must be organised and available for moderation, but VGHS does not prescribe the format for portfolios as per Departmental Portfolio guidelines (“The pieces of evidence may be stored in files, boxes, binders, counter note books, or any other suitable storage” *Provincial Curriculum Guidelines 11/2007 p.9*)

❖ GROUP WORK

- Unless there is an educational reason for doing a task as a group, individual tasks should be used for assessment (i.e. the process of working as a group is being assessed)
- Group work needs to be structured thoroughly by the teacher and include individual tasks, detailed rubrics and instructions
- The teacher must be able to deal with any issues that arise (e.g. lack of participation from a member; work lost by an individual; etc.) and these issues must be resolved before the due date
- Individuals must not be disadvantaged by group work.
- Individual marks must be at least 50% of the group activity, i.e. if the group task is out of 20, the mark for group work should be out of no more than 10 and the mark for individual work must be at least out of 10.
- Different types of assessment are to be used for the total of the assignment.
 - Time progression assessment, i.e. assess at different times/stages during the project.
 - Teacher assessment
 - Peer/Group assessment, etc
- Different roles may help e.g. scribe, time keeper, facilitator, volume controller, etc.
- Group work marks may not exceed 30% of term mark
- If at all possible, learners should be each given a small resource pack rather than being told to arbitrarily search the internet (i.e. content and research needs to be managed more effectively by the teacher)
- Time must be used effectively and creatively and needs to be strictly monitored by the teacher

❖ WORK HANDED IN LATE OR NOT HANDED IN

- If the work is late marks are removed as follows
 - One day late – 25%, two days late – 50%, later 0%, but must still be done.
- Teachers may use their discretion as to whether they assess work handed in more than two days late, but must note that assessment is important for portfolios, especially Grade 12 portfolios. The work must be included in the Grade 12 final CASS mark.
- Work submitted late or not completed should be recorded on the merit system.

❖ SUBJECT CHANGES

- Subject changes can happen in Grade 10 and may be possible in Gr 11 and 12 if absolutely necessary. Gr 10 changes can be made in the first three weeks of the year. Thereafter Gr 10s can change at the end of term 1 or after the June exams. No subject changes can be made after 30 June. Gr 11 and 12 changes must follow guidelines established in Assessment Instruction 27, July 2008. Subject change process as per forms.
- Minimum marks may be required for a learner to take a subject in Grade 10 and/or 11 e.g. Maths, Science, Accounting. Tests and exam marks will be considered and not only CASS/SBA marks.

❖ REPORTING

- The extensive guidelines for reporting can be found in the 2009 Staff Guide.
- VGHS reports follow Departmental regulations regarding what needs to be in reports.

PASS REQUIREMENTS (2009) – SEE ASSESSMENT INSTRUCTION 25 OF 2009

❖ GRADE 8 & 9

- In order to progress from Grade 8 and be promoted from Grade 9 to Grade 10, learners must achieve:
 - At least a 'satisfactory achievement' level 4 rating (50% and above) in a Language and any other two LAs (**THREE 4s**);
 - At least an 'adequate achievement' level 3 rating (40% and above) in Mathematics any other two LAs (**THREE 3s**)

- These requirements must be satisfied in the school based continuous assessment (CASS/SBA), which constitutes 75% of a Grade 9 learner's mark, and in the external assessment components (SAT and External Assessment), which constitutes 25% of the learner's mark.
- Learners who have already spent four years in the Senior Phase **SHALL NOT** be promoted to Grade 10 if they do not meet the minimum promotion requirements. Alternative learning pathways must be considered by the learner's parents and utilised to assist them.
- This means that if a Grade 9 has failed Grade 7, 8 or 9 before and they fail Grade 9 again, they cannot be promoted to Grade 10 and will possibly need to leave VGHS to make use of alternative educational pathways (including schools for learners with special needs, FET Colleges, etc.).

❖ GRADE 10 – 12

- In these grades 75% of a learner's final mark is derived from the examination mark for a particular subject. Only 25% of the final mark is derived from school-based continuous assessment. Subjects with a practical/oral component may need to weight the exam component differently (see *Provincial Curriculum Guidelines 11/2007 p. 10*).
- In order to be promoted from Grade 10, 11 and 12 a learner must achieve:
 - At least a level 3 rating (40% and above) in English Home Language;
 - At least a level 3 rating (40% and above) in any TWO other subjects;
 - At least a level 2 rating (30% and above) in any THREE other subjects;
 - A level 1 rating (1% – 29%) in their final subject (but this cannot be English Home Language) although a fully moderated portfolio must be available at the end of the year
- There is no limit to the number of years a learner may spend in either of these grades, although we assume that after failing a particular grade twice, that a learner and her parents will consider withdrawing her from VGHS and use available alternative educational pathways.