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CURRICULUM DEVELOPMENT

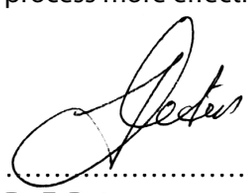
PROVINCIAL ASSESSMENT GUIDELINES FOR FOUNDATION PHASE GRADES R to 3 2008

Foreword

The DIrectorate: Curriculum ECD and GET programmes of the Eastern Cape Department of Education in collaboration with the district curriculum personnel, provincialised the National Assessment Guidelines for the Foundation Phase with the purpose of increasing the capacity of teachers to have a clear picture on the process of assessment in general and on continuous assessment in particular.

This document, the Provincial Assessment Guidelines for Foundation Phase, is a working document. Critical engagement with the document is encouraged. Inputs, suggestions, recommendations and exemplars on assessment related matters that will strengthen this document are invited from all stakeholders, especially school managers and educators.

It is hoped that this process will assist the province to finalise a more realistic, practical and authentic guideline that will provide the necessary clarity and guidance educators need to manage the assessment process more effectively and with confidence.



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1. INTRODUCTION

This document serves to highlight issues on assessment in the Foundation Phase (Grade R – 3). Emphasis is on school based assessment. The document should be read and utilized in conjunction with the Assessment Guidelines for Foundation Phase Grades R – 3 and all relevant documents on Assessment (refer to the Assessment Guidelines for Foundation Phase Grades R – 3 page 7). Therefore the purpose of this document is not to repeat any part of the national assessment guidelines which are based on the assessment policy of February 2007 but merely to expand on issues not clearly stated yet crucial for micro planning of learner assessment. It is intended to provide educators with clear, user friendly, practical and valid guidelines on managing and implementing assessment in the Foundation Phase.

It provides guidelines for assessment in Foundation Phase Grades R-3 and gives effect to the National Curriculum Statement (NCS). It provides teachers with suggested ideas to plan and manage assessment, keep records and report on learner achievement in the three Learning Programmes defined for Foundation Phase:

- **LITERACY**
- **NUMERACY**
- **LIFE SKILLS**

The focus of this document will be on understanding the diversity of assessment, criteria for developing a school policy on assessment, a programme of assessment, user friendly and practical exemplars on rubrics, the recording and reporting of the planning and assessment process, understanding barriers to teaching and learning as well as the associated teaching and learning styles. The standardization of the process of assessment through the use of a Cass Moderation Tool is also illustrated in this document at school, cluster and district level.

2. ASSESSMENT

The Assessment Guidelines for Foundation Phase Grades R – 3 (pages 8 – 13) explains the following aspects clearly:

How do the assessment standards inform the teaching and learning process?

- The principles and purpose of assessment.
- The types of assessment.
- Outcomes based assessment.
- Language and assessment.
- Assessment and the needs/learning styles of learners

3. DIVERSITY AND INCLUSIVITY

Inclusivity is one of the components of the Principles of the NCS. "Inclusion is a curriculum issue. One of the most significant barriers to learning for learners in special and "ordinary" schools is the curriculum. Barriers to learning arise from the different interlocking parts of the curriculum" (WP 6 page 19). White Paper 6 guides Curriculum practice as regards to Inclusivity in South Africa and it becomes necessary for all involved in education to correctly interpret and implement this policy.

Inclusion is about including every learner in the classroom and the following Key Principles must be considered to accommodate all learners:

- Every class is a multi-level class
- Use the curriculum ladder / cascade/ unpack the Assessment Standards
- Integrate differentiation strategies into planning
- Team building and Team problem solving
- Trust own problem solving strategies
- Effective classroom management strategies
- Progression does not mean Promotion
- Individual support Plans
- Inclusion strategies enhances quality teaching
- Inclusivity requires Creative, Reflective and Responsive educators

Educators need to be supported to manage the planning, teaching and assessment process especially to cater for learners with special needs.

Diversity is acknowledging the principle that learners learn at their own pace and are influenced by their learning styles. Learning styles are influenced by learners' influences and other mediating factors as indicated below:

LEARNING STYLES	
INFLUENCES	**MEDIATING FACTORS**
• Personality • Environment • Thinking style • Self-awareness	• Culture • School climate • Expectations • Teaching style • Classroom practices

Some learners in the classroom experience the following barriers:

- Visual barriers
- Communication barriers
- Physical barriers
- Cognitive barriers
- Social and environmental barriers
- Auditory barriers

(refer to Guidelines for Inclusive Learning Programmes 2005 pg 102)

An exemplar of a Lesson Plan to demonstrate how learners with different learning styles and intelligences can be accommodated:

Planning around the story of "Handa's Surprise/Little Red Riding Hood" A story about a little girl walking through the woods and sharing her basket of fruits with the animals.

LEARNING OUTCOME	**LITERACY**	**NUMERACY**	**LIFE SKILLS**
LO 1	Listening	Numbers, Operations and Relationships	Health Promotion

Activities: Teaching , Learning and Assessment

- Listen to **"Handa's Surprise/ Little Red Riding Hood"** – use pictures and other materials eg. puppets, basket of fruits
- Enact the story (pupils volunteer)

- Counting, washing and cutting fruit – exploration of shape and taste
- Fruit printing

Refer to Table 4.1.2: Link with Learning Styles and Multiple Intelligences

Implications for Educators during their planning

Lessons must accommodate learners with barriers considering:

- **Diversity** – acknowledging that every learner is unique and must be included in the teaching and learning process.
- **Curriculum differentiation** – adapting a task to meet the needs of individual learners according to their learning styles, abilities, interests and concentration span.

EXEMPLAR FOR ASSESSMENT ACTIVITIES (Handa's Surprise / Little Red Riding Hood)

Literacy: Listening Skills

- How is the learner able to demonstrate this skill? What is the preferred medium of expression? (hearing vs listening) – Drawing, acting, speaking?

Numeracy: Numbers

- What numbers can he/she count to?
- How does he/she arrange fruit – shape, size, colour

Life Skills:

- Does he or she prefer to work in a group or on his/her own when cutting fruit?

4. LEARNING STYLES

For every learner in the classroom to be accommodated educators need to understand that learners respond to the teaching and learning process according to their own learning style. A learning style can be described as the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information.

Learners' learning styles will be influenced by their genetic make-up (and whether they are Left- Brain or Right Brain Dominated), their previous learning experiences, their culture and the society they live in.

The following characteristics of whether the Learner is either Left or Right Brain dominated will indicate how Learners assimilate information or concepts and learn. It also guides educators to understand how learners learn and provide the relevant activities and tools to assess them.

LEFT- BRAIN VERSUS RIGHT- BRAIN DOMINATED LEARNERS

Students who are left-brain dominated	Those who are right-brain dominated
Are intellectual	Are intuitive
Process information in a linear way	Process information in a holistic way
Tend to be objective	Tend to be subjective
Prefer established, certain information	Prefer elusive, uncertain information
Rely on language in thinking and remembering	Rely on drawing manipulating to help them think and learn

ANOTHER EXAMPLE OF A CLASSIFICATION OF LEARNING STYLES

Innovative learners…	Analytical learners…	Common sense learners	Dynamic learners
Look for personal meaning while learning	Want to develop intellectually while learning	Want to find solution	Look for hidden possibilities
Draw on their values while learning	Draw on facts while learning	Value things if they are useful	Judge things by gut reactions
Enjoy social interaction	Are patient and reflective	Are kinesthetic	Synthesize information from different sources
Are co-operative	Want to know "important things"	Are practical and straightforward	Are creative and intuitive
Want to make the world a better place	Want to add to the world's knowledge	Want to make things happen	Are enthusiastic and adventurous

4.1 MULTIPLE INTELLIGENCES

To understand the uniqueness and diversity of the process of assessment educators must understand that learners have different intelligences and this influences their responses and participation in the learning process. The following eight intelligences have been identified by Howard Gardiner and are very relevant in the Foundation Phase because learners learn mainly through their five senses (sight, taste, touch, smell and hearing) at this stage of their life:-

VISUAL-SPATIAL: Thinks in images. Likes drawing and observing. Does well at mind-mapping, puzzles, and graphics illustrations. Learners see and imagine pictures well (possible careers, architects, navigators, artists, designers, pilots)

BODILY KINESTHETIC: Thinks through sensations. Likes sport, drama, movement, physical activity. Good at using the wisdom of the body and the brain's motor cortex (possible careers sportsmen, dancers, performing artists)

MUSICAL-RHYTHMIC: Thinks rhythmically and in tunes. Likes music and dance. Often taps and hums. Recognises tonal patterns, sounds, and beats (possible careers musicians, actors)

INTERPERSONAL: Thinks best with others.

Likes co-operative, people centred activities. Good person-to-person relationships and communication (possible careers, educators, lawyers, nurses, radio and TV personalities, actors)

INTRA-PERSONAL: Thinks best alone. Likes individual self paced and self managed activities. Reflective and quiet. In touch with self and own feelings. (possible careers, writers, philosophers, psychologists, religious leaders, actors)

VERBAL-LINGUISTIC: Thinks in words. Likes reading, writing, listening and speaking. Does well with books, dialogues, debates. (possible careers, journalists, speech writers, political leaders, educators)

LOGICAL-MATHEMATICAL: Likes reasoning. Likes to organize and interpret data. Does well at mathematics and science problem solving activities.
Good at inductive, deductive and abstract thinking (possible careers, mathematicians, scientists, designers, architects, economists)

NATURALISTIC: Creating an understanding and meaning through the world, excursions and research (possible careers, geologists, scientists, veterinarians)

4.1.2 LINK WITH LEARNING STYLES AND MULTIPLE INTELLIGENCES

1	Visual / Spatial Intelligence	Thinks in words. Likes reading, writing, listening and speaking. Does well with books, dialogues and debate s.
2	Verbal / Linguistic Intelligence	Likes reasoning. Likes to organize and interpret data. Does well in maths and science problem solving.
3	Intrapersonal Intelligence	Thinks in images. Likes drawing and observing. Does well at mind-mapping, puzzles, graphics.
4	Bodily / Kinesthetic Intelligence	Thinks rhythmically and in tunes. Likes music and dance. Often taps and hums a tune.

5	Musical / Rhythmic Intelligence	Thinks through sensations. Likes sport and drama, movement, physical.
6	Naturalistic Intelligence	Thinks best with others. Likes co-operative and group activities. Good at interactive, people centred activities
7	Logical / Mathematical Intelligence	Thinks best alone. Likes individual self-paced and managed activities. Reflective and quiet.
8	Interpersonal Intelligence	Creating and understanding and meaning through the world, excursions and research

The following offers further support to Educators in understanding learners with the respective Intelligences and plan lessons accordingly:-

Intelligence	Description	Stimuli	Skills
Verbal / Linguistic	Word Smart	Written and spoken words	Listening, speaking, reading, writing, encoding and decoding language.
Logical / Mathematical	Logic/Math Smart	Patterns, relations, numbers and symbols	Problem solving, reasoning and numerical skills
Visual / Spatial	Art/Space Smart	Colour, shape and distance	Sense of direction, painting, sculpting, arranging and decorating
Musical / Rhythmic	Music Smart	Rhythm, pitch and timbre	Composing, performing, appreciating and recognizing music.
Bodily / Kinesthetic	Body Smart	Bodily cues	Dancing, catching, throwing, jumping, handling objects, moving with grace and precision
Naturalists	Nature Smart	Flora, fauna, rocks and clouds	Green fingers, animal husbandry, discriminating, recognizing, categorizing and analyzing
Interpersonal	People Smart	Desires, motivation and feelings of others	Empathy, organizational skills, leadership skills, conflict resolution and consensus seeking skills and social skills.
Intrapersonal	Self Smart	Emotions, impulses, moods and deeper thoughts	Self-knowledge, self-concept, self image, self-direction and self management

5. PLANNING FOR ASSESSMENT

When planning for Assessment the SMT and Educators need to be guided by the school policy/guideline on Assessment. A policy guideline is a document that should be drawn up by the Foundation Phase department of the school. The information that the document contains should be able to provide clarity to educators regarding assessment. Most of the information may come from National policies, some from the school management and others gathered from the implementation process by educators in the Foundation Phase. The following need to be considered when planning for Teaching, Learning and Assessment:

- When should the Educator/s do their Year Planning?
- Who is going to teach which grade?
- What knowledge, skills and values should the learners be exposed to?
- What files should be kept?
- When are meetings held?
- What should be handed to the School Management Teams (SMT's)?
- How often should learners' evidence of work be checked?
- How many forms of assessment should be done for the year?
- What assessments methods, tools and techniques should be used?
- What are the backbone Learning Areas/ Learning Outcome for the three Learning Programmes?
- How are the Learner's evidence assessed e.g. A poster – use of rubrics etc.
- How are the results / responses of learners recorded and reported?
- Are the Parents and learners informed about the processes involved in Assessment?
- Is assessment managed in accordance with the National Policy requirements as articulated in the Assessment Policy?

5.1 RELATIONSHIP BETWEEN PLANNING AND ASSESSMENT

Planning Process for Assessment:

This involves collecting evidence, recording and reporting learner achievement and is part of the Planning and Assessment Process. This relationship between planning and assessment can best be illustrated by acknowledging the following process:

Identify the outcomes to be achieved by the learners over a period of time or in a cycle of teaching and learning.

↓

Determine the focus Assessment Standard.

↓

Determine what evidence is needed (criteria).

↓

Design activities and identify the instrument that will produce this evidence.

↓

Design an appropriate assessment tool.

↓

Plan how to manage this task in the classroom.

↓

Give the learners the task.

↓

Collect evidence of achievement.

↓

Record your observations on the relevant recording tool.

↓

Interpret your records and make an evaluation to determine the learners' level of performance

↓

Report on learners' performance and use this information to develop and to improve the process of teaching and learning.

5.2 PREPARING THE LEARNERS FOR ASSESSMENT

For the process of Assessment to be transparent, meaningful, practical, valid, achievable and enjoyable for learners, educators have to ensure that learners understand what is expected of them in terms of what aspects he/she will be assessed on. For example, if a learner or a group of learners are engaged in an Oral presentation or a Poster these learners need to be informed that the educator will observe, for example, the following assessment criteria:

- Use of Language,
- Relevance to topic,
- Originality/Creativity,
- Group Involvement,
- Use of Space (for Posters) and
- Use of Resources etc.

Right from the beginning of the teaching and learning process learners need to be informed about what criteria the educator will use to assess them in the respective forms of assessment, be it an Oral or Written Presentation, Drama, Dance, Musical Presentation, Research Project and Poster etc. Constantly learners need to be reminded about what educators will be observing when they (the learners) are engaged in, either in the teaching and learning activities or in the assessment activities. The educators will use a standard criteria (for a particular form of assessment) and this has to be displayed in the classroom for all the learners to note before they engage with any form of assessment. Educators who have followed this procedure have testified to the benefits of informing learners before being involved in the assessment process. The benefits being, learners performing better in the assessment activities due to the fact that aspects to be assessed on are transparent to them.

6. SCHOOL ASSESSMENT POLICY

The Foundation Phase Inset Module on Assessment (pages 60 – 62) explains the need for a School Assessment Policy which is a national requirement.

For Assessment to be reliable, authentic, transparent and practical every school must develop a policy on assessment. The following criteria needs to be considered when finalizing the school policy:

1. What factors must the School Assessment Team (SAT) keep in mind when developing a school assessment policy?
2. Who develops the school assessment policy?
3. Why must we develop a school assessment policy?
4. What are we going to assess in each Learning Area / Learning Programme?
5. Which methods, tools and forms are we going to use?
6. How often should we assess?
7. List the steps you think are needed in designing a school policy on assessment.
8. How can we ensure that integration across the learning areas is included in the assessment process?
9. What are the different assessment records that the school needs to manage and maintain?
10.

Note: ***School management teams and educators can consider the following aspects as a checklist to develop the school assessment policy.***

- Contact time at school – per week, per term, for the year.
- Number of assessment tasks per term, including integration across all Learning Areas.
- Different strategies of assessment.
- Learning pace, Learning styles and Multiple Intelligences.
- Weighting for CASS and Cass moderation.
- Only assess what you have exposed learners to.
- Make reference to all other relevant policies that impact on assessment.
- Consider the school environment and availability of resources.
- Ensure that all these aspects are negotiated with relevant stakeholders in the initial Planning Level.
- Ensure that all assessment policy requirements are fulfilled (eg. the number of formal assessment tasks per term)

The Foundation Phase Inset Module on Assessment(pages 60 – 62) explains the need for a School assessment Plan which is a policy requirement.

6.1 SCHOOL ASSESSMENT PLAN

Every school needs to have in place an assessment plan that includes the formal tasks for all the Learning Programmes that will be covered in the year. Records of these tasks have to be guided by National policy in terms of the requirements. Assessment Tasks are assessment activities that are designed to assess a range of skills and competencies and form part of the formal assessment that is required as per policy. The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band on Page 11 sets out, the number of formal Assessment tasks that must be recorded for the 3 defined Learning Programmes in Grades R-3.

6.1.1 FORMAL ASSESSMENT TASK (FAT)

The Formal Assessment Tasks should be the culmination of series of purposeful activities (as part of For-

mative Assessment) that provides the skills, knowledge and values that learners will need to successfully complete the Formal Assessment Task e.g.

- listening to a story,
- retell a story,
- role playing
- sequencing pictures

(i.e. clustering Assessment Standards to form one Formal Assessment Task)

These activities provide the building blocks to support and accommodate learners of varying abilities (expanded opportunities).
Refer to **Annexure H** for an exemplar of a **Formal Assessment Task** (Further exemplars are contained in the Provincial LAT Guideline Document).

NUMBER OF FORMAL RECORDED ASSESSMENT TASKS FOR GRADES R-3

LEARNING PROGRAMME	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
LITERACY (Languages)	4	4	4	4	16
Additional Language (optional in Grades 1 & 2)	2	2	2	2	8
NUMERACY (Mathematics)	3	3	3	3	12
LIFE SKILLS (Life Orientation)	1	1	1	1	4

See the Assessment Guidelines for Foundation Phase Grades R - 3

- Diagram 4: p18 (Programme of Assessment)
- Diagram 5: p19 (Unpacking an Assessment Task)
- p 21: Exemplar Programme of Assessment for Literacy: Home Language Grade 3
- p 23 : Exemplar Planning of Formal Assessment Tasks

6.1.2 PROGRAMME OF ASSESSMENT

A Programme of Assessment is, "a year-long grade specific formal plan of assessment for a Learning Programme or Learning Area or Subject." Therefore, it is linked to the Work Schedule.

In the Foundation Phase context it would mean that a Programme of Assessment has to be planned for each Learning Programme describing the formal assessment tasks that will be assessed per term across the year. Refer to **Annexure F1 - F5** and to the Assessment Guidelines for Foundation Phase Grades R – 3, pages 47 - 50

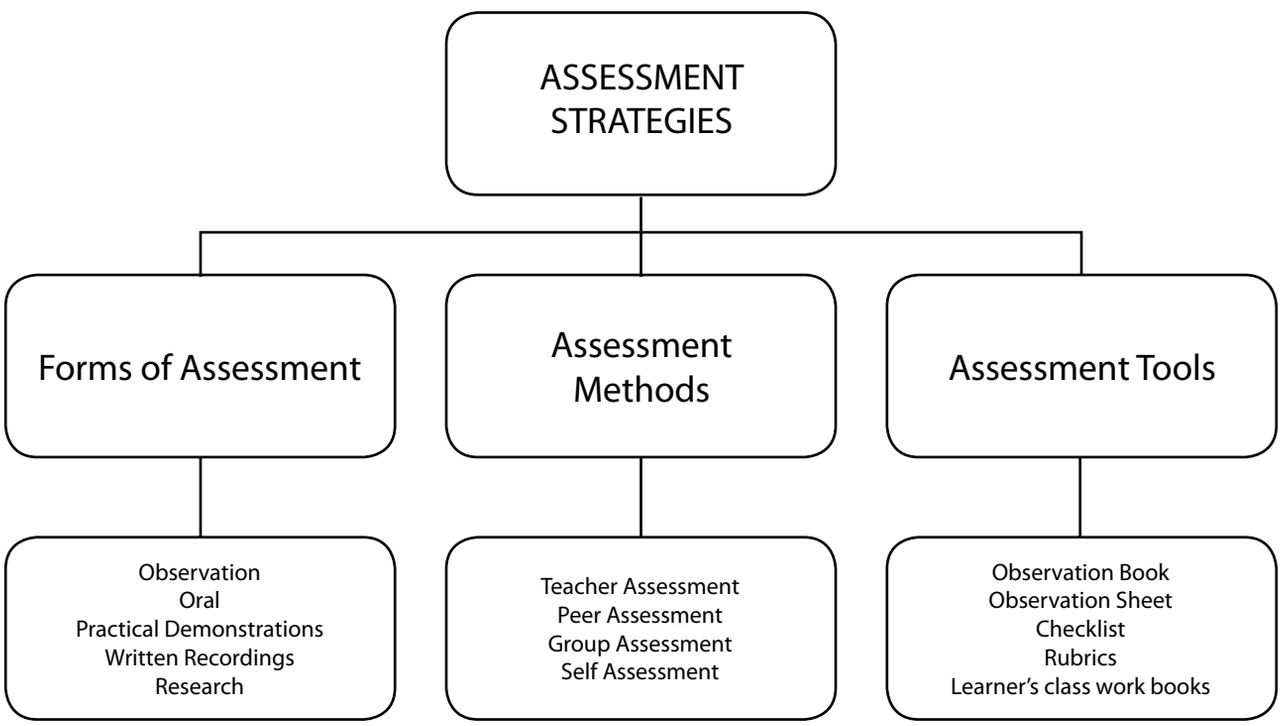
7. FORMS OF ASSESSMENT THAT ARE APPROPRIATE IN THE FOUNDATION PHASE

1. Observations (record in the observation book or sheets)
2. Written/Recorded activities
3. Performance based activities (This type of activity requires learners to demonstrate their knowledge, skills and values by creating, producing or demonstrating something. The criteria for the task should be clearly spelled out to the learners before hand.) Such tasks include:
   - Oral activities
   - Practical demonstrations eg. games
   - Presentations eg. drawings, paintings, constructions etc.
   - Individual or group projects
   - Investigations

Refer to the Assessment Guidelines for Foundation Phase Grades R – 3 (pages 13 -14)and the Foundation Phase Inset Modules for assessment pp 25 - 26

7.1 ASSESSMENT STRATEGIES

Refer to the Assessment Guidelines for Foundation Phase Grades R – 3 (page14) and the Foundation Phase Inset Modules for Assessment p 24



8. PROVINCIAL CASS POLICY

It must be noted that Assessment, Recording and Reporting in the Foundation Phase will focus mainly on the core or backbone learning area of each Learning Programme which are Language, Mathematics and Life Orientation. The remaining five Learning Areas will be taught and assessed in an integrative manner as indicated in the Assessment Guidelines for Foundation Phase Grades R – 3 on page 25

Continuous assessment (CASS) happens by planning assessment tasks that are infused with teaching and learning activities throughout the year, using various kinds of assessment forms, methods and tools.

CASS is school-based and must be planned, managed and implemented by all Foundation Phase teachers (Grades R-3) using the National Curriculum Statement (GET: Grades R to 9), National and Provincial Assessment Guidelines. The CASS component should comprise a variety of forms of assessment (strategies for collecting evidence) to ensure a fair and representative sampling of the learning outcomes and assessment standards covered in all Learning areas.

In Grades R-3 CASS accounts for 100% of learner achievement. Continuous assessment comprises two different, but related activities:
a) Informal daily assessments.
b) Formal Assessment for all three Learning Programmes. (Literacy, Numeracy, Life Skills)
Only the formal recorded tasks are used to determine progression to the next grade.

To ensure that Assessment is managed according to policy requirements the school has to have proper, relevant, and practical Cass Moderating and Monitoring mechanisms in place. Curriculum Advisors in districts have developed exemplars on managing the CASS process in schools and it is hoped that school managers and educators can use these to manage the moderation and monitoring process with confidence and efficiency. A **Moderation Tool** has been provided for each Learning Programme for all grades in the Foundation Phase. **CASS will be monitored and moderated at school, cluster and district level.** See **Annexure B - C**

What is Moderation?
Moderation is a process of monitoring the implementation of the NCS and its related assessment policies. Moderation also serves to validate learner performance against planned assessment tasks – learning outcomes and assessment standards.

It is a policy that moderation should be done per term in all grades, at school level, cluster level and district level.
Moderation will be carried out to ensure that appropriate standards are maintained in the assessment process in the province. This will be done on a simple basis at the different levels of the process.

According to the assessment Policy of February 2007, continuous assessment should be moderated by professional support services within the guidelines set by the Provincial education Department.

STAGES OF MODERATION

LEVELS OF MODERATION	WHO MODERATES	PORTFOLIOS TO BE MODERATED
SCHOOL	PRINCIPAL/ PHASE HEAD	ALL LEARNERS' WORK OF EVIDENCE should be submitted to the HOD and the HOD should sample according to the school assessment policy.

CLUSTER/DISTRICT	EDUCATORS/ CLUSTER LEADER / DISTRICT CURRICULUM PERSONNEL	A MINIMUM OF 3 LEARNERS' WORK OF EVIDENCE PER GRADE SAMPLED FROM HIGHEST, AVERAGE AND LOWEST.
PROVINCE	PROVINCIAL LEARNING PROGRAMME SPECIALIST (DCES)	DETERMINED BY THE PROVINCIAL LEARNING PROGRAMME SPECIALIST (DCES)

MODERATION PLAN FOR GRADES R – 3

TIME
TERM 1
TERM 2
TERM 3
TERM 4

Roles and Responsibilities at School, Cluster and District levels of the CASS Moderation Process

Suggestions for administering the moderation process at SCHOOL level:

The CASS Moderation Tool should be completed in duplicate. One copy for the teacher file and one copy for the Phase Head or Leader Teacher file. See **Annexure B1 - B5**
The following steps can serve to guide educators in conducting moderation quarterly.

Step 1: Work in grade groups
Step 2 : Appoint a reviewer and a moderator.
The reviewer will be the Phase Heads and/or the Leader Educator.
Step 3 : The reviewer allows the educator to present:
The sample of a Educator Portfolio for the specific grade :
See Moderation Tool point 2
Learner Evidence of required number of assessment tasks :
See moderation Tool point 3
Assessment Records :
See Moderation Tool point 4.
Evidence of moderation conducted at school level :
See Moderation Tool point 1
Step 4 : The reviewer completes the Moderation Tool
Comments should be helpful and lead to the development of the educator and the moderation process
Step 5 : Allow the educator to respond to the comments or recommendations and complete the appropriate section on the Moderation Tool
Step 6 : The moderator completes the appropriate section on the Moderation Tool and validates the moderation procedure.
Step 7 : Attach signatures

Suggestions for administering the moderation process at CLUSTER/ DISTRICT level:

DoE officials in collaboration with the cluster leaders will be required to facilitate and administer the moderation process at cluster level using the Cluster Moderation Tool. (See **Annexure C1 - C2**)
The purpose of moderation will determine the type of tool to be used.

If the DoE official is not available then the Cluster Key teacher will be the moderator and the Phase Head teacher will be the Reviewer.

Step 1: Every educator in the cluster presents his/her portfolio and 3 samples of learner's file of evidence (including work from a below average learner, an average learner and an above average learner).
Step 2: The moderator will be the Cluster Leaders and the DoE officials
The educator's portfolio is to be used as a reference to moderate the learner's evidence.
Step 3 – 7: Follow the same process as indicated for the moderation process at school level.

The Moderation Tool should be completed in duplicate. One copy for the educator file and one copy for the moderator file
*See attached exemplars **Annexures D and G** for Cluster and District Moderation Report Form and Attendance Register.*

Evidence required for the CASS Moderation Process

- **Educator Evidence**

  The Educator's portfolio will be used as evidence to moderate the CASS process. Aspects to be viewed in the Educator's portfolio are reflected in the School CASS Moderation Tool. (see point 2 of **Annexure B1 - B4)**

- **Learner Evidence**

  The Assessment Policy (February 2007) does not specifically stipulate the need for a **Learner Portfolio.** Depending on the school policy learners' evidence can be gathered from their class workbooks, worksheets, projects, posters etc. **A separate file is no longer compulsory.** Without learner evidence, educators cannot track learner performance.

9. RECORD KEEPING

Records of teacher assessments and planning as well as evidence of learner performance must be recorded systematically.

a. **The learner evidence** that must be kept can include class workbooks, worksheets, posters, projects etc.

b. The items that the educator must keep in the **educator's portfolio** are:
- three levels of planning; (learning programme, work schedule and lesson plan)
- programme of assessment;
- assessment recording sheets;
- assessment tools (checklists, observation sheets, rubrics, etc.)

c. The **assessment record sheet** should have the following information: (**Annexure A)**
- learning programme
- grade and class
- learners' names
- date of formal assessment task (FAT)
- the form of assessment and short description of the assessment task
- the **final** rating that has been awarded to the learner
- comments

9.1 THE NATIONAL CODES AND DESCRIPTORS

Refer to page 31 of the National Assessment Guideline Document and the Foundation Phase Grades R – 3. The national codes and descriptors are to record and report on learner's progress in Foundation Phase (Grades R-3). Teachers are advised and encouraged to use comments to make the code and descriptor more explicit.
The national codes and descriptors should be used to record and report on learner performance in the report card and schedule.

National Codes and descriptors for Recording and Reporting in grades R-3

RATING CODE	Description Of Competence	Suggested Interpretations
4	Outstanding/Excellent Achievement	The learner has exceeded the minimum requirements set out in the assessment standards for the grade.
3	Satisfactory Achievement	The learner has met all the minimum requirements set out in the assessment standards for the grade.
2	Partial Achievement	The learner has met most of the minimum requirements set out in the assessment standards for the grade.
1	Not Achieved	The learner has not achieved almost all the minimum requirements set out in the assessment standards for the grade.

See Annexure F for an exemplar of an Assessment Recording Sheet for Numeracy, Literacy and Life Skills

9.2 ASSESSMENT TOOLS FOR RECORDING LEARNER'S ACHIEVEMENT

There are many different assessment tools that can be used to record learner achievement. The most widely used ones are indicated in the exemplars below:

INFORMATION SHEET TOOLS FOR JUDGING EVIDENCE	
Checklists	These are useful for assessing products and processes against a list of criteria.
Rating scales	Allow you to assess and record the level of achievement quickly and accurately. Numbers, symbols or words can be used. **Rating scales are often combined with a checklist of criteria and are also used in rubrics**.
Rubrics	Consists of criteria and levels of competency (performance). Each level has clear descriptors against each criterion.
Marking memoranda	Marking memoranda set 'model answers' which can be used as baseline information against which learners' work is assessed.
Observation sheets (with criteria)	Observation sheets are similar to checklists, but they are used when observing learners. Observations allow the teacher to focus on what the learners are doing and how they are behaving in a particular activity or context.

Refer to the National Assessment Guideline Policy Document following exemplars:

- OBSERVATION SHEETS (page 83)
- CHECKLISTS (pages 84 – 87)
- RUBRICS (pages 88 – 93)

Further exemplars on Rubrics to assess the following forms of assessment Oral/ Written Presentation, Posters and Group Projects are contained in ***Annexures E1 - E5***

10. PROGRESSION IN FOUNDATION PHASE GRADES R-3

10.1 PROGRESSION AND PROMOTION IN THE GET GRADES 1-9

The National policy on Assessment and Qualifications for Schools in the GET Band (Gazette No. 26296 of 2007) provides requirements for promotion in Grade 9. The progression conditions are spelt out for Grades R to 8, but clear levels of attainment have not been included. The progression requirements presented below provide clarity to teachers as to when a learner is allowed to progress to the next grade or when a learners is to be retained.

1 Within the OBE environment, learners are supposed to move with their age cohort. This implies that a learner may be retained only once in a phase.
2 The Foundation Phase consists of 4 years (Grades R-3), so a learner may not spend more than 5 years in the Foundation Phase or 4 years in the case of learner not attending Grade R.
3 The Intermediate Phase (Grade 4-6) consists of three years, so learners may not spend more than four years in the Intermediate Phase.
4 If from learners' performance it is clear that they are not progressing as required (stipulated below), an intervention strategy in consultation with the parents, the School-Based Support Team and District-Based Support Team must be developed and put into place for such a learner.
5 The approach to progression in the Foundation phase, Intermediate Phase and Senior Phase (Grades 7-8) must be to support the development of the learners and the professional judgement of the teachers will pay an important role in determining the final overall performance of the learners.
6 As indicated in the policy, **parents MUST be consulted and be part of the discussion and decision to retain a learner in a grade.** The parents must be made aware that such a step will be in the interest of the learner. Such consultation processes must start as soon as problems are identified and not delayed until the final schedules are compiled.
7 Decisions about progression should mainly be based on evidence of a learner's performance against recorded assessment tasks.
8 A learner is promoted at the end of Grade 9 and learners must meet minimum requirement s as set out in the policy to be promoted.

10.2 SOME SUGGESTED PROGRESSION GUIDELINES:

- All learners progressing to the next grade should have obtained a final rating i.e. "3"- Satisfactory Achievement in Numeracy and Literacy and "2" Partial Achievement in Life Skills.
- Learners obtaining a rating of 1= Not Achieved and 2= Partial Achievement in Numeracy and Literacy will be retained for a period not longer than a year.
- Learners who have with or without good reason have missed more than 25% of the school year (i.e. 50 school days) through absenteeism should be retained for a period not longer than a year.
- Where after a full process of consultation and intervention, it is considered by the Principal of the school, that in the interests of the learner it is educationally sound for him /her to be retained in the Grade for a period not longer than a year. Such consultation process must include the parents and must begin no less than three months before the end of the school year. These learners should be monitored closely. Any signs and symptoms of learning difficulties should be reported immediately to the School Management Team.
- They should be given more time and support to achieve the Learning Outcomes and Assessment Standards of the Grade.

Schools should plan and develop relevant intervention programmes to help learners experiencing difficulties

11. REPORTING PROCESS IN FOUNDATION PHASE

Refer to the Assessment Guidelines for Foundation Phase Grades R – 3 pages 33 – 35.

What information should appear on report cards?
The minimum requirements for a report card are:

Personal Details
- Name of Learner
- Grade of Learner
- Date of birth of the Learner
- Learner's attendance profile

Official School Details
- Name of the school
- Year and Term
- Date and signature of the Class Teacher
- Date and signature of the Principal
- Dates of opening and closing of the school
- School Stamp
- Explanation of the codes of the National Coding system

Performance Details
- Report must provide information on the Learner's overall achievement per term in each Learning Programme. (Literacy, Numeracy and Life Skills)
- A National code and descriptor backed up with comments should be used to give an indication of the learner's achievement.

Constructive Feedback
- Comments describing learner's overall progress should include learning achieved, competencies and support needed

Assigning or awarding a final rating
- The final rating awarded to a learner in a Learning Programme at the end of a term, should give a holistic picture of the Learner's performance that is informed by Continuous Assessment (CASS).

How are learners involved in the reporting process?
Learners could accompany their parents or guardians to parent open days and should also be allowed to collect reports.
Refer to Annexure D1 in the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band for another Exemplar Report Card or page 35 of the Assessment Guidelines for Foundation Phase Grades R – 3 and

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EXEMPLARS / ANNEXURES

ANNEXURE A (Option 1)

DEPARTMENT OF EDUCATION: FOUNDATION PHASE
ASSESSMENT RECORD SHEET

SCHOOL:										
LEARNING PROGRAMME:										LO:
YEAR:..... TERM:.....	FAT								FINAL RATING	GRADE:..... CLASS:.....
	AS									
	FORM									
	DATE									
NAME OF LEARNER										COMMENT

ANNEXURE A (Option 2)

DEPARTMENT OF EDUCATION: FOUNDATION PHASE

ASSESSMENT RECORD SHEET: NUMERACY

LEARNING PROGRAMME: _____ **GRADE:** ____ **CLASS:** _____

		TERM 1				TERM 2				TERM 3				TERM 4				Final CODE
TASK					Total				Total				Total				Total	
DATE OF ASSESSMENT																		
LEARNERS' NAMES																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19																		
20																		
21																		
22																		
23																		
24																		
25																		

ANNEXURE B1 (Option 1)

DEPARTMENT OF EDUCATION: FOUNDATION PHASE
SCHOOL CASS MODERATION TOOL
LIFE SKILLS LEARNING PROGRAMME

TERM 1	TERM 2	TERM 3	TERM 4

School		Principal		Educator	
Grade		Date		Cluster	
Contact no		Circuit			

1. INTERNAL MODERATION

	Y	N	Comments
1.1 Evidence of Internal Moderation			

2. EDUCATOR'S PORTFOLIO

	Y	N	Comments
2.1 Class and Personal Time Tables Does it meet policy requirements?			
2.2 Work Schedule Does it reflect the progression of assessment standards through the year?			
2.3 Lesson Plans Do these correlate with the work schedule and learner evidence?			
2.4 Formal Programme of Assessment Does it reflect the required number of assessment tasks?			
2.5 Requirements of Assessment Tasks Does it reflect the required forms of assessment?			
2.6 Tools for each Assessment Task Are these relevant to the assessment tasks and the assessment standards targeted?			

3. LEARNER'S EVIDENCE:
TERM 1: TASK 1

	Y	N	LOs & ASs	Assessment Tools	Comments
Activity – Oral Response					
Activity – Practical Demonstration					
Activity – Written Response					
Activity – Games					
Activity – Exercise Circuit/Routine					

4. RECORDING

	Y	N	LOs & ASs	Assessment Tools	Comments
4.1 Informal Recording					
4.2 Formal Recording					

What % of your teaching and learning time do you spend on Learning Outcome 4?	

SIGNATURE: REVIEWER		DATE:
COMMENTS: REVIEWER		
SIGNATURE: EDUCATOR		DATE:
RESPONSE FROM THE EDUCATOR		
SIGNATURE: MODERATOR		DATE:
COMMENTS: MODERATOR		

ANNEXURE B2 (Option 1)

DEPARTMENT OF EDUCATION
SCHOOL CASS MODERATION TOOL
NUMERACY LEARNING PROGRAMME

TERM 1	TERM 2	TERM 3	TERM 4

School		Principal		Educator	
Grade		Date		Cluster	
Contact no		Circuit			

1. INTERNAL MODERATION

	Y	N	Comments
1.1 Evidence of Internal Moderation			

2. EDUCATOR'S PORTFOLIO

	Y	N	Comments
2.1 Class and Personal Time Tables Does it meet policy requirements?			
2.2 Work Schedule Does it reflect the progression of assessment standards through the year?			
2.3 Lesson Plans Do these correlate with the work schedule and learner evidence?			
2.4 Formal Programme of Assessment Does it reflect the required number of assessment tasks?			
2.5 Requirements of Assessment Tasks Does it reflect the required forms of assessment?			
2.6 Tools for each Assessment Task Are these relevant to the assessment tasks and the assessment standards targeted?			

3. LEARNER'S EVIDENCE:

3.1 TASK 1

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response					
Activity – Practical Demonstration					

3.2 TASK 2

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response					
Activity – Practical Demonstration					
Activity - Design and Make					

3.3 TASK 3

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response					
Activity – Practical Demonstration					
Activity - Design and Make					

4. RECORDING

	Y	N	LOs & ASs	Assessment Tools	Comments
4.1 Informal Recording					
4.2 Formal Recording					

What % of your teaching and learning time do you spend on (LO1)Number Concept Development?	

SIGNATURE: REVIEWER		DATE:
COMMENTS: REVIEWER		
SIGNATURE: EDUCATOR		DATE:
RESPONSE FROM THE EDUCATOR		
SIGNATURE: MODERATOR		DATE:
COMMENTS: MODERATOR		

ANNEXURE B3 (Option 1)

DEPARTMENT OF EDUCATION :
SCHOOL CASS MODERATION TOOL
LITERACY LEARNING PROGRAMME
HOME LANGUAGE

TERM 1	TERM 2	TERM 3	TERM 4

School		Principal		Educator	
Grade		Date		Cluster	
Contact no		Circuit			

1. INTERNAL MODERATION

	Y	N	Comments
1.1 Evidence of Internal Moderation			

2. EDUCATOR'S PORTFOLIO

	Y	N	Comments
2.1 Class and Personal Time Tables Does it meet policy requirements?			
2.2 Work Schedule Does it reflect the progression of assessment standards through the year?			
2.3 Lesson Plans Do these correlate with the work schedule and learner evidence?			
2.4 Formal Programme of Assessment Does it reflect the required number of assessment tasks?			
2.5 Requirements of Assessment Tasks Does it reflect the required forms of assessment?			
2.6 Tools for each Assessment Task Are these relevant to the assessment tasks and the assessment standards targeted?			

3. LEARNER'S EVIDENCE:

3.1 TASK 1

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response Creative					
Activity – Written Response Functional					
Activity – Practical Demonstration					
Activity – Design and Make					

3.2 TASK 2

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response Creative					
Activity – Written Response Functional					
Activity – Practical Demonstration					
Activity – Design and Make					

3.3 TASK 3

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response Creative					
Activity – Written Response Functional					
Activity – Practical Demonstration					
Activity – Design and Make					

3.4 TASK 4

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response Creative					
Activity – Written Response Functional					
Activity – Practical Demonstration					
Activity – Design and Make					

4 RECORDING

	Y	N	LOs & ASs	Assessment Tools	Comments
4.1 Informal Recording					
4.2 Formal Recording					

SIGNATURE: REVIEWER		DATE:
COMMENTS: REVIEWER		
SIGNATURE: EDUCATOR		DATE:
RESPONSE FROM THE EDUCATOR		
SIGNATURE: MODERATOR		DATE:
COMMENTS: MODERATOR		

ANNEXURE B4 (Option 1)

DEPARTMENT OF EDUCATION :
SCHOOL CASS MODERATION TOOL
LITERACY LEARNING PROGRAMME
1st ADDITIONAL LANGUAGE (FAL)

TERM 1	TERM 2	TERM 3	TERM 4

School		Principal		Educator	
Grade		Date		Cluster	
Contact no		Circuit			

1. INTERNAL MODERATION

	Y	N	Comments
1.1 Evidence of Internal Moderation			

2. EDUCATOR'S PORTFOLIO

	Y	N	Comments
2.1 Class and Personal Time Tables Does it meet policy requirements?			
2.2 Work Schedule Does it reflect the progression of assessment standards through the year?			
2.3 Lesson Plans Do these correlate with the work schedule and learner evidence?			
2.4 Formal Programme of Assessment Does it reflect the required number of assessment tasks?			
2.5 Requirements of Assessment Tasks Does it reflect the required forms of assessment?			
2.6 Tools for each Assessment Task Are these relevant to the assessment tasks and the assessment standards targeted?			

3. LEARNER'S EVIDENCE:

3.1 TASK 1

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response Creative					
Activity – Practical Demonstration					
Activity – Design and Make					

3.2 TASK 2

	Y	N	LOs & ASs	Assessment Tool	Comments
Activity – Oral response					
Activity – Written Response Functional					
Activity – Practical Demonstration					
Activity – Design and Make					

4 RECORDING

	Y	N	LOs & ASs	Assessment Tools	Comments
4.1 Informal Recording					
4.2 Formal Recording					

SIGNATURE: REVIEWER		DATE:
COMMENTS: REVIEWER		
SIGNATURE: EDUCATOR		DATE:
RESPONSE FROM THE EDUCATOR		
SIGNATURE: MODERATOR		DATE:
COMMENTS: MODERATOR		

ANNEXURE B5 (Option 2)

DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE

SCHOOL CASS MODERATION TOOL (LEVEL 1 MODERATION)

EDUCATOR:…… SCHOOL:…… DATE: ……
DISTRICT:…… LEARNING PROGRAMME: …… NO OF LEARNERS: …
NO OF LEARNER EVIDENCE SUBMITED: …….. GRADE: ……..
NAMES OF LEARNERS: 1…… 2……
3…… 4……
5…… 6……

ITEM	YES/NO	COMMENTS
1. MASTER PORTFOLIO		
1.1 Is the portfolio logically arranged: cover page, index, and time-table?		
1.2 Assessment plans		
1.3 Work Schedule and Lesson Plans.		
1.4 NCS Policies and Assessment Guidelines		
1.5 Are LOs and ASs indicated?		
1.6 Is there a variety of forms of assessment?		
1.7 Are assessment tools relevant and appropriate to the tasks given?		
1.8 Is the standard, quality and content coverage of tasks satisfactory?		
1.9 Are recording sheets available?		
2. EVIDENCE OF LEARNERS' WORK		
2.1 Is the portfolio neat and tidy?		
2.2 Does the task reflect LOs and Ass		
2.3 Is there a variety of forms of Assessment included?		
2.4 Is the marking done consistently?		
2.5 Is the standard, quality, content coverage of tasks satisfactory?		

EDUCATOR: …… SIGNATURE: …… DATE: ……

HOD: …… SIGNATURE: …… DATE: ……

PRINCIPAL: …… SIGNATURE: …… DATE: ……

** Annexure B5 (Option 2) is an alternative option to Annexures B1 - B4.*

ANNEXURE C (Option 1)

DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE
CLUSTER/DISTRICT CASS MODERATION TOOL

Name of School:	
Grade:	
Name of Educator:	

Names of learners: 1…….
2…….
3. ……..

MASTER PORTFOLIO	YES	NO	COMMENTS	
Learning Programme				
Work Schedule				
Lesson Plans				
Formal recorded assessment tasks:	Term 1	Term 2	Term 3	Term 4
Literacy				
Additional Language				
Numeracy				
Life Skills				
EVIDENCE OF LEARNERS' WORK	YES	NO	COMMENTS	
Variety of forms of assessment				
Formal recorded assessment tasks	Term 1	Term 2	Term 3	Term 4
Literacy				
Additional Language				
Numeracy				
Life Skills				

NAME OF DISTRICT OFFICIAL : ……

DATE:……..

ANNEXURE C (Option 2)

DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE

FOUNDATION PHASE CLUSTER/DISTRICT CASS MODERATION TOOL:
LEARNING PROGRAMME

EDUCATOR:…… SCHOOL:…… DATE: ……
DISTRICT:…… LEARNING PROGRAMME: …… NO OF LEARNERS: …
NO OF LEARNER EVIDENCE SUBMITED: …….. GRADE: ……..
NAMES OF LEARNERS: 1…… 2……
3…… 4……
5…… 6……

	TERM 1			TERM 2			TERM 3			TERM 4		
DATES												
COMPONENTS	Y	N	Comment	Y	N	Comment	Y	N	Comment	Y	N	Comment
1. Internal Moderation 1.1 Evidence of internal moderation												
2. Educator's Portfolio: Does it reflect the ff:												
2.1 Index												
2.2 Class & Personal Time-Table: Does it meet Policy requirements?												
2.3 Work schedule: Does it reflect the progression of assessment standards through the year												
2.4 Lesson Plans: Do these correlate with the work schedule?												

2.5 Formal programme of assessment: Does it reflect the required number of assessment tasks?												
2.6 Requirements of assessment Tasks: Does it reflect the required forms of assessment?												
2.7 Tools for each assessment tasks: Are these relevant to the assessment tasks and the assessment standards targeted?												
3. Recording: Does it reflect:												
3.1 Informal recording												
3.2 Formal recording												
4. Learners' Evidence												
4.1 Is the learner portfolio/workbook informed by the master portfolio?												
4.2 Are all tasks marked?												
4.3 Is the portfolio neat and tidy												

SCHOOL STAMP	Educator: …… Signature: …… Cluster leader: …… Signature: …….. Date: ……	Educator: …… Signature: …… Cluster leader: …… Signature: …….. Date: ……	Educator: …… Signature: …… Cluster leader: …… Signature: …….. Date: ……	Educator: …… Signature: …… Cluster leader: …… Signature: …….. Date: ……

** Annexure C (Option 2) is an alternative option to Annexure C (Option 1).*

ANNEXURE D1

DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE
FOUNDATION PHASE
CLUSTER /DISTRICT CASS MODERATION REPORT FORM
LITERACY, NUMERACY AND LIFE SKILLS

DISTRICT:	
CLUSTER NAME / NO:	
TERM:	
DATE:	
NO OF SCHOOLS MODERATED:	
NO OF SCHOOLS ABSENT:	

LIST OF SCHOOLS ABSENT:

NAME OF SCHOOL		LANGUAGE	LEVEL
1			
2			
3			
4			
5			
6			

HOW DO YOU RATE THE CLUSTER REGARDING THE IMPLEMENTATION OF CASS POLICIES? (Just tick)

1 = Poor	2 = Average	3 = Excellent

COMMENT ON POSSIBLE PROBLEM AREAS:

_____
_____
_____
_____
_____

SCHOOLS WITH OUTSTANDING PERFORMANCE:

NAME OF SCHOOL		AREA OF PERFORMANCE
1		
2		
3		
4		
5		
6		
7		
8		

SCHOOLS IN NEED OF MORE SUPPORT:

NAME OF SCHOOL		AREA OF SUPPORT
1		
2		
3		
4		
5		
6		
7		
8		

GENERAL COMMENTS AND RECOMMENDATIONS:

_____
_____
_____
_____
_____

DISTRICT SES / CLUSTER LEADER:	(print name)
SIGNATURE:	
DATE:	

ANNEXURE D2

DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE
FOUNDATION PHASE
CLUSTER /DISTRICT CASS MODERATION REPORT FORM

DISTRICT:	
GRADE:	
TERM:	
DATE:	

NO OF SCHOOLS MODERATED:		NO OF SCHOOLS ABSENT:	
LIST OF ABSENT SCHOOLS		REASON(S) GIVEN FOR ABSENCE	ARRANGEMENTS MADE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

DO ALL SCHOOLS IN YOUR DISTRICT HAVE THE PROVINCIAL/ NATIONAL FOUNDATION PHASE ASSESSMENT GUIDELINES?

YES	NO

IF NOT, MENTION THE SPECIFIC SCHOOLS AND COMMENT ON YOUR PLANS TO ADDRESS THE MATTER:

_____
_____
_____
_____
_____
_____

HOW DO YOU RATE THE DISTRICT REGARDING THE IMPLEMENTATION OF CASS POLICIES?(Just tick)

1 = Poor	2 = Average	3 = Excellent

COMMENT ON POSSIBLE PROBLEM AREAS:

_____
_____
_____
_____

SCHOOLS IN NEED OF MORE SUPPORT:

NAME OF SCHOOL		AREA OF SUPPORT
1		
2		
3		
4		
5		
6		
7		
8		

GENERAL COMMENTS AND RECOMMENDATIONS:

_____
_____
_____
_____
_____
_____

DISTRICT SES / CHAIRPERSON:	
SIGNATURE:	
DATE	
DISTRICT DCES	
SIGNATURE	
DATE	

ANNEXURE E1
EXEMPLARS OF ASSESSMENT TOOLS FOR RECORDING LEARNERS ACHIEVEMENT IN FOUNDATION PHASE

RUBRIC FOR LEARNING PROGRAMME: LANGUAGES(HOME) LO 3 Reading and Viewing
SCHOOL:_____NAME:_____ Grade:_____

LO : READING				
Criteria	1 Not Achieved	2 Partial Achievement	3 Satisfactory Achievement	4 Excellent Achievement
Word Recognition Skills (Sight vocabulary, phonics)	• recognise basic sight Struggle to recognise words • Poor sound-symbol • relationship.	• Slow in recognising high frequency words. • Manages to decode and encode some words	• Knows high frequency words. • Uses phonic knowledge to identify familiar words.	• Can recognise words in • context. • Use phonic skills effectively. • Can recognise unfamiliar • Words beyond grade level.
Fluency and speed	• Repetitions and • Reversals occur often.	• Reads familiar words fluently but stops at unfamiliar words.	• Tries to read fluently with few mistakes • .Tries to read at an average speed with very few repetitions and omissions. (30-40 words per minute)	• Read familiar and unfamiliar • text fluently. • Read at a rate of 50-60 words • Per minute.
Intonation and expression	• Very soft, lacks confidence.	• Audible reads simple, familiar short texts fluently.	• Conscious of voice modulation, tries to be expressive and uses appropriate gestures.	• An expressive reader. • Variation in voice and tone. • Uses gestures, body • language appropriately. • Arouse attention of listener.
Comprehension skills	• Makes meaning from visual cues e.g. illustrations	• Makes meaning from visual cues and simple print text. • Can make predictions from title and cover.	• Can recall the main ideas. Of the story. • Able to sequence events in the story.	• Understands text very well. • Discuss plot ,setting and • Characters. • Express own views and • opinions

Adapted from Assessment Guidelines for Foundation Phase Grades R – 3, page 88.

ANNEXURE E2
RUBRIC TO ASSESS AN ORAL PRESENTATION /PERFORMANCE (eg, Show & Tell, Dance, Drama)

Learning Programme: *Languages* Learning Area: *Languages (Home)* LO2: *Speaking*

Name: _____ Grade: _____

TASK: _____ Date: _____

CRITERIA	1	2	3	4
Presentation skills: Voice, body language, style	No expression and enthusiasm, minimal eye contact. Speech unclear and inaudible. No body language. Poor sentence construction.	Some expression and eye contact, limited expression, enthusiasm and body language. Speech slightly clear, audible. sentence construction is satisfactory.	Expressive and strong voice, shows enthusiasm, involves audience and well rehearsed. Very good body language. Speech is good audible and clear	Confident and very good presentation skills, provokes thought and participation. Speech is very good, clear and audible.
Content (organisation)	No clear sequencing of ideas and little relevance to topic.	Sequencing of ideas evident and content is relevant to topic. Aspects of topic satisfactorily covered and presented	Sequencing of ideas is good and content very relevant. Topic well prepared and presented	Thoughtful sequencing and integration of ideas. Topic very well prepared, researched and presented
Creativity – effectiveness in use of resources	Limited use of posters, diagrams and other resources.	Some use of posters, diagrams and other resources.	Use of posters, diagrams and other resources in a creative manner.	Effective integration of posters, diagrams and other resources with creativity and originality.
Quality of information/ ideas	Shows understanding of only few aspects.	Shows understanding of some aspects.	Thorough and broad understanding of the topic.	Thorough, broad, insightful understanding of the topic.
Group Involvement	Little evidence of group involvement.	Limited evidence of group involvement.	Clear evidence of group involvement.	Every member actively participated.

RATING SCALE:

Rating Code	Description of Competence
4	Outstanding / Excellent achievement
3	Satisfactory achievement
2	Partial achievement
1	Not achieved

ASSESSMENT OBTAINED:……

ANNEXURE E3
RUBRIC TO ASSESS WRITTEN PRESENTATIONS

LEARNING PROGRAMME: ……

DATE: ……

TASK: …… LO / AS……

INDIVIDUAL / GROUP ASSESSMENT

CRITERIA	1	2	3	4
Content	Little relevance	Recalls relevant content.	Recalls relevant content accurately.	Recalls relevant content accurately and with understanding.
Presentation Skills	The presentation has no structure. No attempt to use resources.	The presentation does have structure. Attempts to use resources are partially successful.	The presentation has more structure. Attempts to use resources are successful.	The presentation is well structured and the use of available resources is excellent.
Originality and Creativity	Little or no evidence of creativity.	Limited evidence of creativity.	Evidence of creativity is more noticeable and reflects originality.	The creativity and originality of the learner is evident.
Language	Language is poorly used with linguistic and spelling errors	Language and spelling incorrectly used in the presentation.	Language and spelling in accordance with expectations at this level.	Correct, appropriate and descriptive language is used without any errors.
Group Involvement	Little evidence of group involvement.	Limited evidence of group involvement.	Clear evidence of group involvement.	Every member actively participated.

RATING SCALE:

Rating Code	Description of Competence
4	Outstanding / Excellent achievement
3	Satisfactory achievement
2	Partial achievement
1	Not achieved

ASSESSMENT OBTAINED:……

ANNEXURE E4
RUBRIC TO ASSESS POSTERS (it can be adapted for Grades R – 3)

LEARNING PROGRAMME: ……

DATE: ……

TASK: …… LO / AS……

INDIVIDUAL / GROUP ASSESSMENT

CRITERIA	1	2	3	4
Presentation	The poster is messy and not present-able.	The poster has limited present ability in respect of layout and design.	The poster is neat and presentable in an original and attractive manner.	The present abil-ity of the poster is in accordance with relevance and creativity
Content / Rel-evance	Illustrations, captions photos, drawings and other resources are not relevant to the topic.	Illustrations, photos, captions, drawings and resources provided are relevant to the topic.	The illustrations, photos, captions, drawings and resources are very appropriate and relevant to the topic / content.	All the illustrations, photos, captions drawing and resources support the topic / content excellently
Creativity	Little or no evidence of creativity	Limited evidence of creativity.	Evidence of creativity is in accordance with expected achievements at this level.	All the ideas in the product are original and the creativity of the learner is evident.
Use of Language	Language is poorly used with linguistic and spelling errors.	Language and spelling is used incorrectly in the presentation.	Language and spelling used in accordance with this level of achievement.	Correct, appropriate and descriptive language is used without any errors.
Group Involvement	Little evidence of group involvement.	Limited evidence of group involvement.	Clear evidence of group involvement.	Every member actively participated.
Design / Layout	Poor or no design and layout. Space not utilized appropriately.	Limited design and layout lacking coherence. Space utilized satisfacto-rily.	Design and layout in accordance with expected achievements at this level. Space utilized very well.	Overall design, use of colour, resources etc support the messages that are conveyed

RATING SCALE:

Rating Code	Description of Competence
4	Outstanding / Excellent achievement
3	Satisfactory achievement
2	Partial achievement
1	Not achieved

ANNEXURE E5
RUBRIC TO ASSESS GROUP PROJECT FOR MARKET DAYS

DATE: …… TASK: ……

INDIVIDUAL / GROUP ASSESSMENT

CRITERIA	1	2	3	4 Meets all / exceeds the criteria. Product choice includes – recommend-dations from research recommended price, quality, affordability, marketability.
Choice of Product	Product choice does not meet the recommended criteria.	With some guidance the product meets some of the recommended criteria.	Most criteria of product choice/ selection met.	Can compute costs easily and correctly.
Cost of Production	Needs considerable help when computing costs.	Makes errors when computing costs.	Can compute costs correctly.	Convinces customers to buy. Effective marketing strategies employed.
The Product Itself	No or little attention paid to *appearance *quality *price of products.	Attracts some attention, but does not provoke desire to buy.	Attracts attention and provokes desire to buy to some extent.	Convinces customers to buy. Effective marketing strategies employed.
Promotion	Language is poorly used with linguistic and spelling errors.	Attracts some attention, but does not provoke desire to buy.	Attracts attention and provokes desire to buy to some extent.	Considerable amount of attention paid to design and layout.
Planning of the Stall	Poor or no design and layout.	Little attention paid to design and layout.	A fair amount of attention paid to design and layout.	Group roles and skills defined, understood and utilized effectively in the entrepreneurial activity.

Group Organisation	Group roles and skills not clearly defined and/or adhered to.	Group roles and skills defined but not completely utilized.	Group roles and skills used to a large extent.	Feedback with insight provided and recommendations made for the next market day.
Feedback and Report Back	Little or no feedback provided by the group.	With some assistance, group provided some feedback without recommendations mentioned.	Feedback with recommendations provided by the group.	Meets all / exceeds the criteria. Product choice includes – recommendations from research recommended price, quality, affordability, marketability.
Quality of information/ ideas	Shows understanding of only few aspects.	Shows understanding of some aspects.	Thorough and broad understanding of the topic.	Thorough, broad, insightful understanding of the topic.
Group Involvement	Little evidence of group involvement.	Limited evidence of group involvement.	Clear evidence of group involvement.	Every member actively participated.

RATING SCALE:

Rating Code	Description of Competence
4	Outstanding / Excellent achievement
3	Satisfactory achievement
2	Partial achievement
1	Not achieved

ASSESSMENT OBTAINED:……

ANNEXURE F1

ASSESSMENT PROGRAMME
FOUNDATION PHASE

EDUCATOR:	LEARNING PROGRAMME: LIFE SKILLS	GRADE:	YEAR:

TERM		ONE	TWO	THREE	FOUR
TASK ONE	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				
TASK TWO	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				

ANNEXURE F2

ASSESSMENT PROGRAMME
FOUNDATION PHASE

EDUCATOR:	LITERACY: 1ST ADDITIONAL LANGUAGE	GRADE:	YEAR:

TERM		ONE	TWO	THREE	FOUR
TASK ONE	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				
TASK TWO	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				

ANNEXURE F3

ASSESSMENT PROGRAMME
FOUNDATION PHASE

EDUCATOR:	LEARNING PROGRAMME: LITERACY	GRADE:	YEAR:

TERM		ONE	TWO	THREE	FOUR
TASK ONE	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				
TASK TWO	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				
TASK THREE	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				
TASK FOUR	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				

ANNEXURE F4

ASSESSMENT PROGRAMME
FOUNDATION PHASE

EDUCATOR:	LEARNING PROGRAMME: NUMERACY	GRADE:	YEAR:

TERM		ONE	TWO	THREE	FOUR
TASK ONE	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				
TASK TWO	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				
TASK THREE	FOCUS				
	LA ; LO ; AS				
	ACTIVITIES				

ANNEXURE F5
ASSESSMENT PROGRAMME
FOUNDATION PHASE

EDUCATOR:	LEARNING PROGRAMME: LITERACY	GRADE: 1	YEAR:

TERM		ONE	TWO	THREE	FOUR
TASK ONE	FOCUS	LISTEN AND RESPOND (story)	LISTEN AND COMPREHENDS (STORY)	LISTENING/ SPEAKING/ READING/ WRITING	LISTENING AND WRITING
	LA ; LO ; AS	LO1 AS 1	LO1 AS 3.5,3.6	LO1 AS3.1; AS6.1; LO2 AS7; LO3 AS4.1; LO4 AQS5; LO6 AS2.2; AS3.2	LO 1 AS 3.4; LO 4 AS 5; AS 5.5
	ACTIVITIES	Draw picture in 2	Listen to a story and sequence 4 pictures	Listen and tell in sequence/match double sounds to pictures	Listen, draw and write story
		Parts (beginning and end of story)		Match and write words with double sounds	Use key words to write sentences using correct punctuation and capital letters
				Write sentences with above words	
TASK TWO	FOCUS	SPEAKING	AUDITORY DISCRIMINATION SINGLE MIDLE SOUNDS	SOUND RECOGNITION/WORD RECOGNITION	READING
	LA ; LO ; AS	LO 2 AS1	LO 1 AS 6.1	LO3 AS 5.1	LO 3 AS4.3; AS5.10
	ACTIVITIES	Tell news	Identify middle sounds	Jumbled sounds to make words	Read unprepared books on learners level
			Only 3-letter-words with vowels	Worksheet: Choose correct words	
TASK THREE	FOCUS	MAKE MEANING OF VISUAL CLUES "READ" AND MATCH LABELS	VISUAL DISCRIMINATION OF SOUNDS WRITING: LETTERS AND SPACING	READING (known/unknown words)	ROLEPLAY AND SPEAK/ WRITING
	LA ; LO ; AS	LO 3 AS 1.2; 4.1; 5.1; 5.7	LO 3 AS 5.1; LO 4 AS 1.2;1.3; AS 5.1	LO3 AS 4.1; AS5.10	LO2 AS4; AS 6.3
	ACTIVITIES	Tell story from pictures. "Read" and	Flash/fill in sounds	Read unprepared cards	Dramatize with masks
		Match names and colour labels	Writing lesson: add words and sentence	Read flash cards	Telephone conversation
		Flash phonics taught		Read flash cards of sight words	Spelling test (add compound words)
TASK FOUR	FOCUS	WRITING AND AUDITORY DISCRIMINATION	INSIDENTIAL READIND AND SPEAKING(Sequence)	WRITING: WORDS AND SENTENCES WORD SEARCH IN WORD PUZZLE	LISTENING/ THINKING/ LANGUAGE USE
	LA ; LO ; AS	LO4 AS 1.1,1.2,1.3; LO1 AS 6.1	LO3 AS4.1; LO3 AS 5.7; LO2 AS6	LO4 AS3.2; AS 5.1; LO5 AS 3.4	LO1 AS6; LO5 AS4.1; LO6 AS3.1
	ACTIVITIES	writing lesson from blackboard patterns, numbers and letters	Read rules, short text and weather chart	Write words next to picture	Identify and write rhyme words
		Identify beginning- and end sounds	Build and read sentence with loose words	Draw and write news	Spelling test: double sounds
			Tell experience in sequence	Identify 3-sounds on puzzle	Compile graph of similar words from the text
					Write story using picture as a clue

ANNEXURE G

PROVINCE OF THE EASTERN CAPE
DEPARTMENT OF EDUCATION
CLUSTER MODERATION ATTENDANCE REGISTER

DISTRICT: _____

NAME/NO OF CLUSTER: _____ DATE: _____

LEARNING PROGRAMME: _____GRADE: _____ TERM: _____

ANNEXURE F

	SCHOOLS EXPECTED	SCHOOLS ATTENDED (ATTACH SIGNATURE)	SCHOOLS NOT ATTENDED (INDICATE AS ABSENT)	EDUCATOR	CONTACT OFFICE AND CELL
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

ANNEXURE H

EXEMPLAR OF A FORMAL ASSESSMENT TASK (FAT) GRADE 3

Our National Anthem

Study the words of our National Anthem

Nkosi Sikilel' iAfrika is a prayer for God's blessing on our land and all its people. It was composed by Enoch Sontonga, a teacher, when he was 24. Die Stem, written by C.J. Langenhoven, describes our beautiful country.

Together they form the National Anthem of South Africa. Read the National Anthem on the cover of your book carefully. Discuss the meaning of the words with your teacher and then answer the questions below.

Questions :

1. Our National Anthem is a prayer. What is it called?
   _____
   _____
2. What are we praying for in our National Anthem?
   _____
   _____
3. The first part of our National Anthem was written by
   _____ _____ when he was _____ years old.
4. What is the name of the song that describes our beautiful country and who wrote it?
   _____
5. What does our National Anthem want to bring together?
   _____
   _____
6. What should you do when you sing the National Anthem?
   _____

HL LO 4: 1 2 3 4 HL LO 5 : 1 2 3 4 HL LO 6 : 1 2 3 4

ANNEXURE I

AN EXTRACT OF A SUMMARY OF FORMAL ASSESSMENT TASKS
LITERACY : HOME LANGUAGE : GRADE 1
(refer to Learner Attainment Targets Document Grade 1)

L0	AS	Term	FAT	Attainment Target	Activities	Forms	Tools
LO 1 AS 1	Listens to instructions and responds appropriately	1	1	Learner must be able to follow short, simple instructions	Listens to a story. Folds page in 2 and draws a picture with beginning and end of story.	Written: drawing	RUBRIC 4 Drew lots of detail- more than necessary 3 Enough detail to show understanding of story 2 Learner has to explain drawing, drawings unclear 1 No comprehension of story
LO 2 AS 1	Talks about personal experiences, feelings and news	1	2	Learner communicates easily and clearly about own experiences so that everyone can understand	Tells weekend news about family	Orally	RUBRIC 4 Very spontaneous, good vocabulary and sentence structure 3 Fairly spontaneous with fairly good use of language 2 Needs encouragement 1 Does not participate in discussion or only answers "yes " or 'no"
LO 3 AS 1.2	Use illustrations to interpret the meaning of the story and tell the story	1	3	Is able to interpret pictures in words/story	Educator provides picture or book without words. Learner tells the story.	Orally	RUBRIC 4Tells story with ease and lots of detail 3 Tells story with fair ease and enough detail. 2 Tells only parts of story and little detail 1 Gives little or wrong information of picture/ book

Province of the Eastern Cape

DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTEMENT VAN ONDERWYS

Form No. EC108A

Districts (Mark with an X)

		07	Queenstown	13	Ngcobo	19	King Williams Town
02	Mt Frere	08	Lady Frere	14	Cofimvaba	20	Graaff-Reinet
03	Maluti	09	Cradock	15	Dutywa	21	Grahamstown
04	Lusikisiki	10	Mthata	16	Butterworth	22	Port Elizabeth
05	Mbizana	11	Qumbu	17	Fort Beaufort	23	Uitenhage
06	Sterkspruit	12	Libode	18	East London	24	Mt Fletcher

Page____ of _____

Grade: 1, 2, 3 ☐ **Class** ☐

Internal Progression Schedule: Foundation Phase

Name of School _____

EMIS Number | | | | | | | | Year Ending | 2 | 0 | | |

Race: A=Asian : B=Black : C=Coloured : I=Indian : W=White

ANNEXURE J

Surname, First Names (Alphabetical Order)	Gender (M/F)	Race	Identity Number/Date of Birth YYMMDD	Years in Phase	Learning Areas: Literacy	Learning Areas: Numeracy	Learning Areas: Life Skills	Progression RP/NRP	Remarks
			Y Y M M D D						
			Y Y M M D D						
			Y Y M M D D						
			Y Y M M D D						
			Y Y M M D D						
			Y Y M M D D						
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			Y Y M M D D						
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			Y Y M M D D						
			Y Y M M D D						
			Y Y M M D D						

ACKNOWLEDGEMENTS

- National Policy on Assessment and Qualification for Schools in the General Education and Training Band (Gov Gazette 29626)
- Assessment Guidelines for Foundation Phase Grades R - 3
- National Protocol on Assessment (NPA)
- White Paper 5
- White Paper 6
- Assessment Guidelines for Inclusivity
- Guidelines for Inclusive Learning Programmes (2005)
- Language in Education Policy (LiEP)
- National Curriculum Statements(NCS)
- 2003 Foundation Phase Teacher's Guide for the Development of Learning Programmes and any other current assessment policies.
- Provincial Foundation Phase Inset Modules
- Conceptual and Operational Guidelines for Special Schools as Resource Centres 2005
- Learner Attainment Targets Grades 1 and 3 2008
- Inputs from Districts on CASS Moderation Tool (Port Elizabeth, Lusikisiki, Uitenhage, Fort Beaufort, Butterworth, Graaff-Reinet, Grahamstown and Mt Fletcher)
- Inputs from Schools (Sunridge Primary, Port Elizabeth)