



AL GHAZALI COLLEGE

ASSESSMENT POLICY

PREAMBLE

Al Ghazali College (AGC) is **committed to create and maintain a dynamic environment in which learners embrace excellence and are holistically developed.** To that end, it is essential for standards to be maintained through a functional assessment programme.

We operate within an Islamic framework of accountability, responsibility, hard work, compassion, equality and justice.

PURPOSE

1. This policy document provides a framework for the management, moderation and monitoring of assessment.
2. This policy document also provides guidelines for assessing and the marking of learners' work.
3. This policy document is aligned and must be read in conjunction with:
 - Curriculum and Assessment Policy Statements (CAPS) for all subjects offered at AGC. In addition to the National Curriculum, an Islamic curriculum will also be adhered to.

SUBJECTS OFFERED AT AGC	
Foundation Phase	English HL, Maths, Afrikaans FAL, Life Skills
Intermediate Phase	English HL, Afrikaans FAL, Maths, Natural Science & Technology, Social Sciences, Life Skills
Senior Phase	English HL, Afrikaans FAL, Maths, Natural Science, Technology, Social Sciences, EMS, Creative Arts, Life Orientation
FET	Compulsory Subjects: English HL, Afrikaans FAL, Maths/Math Lit, LO Elective: Three (3) other subjects
Islamic Curriculum across all phases	Oral Component: Quran, Surahs, Duas (QSD), Arabic, Islamic Studies

- The National Protocol for Assessment Grade R – 12.

- Promotion and Progression requirements for grade R – 12.
- The National Policy Pertaining to the Programme and Promotion Requirements for the NCS Grade R – 12.
- The previous protocol documents: Gazette Nos.

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IMPORTANCE OF ASSESSMENT

1. “Assessment is a process of collecting, analyzing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners”.
2. The primary purpose of assessment should reflect the achievement of the learner as defined in the National Protocol for Assessment Grade R – 12.

TYPES OF ASSESSMENT

Classroom assessment may be either formal or informal:

1. Informal assessment requires the daily assessment of learners’ work either by observing or by teacher-learner interaction. The teaching-learning process should enhance the learner’s progress.
2. Formal Assessment as indicated in the National Protocol for Assessment Grade R – 12 as well as the Curriculum and Assessment Policy Statements (CAPS) for each subject offered at the school must be adhered to at all times. The following aspects are applicable:
 - School Based Assessment (SBA) for grades R – 12:

Phase	SBA %	End of year exam %
Foundation: Gr. R – 3	100	0
Intermediate: Gr. 4 – 6	75	25
Senior: Gr. 7 – 9	40	60
FET: Gr. 10, 11 and 12	25	75

- The SBA for all subjects is outlined in the CAPS.

PLANNING ASSESSMENT

1. Assessment as indicated in The National Protocol for Assessment Grade R – 12 and the CAPS per grade should lead to the **evidence of achievement**. The evidence of achievement could be arrived at through various forms of assessment viz. tests, orals, personal interviews, questionnaires, role-plays, simulations, assignments, case studies, practical exercises/demonstrations, projects, etc.
2. All forms of assessment must be planned and executed in accordance with the school's assessment programme as well as appropriate GED and/or National Guidelines.
3. When planning for assessment, due consideration must be given to appropriate assessment tools for the recording of percentages/marks.
4. All forms of assessment must be planned a week in advance. Activities must reflect the date, type/form of assessment.
5. In the case of a formal examination, teachers are referred to the school's examination policy (Addendum A).

MODERATION

1. The process of moderation is vital to ensure quality.
2. The moderation of learner assessments and assessments set by the teacher are important to promote common norms and standards.
3. All SBA tasks (control tests, examinations. Case studies, written reports, presentations, projects, assignments, etc.) must be moderated by the Head of Department or another specialist teacher who is part of the teaching team or from another school and who is familiar with the work/grade. Assessment tools viz. marking memoranda must be submitted for moderation at the same time as the question papers.

Note: Upon completion of marking, all scripts should be submitted to the moderator for the purposes of moderation.

4. The Head of Department must ensure that a process for moderation is in place whereby:
 - (a) Names of examiners and moderators appear on a grid.
 - (b) All activities in the Teacher File have been moderated.
 - (c) At least 10% of all learners' tests/tasks/activities have been moderated within five (5) school days.
5. Heads of Department will monitor and track learner achievement through classwork, assessment tasks and examinations. All Heads of Department will compile a management plan for the moderation/monitoring of teacher files, moderation/monitoring of teacher preparation, class visits, pre- and post-

moderation of tasks, book control, moderation/monitoring of learner support forms and analysis of results.

TEACHER FILES

- The **Teacher File** should contain all evidence of teaching and assessment:
 - Annual teaching and assessment plan for each subject taught
 - Formal assessment tasks (SBA) and memoranda (marking memo and/or rubrics).
 - Indication of Textbook(s) and resources used.
 - Record sheet (computerised mark sheet) containing learners' marks for each formal assessment task. The computerised mark sheet must detail a complete breakdown of marks for different aspects in a specific academic year.
 - Informal notes or any intervention that is planned by the teacher to assist learners who require additional support (where they exist).
 - A copy of the guideline document (GED/National) must appear in the teacher file.
 - The file must be properly indexed.
 - Statistical analysis and the moderator's report (Addendum B) must be completed for tests, controlled tests and examinations.

A separate file may be kept for preparation work.

- The teacher file must be available for monitoring and moderation process at every level.

Note: Failure on the part of any teacher to maintain a file with assessment tasks constitutes a serious dereliction of duty.

EVIDENCE OF LEARNERS' WORK

- Comprises either formal or the informal assessment in workbooks, exercise books or specialised answer sheets.
- Formal assessments should constitute pieces of evidence/activities that have been used to calculate the learners' school-based assessment (SBA) marks. The marks obtained for formal assessments will ultimately influence the promotion mark.

REPORTING

Parents will be informed of assessments conducted through:

- Quarterly progress reports, and
- Parent meetings, consultations and parent conferences.

Heads of Department to compile a term report on learner performance which must document and compare subject averages against the targets set.

INTERVENTION

1. Early identification of learners at risk must occur by the end of the first term. Referral Forms for Grade 1 to 8 must be completed and ready for parental consent at the first parent-teacher meeting.
2. Intervention: Evidence of additional tasks and alternative forms of assessment should be recorded to accommodate those learners with learning barriers.
3. Comments/feedback by teachers for individual learners should either be written (based on the learner's work) or reported verbally.
4. Feedback on learners who experience difficulty either through a lack of commitment or otherwise should be communicated to parents on a regular basis. Parent meetings and letters of concern may be used for this purpose.
5. Minutes of parent meetings to be kept and placed in the file of learners.
6. Records of warnings, phone calls, copies of letters, etc. to be kept in Teacher's File.
7. Heads of Department will document feedback received from teachers regarding intervention strategies to assist identified learners.

SUBMISSION OF WORK BY LEARNERS

A. General

1. In the interest of learner self-discipline, deadlines are to be strictly adhered to.
2. Deadlines to be agreed upon between teacher and learners.
3. Deadlines or interim deadlines to be clearly indicated as an integral part of the instructions for the task and progress monitored accordingly.
4. Procedure for work not handed in on time:
 - 10% of the learner's mark to be deducted for each day a project is late.
 - After one week, a project will no longer be awarded marks.
5. The concept "Duly Performed" is to be strictly adhered to. This implies that:

All work must be completed and handed in by a learner even though the due date (see 4 above) has passed.
6. Individual oral presentations: learners absent on presentation day (for medical reasons) to be given the opportunity to present on another day and time negotiated by learner and teacher.

7. Teachers are encouraged to provide extra assistance to learners who were absent for valid reasons. It is, however, the learner's responsibility to make up for work missed and it is the learner who must approach the teacher for extra help.

B. Submission of Group Work

1. To discourage "passengers", peer assessment in group work to count heavily to determine amount of input of individual group members e.g. A learner should not be awarded the average mark for the group when he/she has played little or no part in the research or preparation of the assignment.
2. Oral group presentations: learners absent for presentations must submit a medical certificate.

C. Irregularities

1. Copying of work from others and/or intrusive parental or other assistance do not contribute to a learner's development of skills and competence. All projects/assignments/essays completed out of school time must contain a signed declaration from the learner that it is his/her own work.
2. Plagiarism in any form is a serious offence and will not be tolerated. Pending the outcome of the School's Assessment Irregularities Committee (SAIC), zero marks will be awarded for work copied verbatim from books or other learners or for information downloaded from the Internet.
3. All sources used in assignments/projects/activities must be acknowledged in a properly constructed bibliography.

D. Late admission of learners

The following procedure should be followed for learners who are admitted late in the school term:

1. Request from the previous school, a statement of completed SBA marks.
2. The learner must present his/her portfolio of evidence with respect to SBAs that he/she has completed for all subjects.
3. Where none of the above is available, the learner will only be awarded marks for completed tasks and the word "Incomplete" or its equivalent abbreviation (IN) will appear in the comments column on the report.
4. The teacher may at his/her discretion set and administer additional SBA tasks viz. tests for the learner to complete.

ASSESSMENT OF MARKS IN CASE OF ABSENCE FOR MEDICAL REASONS

If a learner has been absent for valid medical reasons, the following will apply:

5. Determine the aspect for which the learner was absent.

For example: A learner has been absent for 1 test out of 4 tests for the year. The weighted marks allocated for all 4 tests are 20 out of 100.

6. Based on the above, the average of the other 3 test marks should be weighted out of 20.

ADDENDUM A

EXAMINATIONS

1. Learners who attend Al Ghazali College will write two examinations during the school year.
2. Examiners and moderators for the different subjects will be determined by the Head of Department and communicated at a subject committee meeting except for Provincial/District papers.
3. The setting of examination papers
 - 3.1 The setting and typing of examination papers is the responsibility of the examiner.
 - 3.2 Draft examination question papers with accompanying memoranda must be submitted for moderation on the stipulated due date.
 - 3.3 It is the responsibility of both the examiner and moderator to ensure that
 - 3.3.1 the examination paper covers the work completed;
 - 3.3.2 a fair standard of testing be maintained at all times;
 - 3.3.3 the level of questioning caters for the below-average, average and above-average learner;
 - 3.3.4 the type of questions set should vary;
 - 3.3.5 care is exercised while typing the examination paper;
 - 3.3.6 the question paper is neatly and clearly typed;
 - 3.3.7 all diagrams, maps, labels, etc. are clear;
 - 3.3.8 important instructions are clearly stated at the beginning of the paper;
 - 3.3.9 all pages are numbered;
 - 3.3.10 the following details appear on the first page of the examination paper
 - (a) Al Ghazali College
 - (b) June/November Examination and the current year
 - (c) Subject, paper 1 or 2, etc.
 - (d) Duration and Maximum marks
 - (e) Name of examiner and moderator
 - (f) Instructions clearly explained
 - (g) Page Numbers/P.T.O.
 - (h) When learners write on the script, space must be provided for the name of the learner.

3.3.11 Mark totals are correct and all the answers to all the questions are given in the memorandum.

4. Some pointers when setting questions

- 4.1 Make sure that each question is correctly answered in your memorandum. Alternative answers must appear in the memorandum.
- 4.2 Don't be vague. Make sure that the learner knows exactly what you want. Asking learners to *Write a paragraph on citrus farming in South Africa* is unacceptable. Focus the question e.g. *Briefly describe the irrigation problem experienced by citrus farmers in the Brak River valley of the Eastern Cape Province.*
- 4.3 Don't ask the learner to *Motivate your answer*. Rather ask them to *Give a reason for ... or Give 3 reasons for your answer*. Tell them how many reasons you require. Marks allocated are no indication – examiners' allocations for reasons given vary greatly.
- 4.4 Tell the learners how long you want an essay to be, e.g. 350 – 400 words. Insist on conciseness. Save yourself the trouble of having to mark long essays that say very little.
- 4.5 Be realistic and consistent about the number of marks you allocate to each question. Keep a sense of proportion.
- 4.6 Don't ask learners to spend a long time on something that is worth very few marks, e.g. reproducing complicated diagrams or tables.
- 4.7 Ask for a sincere response. A learner should never feel that he or she has to "pretend" so as to please the examiner.
- 4.8 Be careful about using the word "*Discuss*". Perhaps you mean "*Explain*" or "*Describe*".
- 4.9 Make sure that the introductory line to each multiple-choice question links up grammatically with each of the choices provided.
- 4.10 Check your questions for political-, racial-, gender- and other forms of bias.
- 4.11 Acknowledge all quotations. Check them for accuracy. If you shorten a passage quoted from a book, tell the learner that it has been abridged. Use an ellipsis (three dots) to indicate words left out. On no account may you replace an author's words with your own.

5. The moderation process

- 5.1 A common date will be determined for the moderation of examination papers.
- 5.2 A final date will be determined for the submission of the final draft and memorandum. This date makes provision for any changes that may take place as a result of the moderation process.

6. The copying and bundling of examination papers

- 6.1 The copying of all examination papers, bundling and jacketing is the responsibility of the Assessment Coordinator who may be assisted by the HOD. Only the Assessment Coordinator and Principal shall have access to the strong room.
- 6.2 Examiners must provide the necessary writing material (stapled if more than one double page is provided).

7. Duties of a form teacher in preparation for the examination period

- 7.1 Distribute learners according to the distribution roster provided by the Assessment Coordinator.
- 7.2 Indicate the distribution of learners on a class list. A copy of the distribution list must appear in the form room for learners to check the examination room where they will be writing.
- 7.3 If the classroom is being used as an examination room, ensure that there are sufficient desks and chairs, which are neatly arranged in rows.
- 7.4 Charts, newspaper articles, etc. which can be of assistance to learners should be removed before the examination period.
- 7.5 Remind learners in your form class of the following:
- 7.5.1 Punctuality during the examination period
- expected time that learners should be in the examination room
 - no learner is to leave the examination room until the session time ends
- 7.5.2 Essential stationery requirements e.g. pens, rulers, calculators, etc.
- no borrowing must be allowed while the examination session is in progress
 - learners should be informed that they will be penalised if they use tippex
- 7.5.3 The value of honesty should, at all times, be promoted
- 7.5.4 Study methods, time management, presentation of answers, etc.
- 7.5.5 Expected code of conduct during an examination session

7.5.6 Uniform

- 7.6 Collect textbooks at the end of the year before the commencement of the examination session.
- 7.7 Before the commencement of the examination period, ensure that the SBA component of the mark schedule is complete in every respect.
- 7.8 Learner profiles and cumulative records must be complete in every respect. It is the responsibility of the form teacher to ensure that the learner profiles are fully completed. Heads of Department will assume overall responsibility.
- 7.9 Examination scripts of all subjects written (for your form class) must be collected from the examiners and bundled in brown paper and secured with string.

8. Dishonesty during the examination

- 8.1 The following misdemeanours during the examination will constitute dishonesty:
 - 8.1.1 Copying from another learner
 - 8.1.2 Assisting a fellow learner
 - 8.1.3 A learner in possession of, and copying from, material pertaining to that subject
 - 8.1.4 Gaining access to the examination question paper prior to it being written
 - 8.1.5 Any learner who has in his/her possession any electronic device e.g. a cellular phone will constitute an irregularity.
- 8.2 The procedure to be followed when a learner is found to be dishonest:
 - 8.2.1 Record the date and time. Sign the learner's answer book. Retain the learner's answer book together with the incriminating material. Give the learner new writing material (indicate the time when the learner was given new writing material). Do not harass the learner.
 - 8.2.2 At the end of the examination session, report to the office with the learner and all incriminating material.
 - 8.2.3 The school's irregularity committee will conduct an investigation and thereafter apply the necessary sanctions in terms of the school's code of conduct.
 - 8.2.4 Where a learner is caught with an electronic device such as a cellular phone, the said device must be confiscated and the necessary sanctions in terms of the school's Code of Conduct shall apply.

9. Invigilation

- 9.1 Invigilators should collect examination question papers at least 15 minutes prior to the commencement of the examination session.
- 9.2 Invigilators should check the following:
 - 9.2.1 Duration of examination paper(s)
 - 9.2.2 Number of scripts provided
 - 9.2.3 Number of learners seated for the subject being written
 - 9.2.4 Names of absentees must be noted on the pre-printed cover page
 - 9.2.5 Invigilators must at all times be alert and vigilant and take every precaution to prevent dishonesty. While the examination is in progress, no marking or reading should take place.
 - 9.2.6 Any material used by learners for padding must be carefully inspected.
 - 9.2.7 Writing material must be dated and signed in full before the commencement of the examination session in order to prevent the introduction of prepared answers. Any additional writing material requested must also be dated and signed.
 - 9.2.8 At the end of the examination session, the invigilator must ensure that his/her signature, as well as all other information required on the pre-printed cover page has been entered. Extra question papers and writing material should be placed in the examination jacket.
 - 9.2.9 All cases of dishonesty must be reported to the principal who will then refer the matter to the school's irregularity committee.



AL GHAZALI COLLEGE

MODERATION TOOL BEFORE ADMINISTRATION

SUBJECT: _____ GRADE: _____ DATE: _____

No.	Criteria	Y	N	Constructive Feedback		
1.	The task corresponds with the assessment programme/ teacher assessment plan.					
2.	Does the task assess what it is supposed to assess? (Focus: summarises the LO Type: Summative, formative, baseline)					
3.	The purpose of the assessment is to use the results for remediation/consolidation/expanded opportunity)					
4.	The content addressed in the assessment task is at an appropriate level for the grade.					
5.	The information to learners regarding task requirements is specified and clear. (instructions)					
6.	The assessment task is free of bias, spelling and/or grammatical errors.					
7.	A tool is provided and is fit for the purpose. (Memo, Rubric, Checklist)					
8.	The tool corresponds with the question paper.					
9.	Marks are allocated per item and are clearly indicated (as well as fairly distributed).					
10.	Evidence of expanded opportunity and alternative methods/forms of assessment are provided.					
11.	Questions are graded from the simple to the more complex.					
12.	Is the task accommodated on the working mark sheet and is it in accordance with appropriate guidelines?					
13.	The assessment covers the following cognitive levels:					
	Remembering	Comprehension	Applying	Analysing	Evaluating	Creating
FEEDBACK						
(+)			(-)			
NEXT STEPS (Suggestions for Improvement)						
The task has been approved			Sent back for improvement			

Name of Moderator: _____ Signature: _____

Subject Teacher: _____ Signature: _____

ANALYSIS/DIAGNOSTIC OF ASSESSMENT TOOL AND POST MODERATION REPORT

Subject: _____ Grade: _____ Date: _____

Term

1	2	3	4
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 Type of Assessment

Test	
Standardised/Controlled Test	
June Examination	
Annual National Assessment	
November Examination	

Examiner: _____

Moderator: _____

No. Wrote No. Passed (+40%)

No. between 40% - 49% No. between 30% - 39% No. below 30%

Highest Mark (%) Average Mark (%) Lowest Mark (%)

Learners at risk (below 50%)											
No.	Name of Learner				%	No.	Name of Learner				%
%	80-100	70-79	60-69	50-59	40-49	30-39	0-29	Absent	Total		
Code	7	6	5	4	3	2	1				

MODERATOR'S REPORT

No.	Name of Learner	Examiner's Mark		Moderator's Mark	Deviation (+/-)
No.	Criteria	Y	N	Constructive Feedback	
1.	The marking process correlates with the assessment tool.				
2.	Learner marks have been entered on the recording sheet/working mark sheet accurately.				
3.	There is evidence of expanded opportunity and alternative methods of assessment for learners who did not achieve.				
Comments/Recommendations:					

Moderator's Signature _____ Date: _____

ADDENDUM B

ASSESSMENT

The assessor must ensure that all the assessments on which they make judgements are:

1. **fair** – the same criteria is applied to all learners in the same way;
2. **consistent** – similar judgements are made about learners' performance given the same criteria and evidence;
3. **valid** – the evidence is current (no more than two years old) and provides a true indication of the performance of the learner at the time of assessment;
4. **reliable** – the evidence presented represents the unaided work/performance of the learner;
5. **sufficient** – when all the requirements of the qualification as set by the awarding body have been met;
6. **at an appropriate standard** – as outlined in the CAPS.

The Difference between Assessment and Marking

Assessment

- is the process of making a judgement on the basis of the evidence produced
- the learner is awarded an achievement when they have demonstrated their competence against the set criteria
- This will usually consist of School Based Assessment (SBA)

Marking

- is the process of identifying whether a learner has presented good work or has made errors
- It can be used to identify problem areas - in this case, corrections and revision are possible.
- Sometimes, marked work does not have to be corrected and the quality of the finished work is used for progression and promotion.

Preparation for Learner Assessments

The teacher must ensure that all learners are prepared for assessment, so that they are not under any undue pressure.

This means:

1. explaining the process carefully to them in advance;
2. making sure that they have all the materials they require in advance;
3. the time and place for the assessment of all learners should be suitable, convenient and non-threatening.

APPEALS AND GRIEVANCE PROCEDURE

1. Introduction

- 1.1 Parents or guardians have the right to appeal when they are dissatisfied with the assessment results of their child.
- 1.2 The stipulated appeal procedure is important for ensuring transparent assessment practices at school, fairness to all learners and consistency in dealing with appeals across the school.
- 1.3 Parents and guardians are informed about the procedure to be followed when lodging an appeal.
- 1.4 Subject teachers must ensure that the evidence of learning is available for all learners.

2. Timeframes

- 2.1 A parent or guardian may appeal in writing to the Head of Department within five (5) of receiving the child's assessment results.
- 2.2 The Head of Department should communicate the outcome of the appeal to the parent or guardian within 5 working days of receipt of the appeal.
- 2.3 If the parent or guardian is not satisfied with the outcome of the appeal, he or she may appeal to the school principal within 3 days of receipt of the outcome of the appeal.

3. Management of Appeals

The Head of Department must:

- 3.1 issue the parent or guardian with the appeal form (Addendum B) on the day of lodging the appeal and ensure that the parent or guardian completes Part 1 of the appeal form;
- 3.2 gather the required information from teachers' file, evidence of learning, learner profile and all evidence of interventions;
- 3.3 together with the moderator, reconsider all evidence, make a decision with regard to the appeal and obtain written confirmation from the principal if the assessment result has to be changed;
- 3.4 complete Part 2 of the appeal form (Addendum B). The completed form must be returned to the parent and a copy should be filed;
- 3.5 the outcome of the appeal must be communicated to the parent or guardian within 5 working days of receipt of the appeal; and
- 3.6 keep all supporting documents used in the appeal process for a minimum period of 3 months.



APPEAL FORM

PART 1: PARENT / GUARDIAN

I, _____ parent/guardian of _____
 in Grade _____ wish to appeal against the assessment results for the following reason(s):

Contact details of parent/guardian	Address:	Cell number:
	_____	_____
	_____	Home number:
	_____	_____
		Work number:

Signature: _____ Date: _____

PART 2: HEAD OF DEPARTMENT (HOD)

I, _____ (HOD) of _____
 have investigated the above appeal and have decided that (*Tick appropriate box*)

The original decision should be upheld, i.e. the result will remain the same

The original decision should be overruled.

The changed result will be adjusted to

Reason(s): _____

Signature: _____ Date: 20____:____:____

PART 3: PRINCIPAL

I, _____ (Principal)
 have investigated the above appeal and have decided that (*Tick appropriate box*)

The original decision should be upheld, i.e. the result will remain the same

The original decision should be overruled.

The changed result will be adjusted to

Reason(s): _____

Signature: _____ Date: 20____:____:____