PREFACE

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the district curriculum personnel, provincialised the National Assessment Guidelines for Mathematics 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 process has been informed by the National Policy on Assessment and Qualifications for Schools in the GET Band, National Curriculum Statement GET Assessment Guidelines for Mathematics of 2007, the Teacher's Resource Book for Intermediate 2004 and Senior Phase of 2005 and Mathematics Learning Area Statement.

Critical engagement with the document is encouraged. We invite you to be as rigorous and vigorous as you can and have complete faith in your professionalism as you implement the National Curriculum Statement (NCS).

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1. INTRODUCTION

This document serves to highlight issues on assessment in Mathematics in the Intermediate and Senior Phase. Emphasis is on school based assessment.

The document should be read/ utilized in conjunction with Mathematics **National Assessment Guidelines** document. 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.

2. MATHEMATICS LEARNING OUTCOMES and ASSESSMENT STANDARDS

The Learning Outcomes and their respective Assessment Standards are structured such that, integration is unavoidable. The Learning Outcomes and their Assessment Standards play a role in the development of assessment tasks and activities. The assessment activities should be relevant, practical and varied to test skills, knowledge and values embedded in the Learning Outcomes and Assessment Standards.

In designing assessment activities natural integration should be encouraged. Integration is seen as a process of using different Learning Outcomes / Assessment Standards to enhance the process of teaching, learning and assessment. Integration promotes holistic learning and demonstrates the crosscutting nature of one or more Learning Areas and Learning Outcomes.

3. CONTINUOUS ASSESSMENT (CASS)

Outcomes Based Assessment (OBA) requires the use of innovative techniques, that appropriately assesses learner achievement and encourage lifelong learning skills. Continuous assessment is considered the best model to assess outcomes of learning and teaching throughout the system and enable improvements to be made in the learning and teaching process. It must be used to support the learner developmentally and to feed back into teaching and learning and should not be interpreted merely as the accumulation of a series of traditional test results. Thus, CASS should be planned and implemented as integral part of learning and teaching.

CASS is informal and formal, but it is **formal tasks or activities that are recorded for purposes of progression and promotion.** Informal assessment is very important; therefore it should be used to inform formal assessment. It is used for formative purposes to support teachers in their daily planning and to assist teachers in making professional judgement on learner performance. Informal Assessment evidence could be recorded as additional activities. **Informal Assessment** such as daily Classwork and Homework can be recorded and used **formatively** by the Teacher and Relevant stakeholders. (not for promotion purposes)

4. PLANNING FORMAL ASSESSMENT

Planning for formal assessment should start at Learning Programme Level to the Work Schedule and down to the lesson plan. Each school must have a **School Assessment Programme**, which is a compilation of all the grade assessment plans. **All teachers** must submit their annual formal Programme of Assessment, derived from the Work Schedule, for each grade that they teach, to the School Management Team (SMT) before the start of the school year. These should in turn be distributed to learners and parents during the first week of the academic year. An example of a Programme of Assessment is included in the Annexure A.

The minimum required formal Assessment Tasks per year for Mathematics is:

- **eight** in grades 4-6,
- twelve in grades 7-8
- **nine** in grade 9.

A task refers to an assessment activity that is designed to assess a range of skills and competencies. Tasks should reflect any of the following forms of assessment: Test and Examinations, Mathematical Investigations, Assignments and project. Formal tasks should be the learner's **own work**, marked by the **Teacher** and moderated by the HOD.

5. ASSESSMENT FORMS IN MATHEMATICS

- > Assignments
- > Mathematical investigations
- > Projects
- Tests and Examination

Assignment

An Assignment is a problem solving exercise with clear guidelines and a specified length. It is more structured and less open-ended than projects, but they do not necessarily involve strict adherence to a prescribed procedure and they are not concerned exclusively with manual skills. They include short activities used formatively to assess learners' skills development e.g. an assignment may include the following:

Calculations

- Applying formulae
- Solving simultaneous equations
- Drawing and interpreting graphs, etc.

Note: Memorandums, Rubrics or Checklists could be used.

Mathematical Investigations

Rationale: Mathematical investigation:

- aids construction of new knowledge
- gives learners an opportunity to use various logical processes to formulate, test and justify conjectures
- could be used to discover rules for number and geometric patterns, formulae, theorems, etc
- may involve:
 - inductive reasoning: observe and analyse 3 or more specific examples
 - the identification of a pattern or a relationship
 - o testing whether the identified pattern holds for other cases
 - o formulating a conjecture (formula, rule, theorem)
 - o developing deductive arguments

Criteria:

- instructions to learners should be clear
- criteria for assessment should be given to learners prior to the investigation.

Note: Checklists, Rubrics and Memorandums could be suitable tools.

Projects

Like investigation activities, projects allow for a holistic assessment of learners' abilities to apply knowledge, skills and values in the context of a project. You can assess different stages of the project separately, or you can assess the entire project.

A project in Mathematics should:

- Be problem-oriented
- Give opportunities to analyse Mathematics phenomena.

A project can have different forms. The following activities can be part of a project:

- Research
- Excursions
- Site visits

- Demonstrations
- Exhibitions

Note: The most appropriate way of assessing a project would be, by measuring it against a **rubric** grounded in the assessment criteria. (see page 24, 36 National Assessment Guidelines)

Test /Examination

Tests could be used for summative or formative purposes. They usually consist of a range of questions. Learners are required to respond to questions within a specified time. Tests are usually used to assess the recall of information and cognitive skills such as problem solving or analysis etc.

Note: A memorandum would be the most suitable tool to use for Tests and Examination.

MATHEMATICS INTERSEN ASSESSMENT TASKS (SUGGESTED) Grade 4-6 Assessment tasks

Learning	Term 1	Term 2	Term3	Term 4	TOTAL
Area					
Mathematics	Assignment/	Investigation/	Project	Assignment	8
	Investigation	Assignment	Test	Examination	
	Test	Examination			

Summary per year:

Minimum Formal Task Required

Task	Number of Tasks per year	Minimum Mark per Task	
Test and Exams		Test	Exam
	4	20	marks each
			(Mental Maths,
			Problem Solving)
Mathematical Investigation	1		20 marks
Assignments	2		20 marks
Project	1		30 marks
Total number of Formal	8		
Tasks for the year			

WEIGHTING OF LEARNING OUTCOMES FOR GRADES 4, 5 and 6:

Learning	Grade 4	Grade 5	Grade 6
Outcome			
LO 1	40%	40%	40%
LO2	15%	15%	15%
LO 3	15%	15%	15%
LO 4	15%	15%	15%
LO 5	15%	15%	15%

Grade 7 & 8 Assessment tasks

Learning	Term 1	Term 2	Term3	Term 4	TOTAL
Area					
Mathematics	Investigation	Investigation	Project	Assignment	12
	Assignment	Test	Test	Examination	
	Test	Examination	Test	Test	

Summary per year:

Minimum Formal Task Required

Task	Number of Tasks per year	Minimum Mark per Task	
Test and Exams		Test (5)	Exam (2)
	7	30	2 papers of 50
			marks each
Mathematical Investigation	2	3	0 marks
Assignments	2	3	0 marks
Project	1	6	0 marks
Total number of Formal	12		
Tasks for the year			

Grade 9 Assessment tasks

Learning	Term 1	Term 2	Term3	Term 4	TOTAL
Area					
Mathematics	Investigation	Investigation	Project	СТА	9
	Assignment	Examination	Test		
	Test	Assignment	Test		

Summary per year:

Minimum Formal Task Required

Task	Number of Tasks per year	Minimum Mark per Task	
Test and Exams		Test (3)	Exam (1)
	4	30	2 papers of 50
			marks each
Mathematical Investigation	2	3	0 marks
Assignments	2	3	0 marks
Project	1	6	0 marks
Total number of Formal	9	75 % C/	ASS; 25% CTA
Tasks for the year			

WEIGHTING OF LEARNING OUTCOMES FOR GRADES 7, 8 & 9:

Learning Outcome	Grade 7	Grade 8	Grade 9
LO 1	25%	17,5%	10%
LO2	25%	30%	35%
LO 3	25%	22,5%	20%
LO 4	10%	10%	10%
LO 5	15%	20%	25%

INTERSEN EXAMINATIONS

GRADE	PAPER	MARKS	SUGGESTED TIME
4, 5 and 6	P1 (Mental)	25	1⁄2 h
	P2 (Problem solving)	25	1⁄2 h
7, 8 and 9	P1	50	1h
	P2	50	1h

Note: Examinations to be written in June and November.

6. MODERATION

It is a policy that moderation should be done per term in all grades, at school, cluster, district, provincial and national 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 sample basis at different levels of the process

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

In Grades 4 - 8, **CASS makes up 100%** of the final Mathematics mark or level of achievement. In Grade 9 **CASS makes up 75%** of the final Mathematics mark or level of achievement and **25% comes from Common Task for Assessment** (CTA) which will be used as a moderating tool for school based assessment.

7. PORTFOLIOS

The evidence of learner achievement for CASS should be stored in a portfolio. In this section, the contents and the organization of both learners` and educators` portfolios are described.

The learner portfolio

A portfolio is a purposeful collection of all the learners' work. Formal Assessment Tasks such as projects, assignment**s**, investigations, tests and examinations should be clearly indicated (tagged) for easy access during moderation.. This collection exhibits to the learner, parent, educators and others, the progress, growth and achievement of the learner in relation to expected outcomes. A learner portfolio is not necessarily always stored in file folders. Boxes, binders, or any other means of collating learners' work can also be used.

Requirements for the learner portfolio

Each learner should have one product portfolio per Learning Area. Each portfolio should have a front cover; index/table of contents; and the contents should include all the formal assessment tasks as stipulated in the policy (Including all informally assessed tasks).

Front Cover

The front cover of the learner portfolio should have the following: Name of the learner; Name of the school; Grade; Learning Area; Year.

Requirements for the Educator Portfolio

An educator portfolio is a compilation of all the tasks for school based assessment as well as corresponding instruments/tools, timetable, NCS policies, three level stages of planning; programme of assessment, evidence of recording and any other relevant documents. It should have a front cover, and a table of contents/index. **An educator portfolio should be accessible at all times to the relevant official and stakeholders**.

Front Cover

The front cover of the educator portfolio should have the following: Name of the educator; Name of the school; Grade; Learning Area; Year.

8. STAGES OF MODERATION

LEVELS OF MODERATION	WHO MODERATES	PORTFOLIOS TO BE MODERATED
SCHOOL	PRINCIPAL/ HOD/ REPRESENTATIVE OF THE PRINCIPAL	ALL PORTFOLIOS should be submitted to the HOD and the HOD should sample according to the school assessment policy.
CLUSTER	EDUCATORS/ CLUSTER LEADER (LEARNING AREA COMMITTEE CHAIR PERSON)/ DISTRICT CURRICULUM PERSONNEL	10 % OF LEARNERS' PORTFOLIO PER SCHOOL(minimum of 5 if there are fewer than 50 learners in the learning area sampled from highest, average and lowest).
PROVINCE	PROVINCIAL LEARNING AREA CHAIR PERSONS/ THEIR REPRESENTATIVES	DETERMINED BY THE PROVINCIAL LEARNING AREA EXECUTIVE COMMITTEE
NATIONAL	UMALUSI	DETERMINED BY UMALUSI

9. MODUS OPERANDI

LEVEL 1: SCHOOL LEVEL

This moderation should be conducted on an ongoing basis as tasks are completed in the classroom situation.

The moderation at school level should be conducted as follows:

- All assessment tasks and tools must be moderated by HOD **before** administered to the learners.
- The learning area teacher marks tasks in **red** ink.
- The learning area head of department, Deputy Principal or Principal, must then exercise further control in **green** ink (School moderating team).
- Comments, signature and a school stamp must appear on the moderated work. A school moderation tool (see annexure C) must be filled in and be submitted by the subject teacher during cluster moderation.
- In school where there is no SMT member qualified in the learning area, arrangements with the neighbouring school can be made. If this is not possible done at cluster moderation by the learning area specialists.
- Two copies of the mark schedule (see annexure B) must also be signed by the teacher, HOD and Principal
- The number of learner portfolios to be presented for cluster moderation should be determined as follows:

10% of learners' portfolio must be prepared for moderation (minimum of 5 if there are fewer than 50 learners in the learning area sampled from highest, average and lowest).

LEVEL 2: CLUSTER LEVEL

- Cluster moderation will take place according to the district CASS moderation schedule.
- Each teacher brings along his/her master portfolio, required number of learner portfolios and two copies of the mark schedule

ROLE OF THE DCES INTERSEN

- Coordinates CASS moderation plans/ programmes for the district for the year
- Communicates the plans/ programmes to all circuit managers and schools
- Ensures that the venues are booked and confirmed.
- Collates all the learning area reports

ROLE OF THE LEARNING AREA SPECIALIST (SES)

- Assisted by the learning area cluster chairperson (teacher), organizes clusters moderation venue, attendance registers, moderation instruments and report form (see annexure).
- Together with the Cluster chairperson decide on the role of each teacher (who moderates which assessment tasks).
- Should moderate all the teacher master portfolios.
- Together with the Cluster chairperson decide on the moderation time per school
- Verifies the evidence of School Moderation
- Ensures that all the schools have signed the attendance register (Annexure G)
- Signs copy of mark lists after moderation
- Compiles the final moderation report (Annexure F) of the entire district.

ROLE OF THE CLUSTER CHAIRPERSON (TEACHER)

- Fills in the moderation tool with the assistance of all the teachers in the moderation venue and records the findings
- Leads discussion/report on the moderator's findings.
- Signs learner portfolios.

- Verifies and signs copy of mark lists already signed and stamped by the Principal and HOD.
- Compiles the final moderation report (Annexure E).

TIME	GRADES	GRADE		
	R- 8	9		
Term 1	March	April		
Term 2	July	June		
Term 3	September	September		
Term 4	November	СТА		

MODERATION PLAN

LEVEL 3: PROVINCIAL LEVEL

- Provincial learning area specialists (DCES) are responsible for this moderation.
- This level of moderation takes place at the same time as the capturing of marks is done.
- The reports provided by the district DCES plays a vital role in this level of moderation.
- Common Tasks for Assessment (CTA) moderation will be conducted on a continuous basis when the learners are writing it.

LEVEL 4: NATIONAL LEVEL

- This level of moderation can take place at any time during any other level of moderation.
- UMALUSI officials may visit any site of moderation at their discretion they can also call for portfolios from any school/ cluster/ district for moderation purposes.
- They may also use the reports compiled by the district DCES.

CASS MODERATION INSTRUMENTS

- Learning area recording sheets/ mark schedules
- School moderation tool (first level)
- Cluster moderation tool
- Cluster moderation reporting tool
- Cluster moderation register
- District moderation reporting tool

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ANNEXURE A 1

Mathematics: Senior Phase Grade 7 Assessment Programme

Term	Duration	Content/Context	Mark Allocation	LOs and ASs Addressed	Forms of Assessment included in Task	Assessment Tool
1	Task 1 Week/s:	Number Theory: multiples, factors, prime numbers, squares, cubes		LO 1 AS 3; 9	Assignment	Marking Memorandum
	Task 2 Week/s:	Investigate and extend numeric and geometric patterns		LO 2 AS 1; 2	Investigation	Rubric Checklist
	Task 3 Week/s:	EXAMINATION (TEST SERIES)		All LOs and ASs addressed during the Term	Examination	Marking Memorandum
	Task 4 Week/s:	Geometric figures and solids: properties, similarities and differences.		LO 3 AS 1; 2	Project; Investigation	Rubric, Checklist, Marking Memorandum
2	Task 5 Week/s:	Decimal Fractions or Input, Output Values		LO 1 AS 5; 3; 1; 4; 7 LO 4 AS 2 LO 2 AS 3; 4 LO 1	Investigation or Test	Marking Memorandum
	Task 6 Week/s:	EXAMINATION		All LOs and ASs addressed during the Term	Examination	Marking Memorandum

FINAL MARK (100% CASS)			Signature of Teacher:			
	Task 12 Week/s:	EXAMINATION	2 2 7	All LOs and ASs addressed during the Term	Examination	Marking Memorandum
4	Task 11 Week/s:	Transformations and Symmetry; to investigate properties of geometric figures / properties of similar and geometric figures / perspective drawings Or Positions on co-ordinate systems. Or Probability	L	LO 3 AS 10; 6; 1; 2; 8	Investigation or Assignment	Memorandum Memorandum or Rubric
Δ	Task 10 Week/s:	Data	L 7	LO 5 AS 1; 2; 3; 4; 5; 6; 7; 8; 9	Project	Rubric, Cheklist, Marking Memorandum
	Task 9 Week/s:	EXAMINATION (TEST SERIES)	l a T	All LOs and ASs addressed during the Term	Examination	Marking Memorandum
	Task 8 Week/s:	Percentage or Ratio and Rate	L	LO 1 AS 4; 5; 7 LO 1 AS 6	Assignment or Test	Marking Memorandum
3	Task 7 Week/s:	Perimeter and Area of Polygons; surface area and volume of geometric solids.	L	LO 4 AS 4; 5; 6; 7	Project	Rubric, Checklist

ANNEXURE A 2

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ferm	Duration	Content/Context	Mark Allocation	LOs and ASs Addressed	Forms of Assessment included in Task	Assessment Tool
	Task 1 Week/s:	Rational Numbers; Laws of Exponents		LO 1 AS 2; 6	Assignment, Test	Marking Memorandum
1	Task 2 Week/s:	Patterns, Input Output values, Flow Diagrams, Tables etc.; Basic Operations		LO 2 AS 1; 2; 3; 6 LO 1	Investigation, Assignment	Rubric Checklist
	Task 3 Week/s:	EXAMINATION (TEST SERIES)		All LOs and ASs addressed during the Term	Examination	Marking Memorandum
	Task 4 Week/s:	Formulae and Equations; Solving Equations		LO 2 AS 2; 3 ; 4; 9	Assignment	Rubric, Checklist, Marking Memorandum
2	Task 5 Week/s:	Graphs on the Cartesian Plane or Properties of Geometric Figures- congruence; straight line geometry; transformations and similarity; perspective and		LO 2 AS 5; 6 LO 3 AS 2; 5; 6; 7	Project Investigation or Test	Rubric
	Tack 6	position		All LOs and ASs	Examination	Marking
	Week/s:			addressed during the		Memorandum
				Term		

Mathematics: Senior Phase Grade 9 Assessment Programme

	Task 7 Week/s:	Ratio, Rate and Proportion		LO 1 AS 4; 5; LO 4 AS 1	Project, Investigation.	Rubric, Checklist.
3					Test	Marking Memorandum
	Task 8 Week/s:	Polynomials or Factorisation		LO 2 AS 7; 9	Assignment or Test	Marking Memorandum, Rubric
	Task 9 Week/s:	EXAMINATION (TEST SERIES)		All LOs and ASs addressed during the Term	Examination	Marking Memorandum
4	Task 10 Week/s:	COMMON TASK FOR ASSESSMENT				
FINAL MARK (CASS + CTA)			100	Signature of Teacher: Signature of Moderator:		

ANNEXURE B 1

DISTRICT: School: Term Grade: Total Task 1: Focus LO's and AS's Task 2; Name of Learner Total mark: Total Total mark: Name of Learner Total mark: Image: Comparison of Learner Total mark: Total Image: Comparison of Learner Image: Comparison of Learner Total mark: Image: Comparison of Learner Image: Comparison of Learner

Maintenances interimentate i mase i erim Keevi unig Sheet Exemplat	Mathematics	Intermediate	Phase	Term	Recording	Sheet	Exemplar
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	Name	Signature	Date
Teacher			
HOD			
Principal			
Cluster Leader			
District Official			

School Stamp:

ANNEXURE B 2

Mathematics Senior Phase Term Recording Sheet Exemplar DISTRICT:.....

Term	Grade:				
	Task 1:	Task 2;	Task 3:		
	Focus LO's and AS's	Focus LO's and AS's	Focus LO's and AS's		
Name of Learner	Total mark:	Total mark:	Total mark:		

School:

	Name	Signature	Date
Teacher			
HOD			
Principal			
Cluster Leader			
District Official			

School Stamp:



SCHOOL BASED MODERATION TOOL					
(LEVEL 1 MODERAT	ION)				
EDUCATOR: SCHOOL		DATE			
DISTRICT: LEARNING AREA: Mathemat	tics	NO OF LEARNERS:			
NO OF LEARNER PORTFOLIOS SUBMITTED:		GRADE:			
NAME OF LEARNERS:					
1					
4					
1. MASTER PORTFOLIO1.1 Is the portfolio logically arranged: cover page, index, timetable?	Y/N	COMMENTS			
1.2 Is the time allocation in line with policy requirements? (weighting of LO's)					
1.3 Are Assessment plans prepared according to policy?					
1.4 Are Learning Programmes, Work Schedule and Lesson plans available and in line with policy.					
1.5 Are NCS policies and Assessment Guidelines in portfolio?					
1.6 Do the Tasks reflect all required forms of Assessment for Mathematics?					
1.7 Are LO s and Ass indicated in the Assessment Tasks?					
1.8 Are assessment tools relevant, correct to the tasks given?					
1.9 Is the standard, quality, content coverage of tasks satisfactory?					
1.10 Are alphabetical recording sheets included?					
2. LEARNER PORTFOLIO					
2.1 is the polytono logically all angeu, cover page, index.					
2.2 Is the portfolio heat and tidy?					
Mathematics?					
2.4 Was marking done according to the tools of Assessment?					
2.5 Is the standard, quality, content coverage of tasks satisfactory?					
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SIGNATUKE		DAIL			
EDUCATOR	• • • • •	•••••			
нор	••••	•••••			
PRINCIPAL					

ANNEXURE D



CLUSTER MODERATION TOOL

DISTRICT:	SCHOOL:	DATE:
TEACHER:	CLUSTER:	TERM:
NO. OF LEARNERS:	NO. OF PORTFOLIOS SUB	3MITTED:

GRADE:....

TEACHER PORTFOLIO	YES	NO	COMMENTS
1. Does the Portfolio reflect the following?			
1.1 Cover Page			
1.2 Index			
1.3 Timetable			
1.4 Assessment programme			
1.5 Planning			
1.6 Formal Assessment Tasks with Tools			
1.7 NCS policy documents			
1.8 Assessment policy			
1.9 Recording sheets			
1.10 Evidence of School-Based Moderation			
2 ASSESSMENT TASKS GIVEN TO LEARNERS		-	1
2.1 Mathematical Investigations			
2.1.1 Is it a true Mathematical Investigation?			
2.1.2.Is it of good quality/ level/standard?			
2.1.3 Is the content coverage satisfactory?			
2.1.4 Is the memo/ rubric/checklist relevant?			
2.1.5 Is the minimum suggested mark adhered to?			
2.2 Assignment			
2.2.1 Is it a true Assignment?			
2.2.2.1s it of good quality/ level/standard?			
2.2.3 Is the content coverage satisfactory?			
2.2.4 Is the memo/ rubric/checklist relevant?			
2.2.5 Is the minimum suggested mark adhered to?			
2.3 Project			
2.3.1 Is it a true project?			
2.3.2. Is it of good quality/ level/standard?			
2.3.3 IS the content coverage satisfactory?			
2.3.4 IS the minimum suggested mark adhered to 2			
2.3.5 is the minimum suggested mark adhered to?			

2.4 Test /Examination							
2.4.1 Is it of good quality/ level/standard?							
2.4.2 Is the content coverage satisfactory?							
2.4.3 Is the memorandum relevant?							
2.4.5 Is the minimum suggested mark adhered	d to?						
	•						
LEARNER PORTFOLIOs							
1							
2							
3							
4							
5							
3. Does the Portfolio reflect the following?							
Cover page							
3.2 Index							
Investigations							
3.3.1 Is the task available?							
3.3.2 Is it marked accurately?							
3.3.3 Is the task moderated?							
Assignment							
3.4.1 Is the task available?							
3.4.2 Is it marked accurately?							
3.4.3 Is the task moderated?							
Project							
3.5.1 Is the task available?							
3.5.2 ls it marked accurately?							
3.5.3 Is the task moderated?							
Test / Examination							
3.6.1 Is the task available?							
3.6.2 Is it marked accurately?							
3.6.3 Is the task moderated?							
General Comments:							
Neme	Cianatura		Data				
iname	Signature		Date				
Educator:							
Cluster leader:							
District official:							

ANNEXURE E



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CLUSTER MODERATION REPORT FORM

DISTRICT: DATE:											
LEARNING AREA: Mathematics GF	RADE:										
NO OF SCHOOLS MODERATED: NO	OF SCHOOLS ABSENT:										
LIST OF SCHOOLS ABSENT: (with reasons)											
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SCHOOLS WITH OUTSTANDING PERFORMANCE:											
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SCHOOLS NOT MEETING MINIMUM REQUIREMEN	TS:										
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WHAT ARRANGEMENTS HAVE BEEN MADE FOR SCHOOLS THAT ARE ABSENT?

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DO ALL SCHOOLS IN YOUR CLUSTER HAVE PROVINCIAL LEARNING AREA ASSESSMENT GUIDELINES?

.....

.....

COMMENTS AND RECOMMENDATIONS:

CLUSTER (CHAIRPERSO	N:	SIGNA	TURE:	DATE	

DISTRICT CHAIRPERSON SIGNATURE: DATE





MODERATION ATTENDANCE REGISTER

TERM:

	Surname	First name	School	Contact office and cell	Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

	Name	Signature
District Official		
Cluster Leader		



ANNEXURE G

DISTRICT MODERATION REPORT FORM

DISTRICT:	LEARNING AREA: Mathematics
DATE:	GRADE:
NO OF SCHOOLS MODERATED:	NUMBER OF SCHOOLS ABSENT:

LIST OF SCHOOLS ABSENT:

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		.;
\triangleright		. <u>.</u>
	;;.	
WHAT	ARRANGEMENTS HAVE BEEN MADI	E FOR SCHOOLS THAT ARE ABSENT?
DO AL ASSES	LL SCHOOLS IN YOUR CLUSTER HAN SSMENT GUIDELINES?	VE PROVINCIAL LEARNING AREA

.....

SCHOOLS NEEDING MORE SUPPORT

SCHOOL	AREA OF IMPROVEMENT

GENERAL COMMENTS AND RECOMMENDATIONS:

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DISTRICT CHAIRPERSON:	SIGNATURE:	DATE
DISTRICT DCES	SIGNATURE:	DATE



ANNEXURE H1

	Recording Sheet													
Gra	ade 9 Mathematics			Date:					•••	School:				
Number	Name of Learner	Term 1: Task 1	Term 1: Task 2	Term 1: Task 3	Term 2 Task 1	Term 2 Task 2	Term 2: Task 3	Term 3 Task 1	Term 3 Task 2	Term 3: Task 3	Total CASS Mark:	CASS Total Converted Mark	CTA	TOTAL
												75	25	100

	Name	Signature	Date	School Stamp:
Teacher				
HOD				
Principal				
Cluster Leader				
District Official				



ANNEXURE H2

	Recording Sheet													
Gra	ade 7/8 Mathematics			Date:	Date:					School:				
Number	Name of Learner	Term 1: Task 1	Term 1: Task 2	Term 1: Task 3	Term 2 Task 1	Term 2 Task 2	Term 2: Task 3	Term 3 Task 1	Term 3 Task 2	Term 3: Task 3	Term 4: Task 1	Term 4: Task 2	Term 4: Task 3	TOTAL CASS Mark
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	Name	Signature	Date	School Stamp:
Teacher				
HOD				
Principal				
Cluster Leader				
District Official				



Grade 4/5/6 Mathematics Date: School: Converted Total CASS TOTAL Term 1: Task 2 Term 1: Task 1 Term 2 Task 2 Term 3 Task 2 Term 4 Task 2 Term 2 Task 1 Term 3 Task 1 Term 4 Task 1 • • • • • • • • • • • • • Total CASS Mark Number Name of Learner

Recording Sheet

ANNEXURE H3

	Name	Signature	Date	School
Teacher				
HOD				
Principal				
Cluster Leader				
District Official				

Stamp:

Annexure I

Mathematics Learner Portfolio Cover Sheet

District:	School:							
Learner Name:	Grade:							
Term 1:								
Task	Total	Mark	Comment					
	Mark	Attained						
Task 1:								
Task 2:								
Task 3:								
Total for Term								
Term 2:								
Task	Total	Mark	Comment					
	Mark	Attained						
Task 1:								
Task 2:								
Task 3:								
Total for Term								
Term 3:								
Task	Total	Mark	Comment					
	Mark	Attained						
Task 1:								
Task 2:								
Task 3:								
Total for Term								
Term 4:		<u> </u>						
Task	Total	Mark	Comment					
	Mark	Attained						
Task 1:								
Task 2:								
Task 3:								
Total for Term								

Total CASS for Year	Total Mark	Mark Attained	Comment	