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Foundation Phase Languages School Based Assessment (SBA)
School Monitoring Checklist: Option 2

School		Principal		**Educator**	
Grade		Date			
EMIS No.		Circuit		**Monitor**	

1. PLANNING FOR ASSESSMENT		DESCRIPTORS			
		Tick (✓) on the relevant item			
1.1	**PROGRAMME OF ASSESSMENT** Is it aligned with the CAPS Prescripts?	Does not align with CAPS Prescripts		Does align with CAPS Prescripts	
		Does not reflect the required components, concepts and skills with the relevant activities.		Does reflect the required components, concepts and skills with the relevant activities.	
		Does not reflect the prescribed number of Tasks		Does reflect the prescribed number of Tasks	
1.2 1.2.1	**PLANNING** Are Lesson Plans informed by:	**Tick (✓) on the relevant item**			
		☐ CAPS		☐ DBE Rainbow Learner Work Books	
1.2.2	Is the Term plan organised into Weekly Planner	☐ Weekly planner is not evident		☐ Weekly planner is evident	

Overall Performance Profile according to SBA Monitoring and Moderation			
Tick (✓) on the relevant item			
☐	☐	☐	☐
Intervention **needed**. Does not comply with policy requirements. Planning, assessment task and recording of learner performance incomplete and does not align with CAPS Policy requirements. Progression of learners cannot be validated.	**Support needed**. Seldom complies with policy requirements. Planning, assessment task and recording of learner performance incomplete and not fully aligned with CAPS Policy requirements. Progression of learners is questionable.	**Refinement needed.** Most of the time complies with policy requirements. Planning, assessment task and recording of learner performance nearly complete and generally aligns with CAPS Policy requirements .Progression of learners is validated.	**Commendable**. Fully complies with policy requirements. Planning, assessment task and recording of learner performance fully complete and aligns with CAPS Policy requirements. Progression of learners is validated.

2. ASSESSMENT TASKS AND LEARNER EVIDENCE

2.1 LEARNER'S EVIDENCE:

FORMAL ASSESSMENT TASKS					
TERM 1			**TERM 2: TASK 1**		
	✓ evident × not evident			✓ evident × not evident	
LISTENING AND SPEAKING	Oral/ Practical	Written	**LISTENING AND SPEAKING**	Oral/ Practical	Written
Other					
REMARKS					

FORMAL ASSESSMENT TASKS					
TERM 1			**TERM 2: TASK 1**		
	✓ evident × not evident			✓ evident × not evident	
PHONICS	Oral/ Practical	Written	**PHONICS**	Oral/ Practical	Written
Other					
REMARKS					

FORMAL ASSESSMENT TASKS					
TERM 1			**TERM 2: TASK 1**		
	✓ evident × not evident			✓ evident × not evident	
READING	Oral/ Practical	Written	**READING**	Oral/ Practical	Written
Shared Reading			*Shared Reading*		
Group Guided Reading			*Group Guided Reading*		
Other			*Other*		
REMARKS					

FORMAL ASSESSMENT TASKS

TERM 1			TERM 2: TASK 1		
	✓ evident ✗ not evident			✓ evident ✗ not evident	
HANDWRITING	Oral/ Practical	Written	**HANDWRITING**	Oral/ Practical	Written
Other					
REMARKS					

FORMAL ASSESSMENT TASKS

TERM 1			TERM 2: TASK 1		
	✓ evident ✗ not evident			✓ evident ✗ not evident	
WRITING	Oral/ Practical	Written	**WRITING**	Oral/ Practical	Written
Other					
REMARKS					

2.2 ASSESSMENT TASK REQUIREMENTS:

FORMAL ASSESSMENT TASKS	Tick (✓) on the relevant item			
2.1 Is the **balance** between the oral/practical component and the written component appropriate?	☐ The **balance** between the oral/ practical and written components is **not evident.**	☐ A **balance** between oral/ practical and written components is **sometimes evident.**	☐ A **balance** between oral/ practical and written components **is often evident**.	☐ A **good balance** between oral/ practical and written components **is evident.**
2.2 Does the **complexity** of each task **align with** the content areas and topics?	☐ Activities are **not complex** and **not aligned** with the components, concepts and skills required.	☐ **Some** activities are **complex and aligned** with the components, concepts and skills required	☐ **Most** activities are **complex and aligned** with the components, concepts and skills required.	☐ **All** activities are **complex and aligned** with the components, concepts and skills required.
2.3 Are the tools **relevant** to the assessment activities and the components, concepts and skills targeted? - 7 point scale	☐ Assessment tools used to assess learner performance **are not appropriate and/or available**.	☐ Assessment tools used to assess learner performance are **seldom appropriate and/or available**	☐ Assessment tools used to assess learner performance are **mostly appropriate and/or available**	☐ Assessment tools used to assess learner performance are **always appropriate and/or available.**

2.3 EVIDENCE OF LEARNER WORK IN WORK BOOKS:

LEARNER WORK BOOKS	✓ evident ✗ not evident
Does the daily written work cover the prescribed content?	
Does the daily written work correlate with the Weekly Planner?	
Does the written work include some of the following?	
• phonics	
• use of cursive writing/ joined script: transcribe words and sentences correctly	
• creative writing texts such as own stories, daily news, of at least (8-10) sentences	
• different comprehension activities	
• different Language activities: nouns, adjectives, verbs, tenses and correct use of punctuation	
• uses phonics knowledge and spelling rules to write more unfamiliar words	
• use of word bank and personal dictionary	
Does learner work reflect opportunities for learners to practice the concepts and skills learnt?	
Is the learner work marked?	
Is the marking dated?	
Is the learner work dated?	
Does the teacher provide feedback or comments on the learner work?	
REMARKS	

3. RECORDING:	Tick (✓) on the relevant item			
3.1 INFORMAL RECORDING Evidence of informal recording.	No informal recording evident. ❐		Informal recording is evident. ❐	
3.2 FORMAL RECORDING	❐	❐	❐	❐
3.2.1 Does the recording sheet reflect learner performance against the concepts and skills in each assessment task?	Recording sheets **do not reflect** learner performance against concept and skills	Recording sheets **seldom reflect** learner performance against concepts and skills	Recording sheets **often reflect** learner performance against concepts and skills	Recording sheets **always reflect** learner performance against concepts and skills
3.2.2 Does it reflect an overall performance in each component?	❐	❐	❐	❐
	Recording sheets **do not reflect** an overall performance against each Component.	Recording sheets **seldom reflect** an overall performance against each Component.	Recording sheets **often reflect** an overall performance against each Component.	Recording sheets **always reflect** an overall performance against each Component.
3.2.3 Does the level of the learner achievement recorded correlate with the learner performance reflected in the task?	❐	❐	❐	❐
	Learner achievement **does not correlate** with the learner performance reflected in the task.	Learner achievement **seldom correlates** with the learner performance reflected in the task.	Learner achievement **often correlates** with the learner performance reflected in the task.	Learner achievement **always correlates** with the learner performance reflected in the task.
3.2.4 Do the records indicate intervention and support strategies used?	❐	❐	❐	❐
	No intervention records or improvement plans are evident.	Intervention records or improvement plans **are seldom evident**.	Intervention records or improvement plans are **often evident.**	Intervention records or improvement plans are **always evident.**
3.3 ANALYSIS OF HOME LANGUAGE RESULTS Evidence of analysis of Home Language results.	❐ No analysis of Home Language results is evident.		❐ Analysis of Home Language results is evident.	
3.4 **EVIDENCE OF HOME LANGUAGE IMPROVEMENT PLAN**	❐No evidence of Home Language improvement plan ❐Does not reflect practical teaching hints		❐Home Language improvement plan is evident ❐Does reflect practical teaching hints	

4. AREAS FOR IMPROVEMENT: *Refer also to the remarks in point 2.*

RESPONSE FROM EDUCATOR

OVERALL REMARKS

SIGNATURE: EDUCATOR   …………………….. Date …………………

SIGNATURE: MONITOR   …………………….. Date …………………

School Stamp