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Iya: KumaSekela Balawuli-Jikelele, kuBalawuli abaziiNtloko, kuBalawuli, kuBaphathi beeSekethe, kwiiNtloko zoKunika iNkxaso kwiKharityhulam; kwiiNtloko: zoLawulo noKuphathwa kwamaZiko, kwiiNtloko zoKunika iNkxaso kwiMfundo eBandakanya Bonke aBafundi nakwiMfundo eneeMfuno eziZodwa; kwiiNgcali zeMfundo eziziiNtloko, kumaSekela eeNgcali zeMfundo eziziiNtloko, kwiiNgcali zeMfundo ezineQhuzu nakwiiNqununu

*Isishwankathelo esifutshane: Ukukhutshwa kwesikhokelo soqinisekiso lomgangatho lwangaphakathi nolwangaphandle semisebenzi yovavanyo emiselweyo kwisigaba se-General Education and Training.*

### **ISihloko: ISikhokelo soqinisekiso lomgangatho se-General Education and Training (GET)**

1. Iimvavanyo ezimiselweyo (uvavanyo lokufunda) zimiselwa kuzo zonke izifundo kuwo onke amabakala akwiNkcazo yoMgaqo-nkqubo weKharityhulam noVavanyo (*Curriculum and Assessment Policy Statement (CAPS)*). I-CAPS icacisa ngokungaphezulu ukuba: “Yonke imisebenzi yoVavanyo eMiselweyo ixhomekeke ekubeni imodareyithwe ukulungiselela injongo yokuqinisekisa umgangatho nokuqinisekisa ukuba kugcinwa imigangatho efanekileyo.” “Ukumodareyithwa kumalunga nenkqubo eqinisekisa ukuba imisebenzi yovavanyo inobulungisa, isemthethweni yaye ithembekile. Ukumodareyithwa kumele ukuphunyezwa kwinqanaba lesikolo, lezikolo ezisebenzisanayo, lesithili, lephondo nakwelikazwelonke.”
2. ISebe leMfundo leNtshona Koloni (WCED) liyaqonda ukuba izikolo ezininzi sele zinazo iinkqubo zoqinisekiso lomgangatho ezifanelekileyo nezisebenza ngendlela eyiyo yaye liyazithakazelela ezi nkqubo zovavanyo zigqwesileyo.
3. Nakuba kunjalo, kwiinkqubo ziphicotho zakutshanje eziqhutywe nguMphicothi-zincwadi Jikelele nabanye abachaphazelekayo bangaphakathi nabangaphandle, kufumaniseke ukuba ukuqinisekiswa komgangatho weemvavanyo ezimiselweyo akuqhutywa ngendlela efanayo kuzo zonke izikolo kwiphondo ngokubanzi.

4. Ngenxa yokungabikho komgaqo-nkqubo kazwelonke ongoqinisekiso lomgangatho kwiCandelo le-GET, iSebe iWCED liqulunqe isikhokelo esiqhotyoshelwe apha **njengesiHlomelo A**, emasisetyenziswe ukomeleza ukufana nongqinelwano loqinisekiso lomgangatho kuyo yonke imisebenzi yovavanyo emiselweyo kwiphondo.
5. Ziqhotyoshelwe apha **njengesiHlomelo B** iithemplethi ezinokusetyenziswa njengengxelo zokumodareyitha/njengezixhobo zokumodareyitha.
6. Kucelwa iinqununu zazise bonke ootitshala ngokuqulethwe yile setyhula ukuze bakuthathele ingqalelo.
7. Kukho ithemba lokuba esi sikhokelo siya kunceda ekuphuculeni umgangatho wokufundisa nowovavanyo kwizikolo zethu. Ukuba kuyenzeka oku, kuya kuba negalelo kumbono weSebe iWCED wemfundo esemgangathweni kumntwana ngamnye, kwiklasi nganye, nakwisikolo ngasinye, kwiphondo.

**ISAYINWE:** NGU-BK SCHREUDER

**INTLOKO YESEBE LEMFUNDO**

**UMHLA:** 2019-11-13



**Western Cape  
Government**

Education

**WESTERN CAPE EDUCATION DEPARTMENT**

**GENERAL EDUCATION AND TRAINING  
QUALITY ASSURANCE GUIDELINES**

**2019**

**TABLE OF CONTENTS****PAGE**

DEFINITION OF TERMS .....	3
ACRONYMS AND ABBREVIATIONS .....	5
1. PREFACE .....	6
2. INTRODUCTION .....	6
3. PURPOSE AND SCOPE .....	6
4. LEGISLATIVE CONTEXT .....	7
5. PRINCIPLES FOR GOOD MODERATION PRACTICES .....	7
6. QUALITY ASSURANCE APPROACH .....	7
7. MODERATION PROCESS (SCHOOL LEVEL) .....	9
8. SCHOOL-BASED ASSESSMENT SYSTEM .....	10
8.1 Moderation of Formal Assessment Tasks .....	10
8.2 Moderation of learner evidence (post-moderation) .....	11
8.3 Role of the principal .....	11
8.4 Role of the departmental head/subject head/teacher .....	12
8.5 Role of the subject teacher .....	13
9. DISTRICT-BASED MODERATION .....	14
9.1 Moderation of School-based Assessments .....	14
9.2 Role of the Head: Curriculum Support .....	15
9.3 Role of the assessment coordinator and the assessment adviser .....	15
9.4 Role of the Foundation Phase/Intermediate and Senior (InterSen) Phase/Further Education and Training (FET) curriculum coordinator or assessment coordinator .....	16
9.5 Role of subject advisers .....	16
10. VERIFICATION OF DISTRICT-BASED MODERATION AT PROVINCIAL LEVEL .....	17
10.1 Role of the subject curriculum planner (SCP) .....	18
10.2 Role of the Head: Curriculum GET (Chief Education Specialist) .....	18
10.3 Role of the Director: Curriculum GET .....	18
10.4 Role of the Director: Assessment Management .....	19

## **DEFINITION OF TERMS**

<b>Assessment</b>	Means the process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners.
<b>Assessment task</b>	Means an assessment activity that is designed to assess a range of skills and competencies.
<b>Bias</b>	Means assessment practices that hinder or advantage particular learners or groups of learners. An absence of bias is sought, where all learners and teachers are treated with equal respect and consideration regardless of social, economic, cultural, faith-based, ethnic, gender or other differences, and where disabled learners and teachers are given appropriate support.
<b>Collaborative moderation</b>	Means teachers engaging on learning and achievement to reflect on, discuss or validate the assessment task and marking.
<b>Department of Basic Education</b>	Means the National Department of Basic Education responsible for education.
<b>Fair</b>	Means that learners are assessed on what they know and have been taught, questions are set in relation to the cognitive levels and actual curriculum content covered during teaching and learning.
<b>Irregularities committee</b>	Means the body established by the school, district, Western Cape Education Department or the Department of Basic Education to deal with all irregularities identified during the administration of examination and assessment activities.
<b>Moderation</b>	Means the practice of engagement with schools to develop a shared understanding of assessment requirements, standards and evidence, which will raise the standards, expectations and levels of consistency to ensure learning, teaching and assessment are planned in a coherent and aligned way.

<b>External moderation</b>	Means that an institutional assessment body provides a system in which the learning achievements of learners are moderated by appropriately qualified staff.
<b>Internal moderation</b>	Means an aspect of assessment where a staff member, who was not directly involved in teaching or setting assessment tools, reviews the internal assessment process.
<b>Moderator</b>	Means someone who is competent to conduct a moderation process.
<b>Practicable</b>	Means something that can be done, effected or put into practice with the available means, feasible.
<b>Quality assurance</b>	Means the process of ensuring that the degree of excellence specified is achieved based on the inputs (assessment tasks), the process (administration of tasks) and the outputs (marking of tasks). This will ensure that the decisions made by teachers and reported to learners, parents and the system are valid.
<b>Reliable</b>	Means assessment instruments that are not affected by time and the same result will be achieved if the assessment is repeated.
<b>School-based Assessment</b>	Means any assessment activity, instrument or programme where the design, development, administration, marking, recording and reporting have been initiated, directed, planned, organised, controlled and managed by the school.
<b>Teacher file</b>	Means the recording and planning documents used by a teacher, namely the formal programme of assessment, evidence of learner assessment / performance, all formal assessment tasks and marking guidelines, annual teaching plan / work schedule, textbook used and other resources.
<b>Valid</b>	Means the extent to which the assessment measures what it has been developed to measure. It is about the appropriateness, usefulness and meaningfulness of assessment procedures, methods, instruments and materials.

## **ACRONYMS AND ABBREVIATIONS**

<b>CAPS:</b>	Curriculum and Assessment Policy Statement
<b>DAIC:</b>	District Assessment Irregularity Committee
<b>FAT:</b>	Formal Assessment Task
<b>FET:</b>	Further Education and Training
<b>GET:</b>	General Education and Training
<b>PAT:</b>	Practical Assessment Task
<b>PLC:</b>	Professional Learning Community
<b>SAC:</b>	School Assessment Committee
<b>SAIC:</b>	School Assessment Irregularity Committee
<b>SBA:</b>	School-based Assessment
<b>SBST:</b>	School-based Support Team
<b>SMT:</b>	School Management Team

## 1. PREFACE

These guidelines seek to establish a provincial system of quality assurance for Grades 1–9 to ensure that the standard and quality of School-based Assessment (SBA) complies with policy, as stated in the Curriculum and Assessment Policy Statement (CAPS), and are comparable across all schools.

It provides guidance to principals, teachers, learners, parents and officials of the Western Cape Education Department (WCED) for a mechanism to improve the quality of SBA.

## 2. INTRODUCTION

The WCED is responsible for the quality assurance of learner assessments that lead to progression and promotion.

Quality teaching and learning is promoted in all schools in the province. A support matrix that highlights the key components for teachers in every classroom along with pedagogical questions is available in Circular 0010/2018, dated 26 February 2018.

Assessments for learning (informal assessments) are an integral part of the teaching and learning process and should be included in daily lessons.

Formal assessments (assessment of learning) are prescribed for all subjects in all grades within CAPS, which states that "*All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.*" CAPS further states that "*Moderation should be implemented at school, cluster, district, provincial and national levels.*"

Quality assurance will:

- ensure assessment tasks are fair, valid and reliable, and engender greater confidence in teachers' judgments that are consistent within and across all schools in the province;
- provide useful, dependable information for target setting; and
- provide information that can shape future professional development needs for teachers.

## 3. PURPOSE AND SCOPE

These guidelines will focus on formal assessments implemented at school level for Grades 1–9 that are listed as compulsory SBA tasks in the CAPS document and will include the moderation of the following:

- SBA tasks that lead to a final progression/promotion mark (for all subjects)
- Practical Assessment Task (PAT) components
- Language oral components



#### 4. LEGISLATIVE CONTEXT

These guidelines must be read in conjunction with the following:

- **Regulations pertaining to the National Curriculum Statement Grades R–12**, published in *Government Gazette* No. 36041 of 28 December 2012 (as amended in *Government Gazette* No. 40472 of 02 December 2016)
- **Curriculum and Assessment Policy Statements** for all subjects (2012)
- **National Protocol for Assessment Grades R–12**, published in *Government Gazette* No. 36042 of 28 December 2012

#### 5. PRINCIPLES FOR GOOD MODERATION PRACTICES

The credibility of the moderation process, a form of quality assurance, is ensured through the application of specific principles that promote the quality of moderation practices. These include:

- validity;
- fairness; and
- reliability.

#### 6. QUALITY ASSURANCE APPROACH

The quality assurance approach is based on the principle that the quality of assessment is determined by the inputs to assessment, the process of assessment and the assessment output.

Quality assurance should be implemented at school, district, provincial and national levels.

To ensure the quality of assessment outcomes, the following must be evaluated:

- Monitoring the SBA system to ensure a functional SBA system is in place to support effective curriculum implementation.
- Moderating assessment tasks to confirm the validity, fairness, standard and practicability of assessment tasks.
- Monitoring the administration of assessment tasks to establish whether assessments were conducted in a fair and consistent manner.
- Moderating learner evidence to establish the reliability and fairness of assessment scores.
- Monitoring the feedback from quality assurance findings with a view to improve the quality of SBA.

The moderation of practical activities may include on-site visits, cluster, collaborative, learner, online and sample moderation.

Formal SBA (including practical tasks) should be collaboratively moderated by the relevant subject specialist(s) at school and district levels on an ongoing basis.

Moderation should determine:

- whether the subject content and skills have been taught and assessed;
- whether the correct balance of cognitive demand is reflected in the assessment;
- whether assessments and marking are of an acceptable standard and consistency;
- areas in which the teacher may need further development, which should lead to support for such development; and
- whether the scope covered by the teacher is in line with the term's requirements.

Two types of moderation should be implemented:

- Internal school moderation
  - As part of the school's assessment policy, every school should have an internal moderation policy.
- External moderation
  - Ongoing district moderation by means of developmental visits to schools.
  - Cluster, collaborative and sample moderation.
  - Provincial sample moderation.

# Moderation Process for Schools

## ➔ What is Moderation?

Moderation is the process of ensuring:

- The validity of the assessment instruments
- The fairness of the assessment process
- The reliability of the assessment decisions.

## ➔ How should moderation take place?



## 8. SCHOOL-BASED ASSESSMENT SYSTEM

Quality assurance of SBA will focus on the moderation of assessment instruments (tasks and marking guidelines), moderation of the process (conduct, environment), and moderation of assessment decisions (marking, learner evidence of performance and feedback to learner).

Internal moderation findings must be reported to the School Management Team (SMT) within the time frames stipulated in the school assessment policy.

In the event of district/provincial moderation, the internal moderation findings may be requested for district/provincial reference and reporting.

### 8.1 Moderation of Formal Assessment Tasks

All teachers must have a teacher file (may also be kept electronically) containing all assessment tasks, instruments and recording sheets which must be available for monitoring and moderation purposes at every level.

All Formal Assessment Tasks (FATs) for all subjects (Grades 1–9) must be moderated by the departmental head/subject head or a specialist teacher deemed to be competent in the subject at the school or a departmental head/subject head from a neighbouring school, prior to the administration of the assessment tasks.

The moderation of an assessment task (pre-moderation) should focus on the following:

- Technical criteria which may include instructions, layout, numbering, mark allocation, quality of illustrations, pictures, graphs, etc.
- Assessment task is aligned to the assessment criteria for the subject.
- Assessment task and marking guidelines are valid, fair, and manageable.
- Instructions relating to the assessment task are clearly stated.
- Content has been covered in the teaching plan and evidenced in learner books and activities.
- Assessment task must be free from any bias.
- Language of the assessment task is in keeping with the language level of the learners for whom it is designed.
- Cognitive levels at which the assessment task is pitched are consistent with the level of development of the learner.

For subjects that have a **practical or an oral component**, moderation of practical and oral work will be conducted in accordance with the criteria outlined in the relevant curriculum policy documents.

The moderator must also ensure that every assessment task is accompanied by a detailed marking guideline, which is accurately formulated and makes provision for the various cognitive demands that may be provided for in the assessment task.

Any recommendations for improvement from the moderation process must be incorporated into the assessment task before it is administered and this should be verified by the departmental head/teacher deemed to be competent in the subject.

## **8.2 Moderation of learner evidence (post-moderation)**

The moderation of the marking of learner evidence of performance is done to ensure that the marking guideline was consistently applied by the teacher across the learner evidence of performance provided.

A marking guideline discussion among teachers teaching the same subject should be conducted prior to the marking process.

Marking and moderation of a sample per teacher (high, middle and low) must be done immediately after the completion of a FAT or examination to validate the marking guideline and the quality of marking.

During the marking period ongoing moderation should be performed to ensure consistent application of the marking guidelines.

At school level a random selection of the learner evidence of performance which includes high, medium and low learner performance for every assessment task should be moderated by a teacher deemed to be competent in the subject, subject head or departmental head. The sample for moderation should be reflective of various classes in a grade and for different teachers in a grade.

The principal must ensure that a departmental head, subject head or a teacher deemed to be competent in the subject is tasked to take responsibility for moderation in each subject and in every grade. Where there is no departmental head or subject head, moderation must be conducted by a teacher deemed to be competent in the subject or a teacher or departmental head from a neighbouring school.

The School Assessment Committee (SAC), under the supervision of the principal, must ensure that moderation is facilitated and ongoing information and support is provided to teachers.

## **8.3 Role of the principal**

The moderation of SBA at school level will be undertaken by the principal by ensuring the following:

- The moderation and monitoring of SBA/PAT are effective.
- The SAC and School Assessment Irregularities Committee (SAIC) are constituted.
- A school assessment and moderation policy is developed, shared with and signed by the governing body.

- The necessary human resources are available to conduct the moderation of SBA in each subject, in every grade.
- Assessment programmes are developed for all subjects and are consolidated into a school assessment plan.
- The assessment plan is communicated to learners and parents within the first two weeks of the new academic year.
- He/she monitors the implementation of the school assessment plan and moderation of formal assessments, in collaboration with the school management team (SMT), on at least a quarterly basis including the setting, marking and moderation of SBA.
- A moderation timetable is developed and forms part of the school quality assurance plan. Dates for pre- and post-moderation as well as the responsible person for the development of each FAT, must be included in the timetable for moderation.
- A suitable sample of 10% of learner evidence in every subject, which includes high, medium and low learner performance, must be moderated.
- He/she receives reports on moderation from departmental heads/subject heads.
- All irregularities discovered during moderation are resolved by the SAC or SAIC.
- The assessment process is secure and confidential.

#### **8.4 Role of the departmental head/subject head/teacher**

The departmental head/subject head/teacher, deemed to be competent in the subject, should perform the following duties:

- Verify and quality assure all the tasks to ensure that the level of questioning is appropriate.
- Ensure that assessment tasks are within the scope of critical knowledge and skills being assessed.
- Ensure that assessment tasks are free from bias.
- Ensure that each task is accompanied by a detailed marking guideline and an assessment grid.
- Ensure that the marking guideline will help teachers to arrive at valid and reliable assessment decisions of learners' performance.
- Ensure all teachers offering the same subject have insights into the assessment tasks for comment and sign off.
- Ensure that a marking guideline discussion among teachers teaching the same subject is conducted prior to the marking process.
- Provide feedback to teachers on moderation findings to improve the quality of assessment tasks.
- Verify that comments provided are incorporated into the final assessment instruments before they are administered.
- Ensure that the assessment task is administered in a fair manner.
- Ensure consistency regarding standards in the internal moderation processes within the school.

- Moderate a sample of at least three scripts per teacher immediately after the completion of a FAT or examination.
- Conduct ongoing moderation during the marking process.
- Conduct a physical re-marking (not shadow marking) of a sample of tasks – two high, two middle, two low learner performances. Provide feedback to the teacher(s) on how to improve marking practice and discuss the findings of the implementation of the assessment instrument, learner feedback as well as learner performance.
- Ensure that marks are calculated correctly and subject record sheets completed accurately.
- Analyse results and develop intervention strategies.
- Complete a moderation report and submit a report to the principal at least once per term or share it electronically.
- Manage appeals related to assessment decisions successfully.



### **8.5 Role of the subject teacher**

The role and responsibilities include the following:

- Develops an assessment programme and provides input to the assessment plans for his/her subject(s).
- Develops quality assessment instruments (tasks and marking guidelines) for all FATs and presents them to the departmental head/subject head for moderation.
- Amends assessment instruments based on feedback from the moderator.
- Implements the assessment according to the school assessment plan.
- Marks the assessment evidence from learners within a designated timeframe.
- Ensures that a sample of marked learner evidence of performance together with the teacher record of assessment (file) is presented for moderation both at school and the district upon request during district moderation at the school or at a pre-communicated venue.
- Maintains a teacher file which should be submitted with requested learner evidence when attending district moderation meetings.
- Provides feedback to learners and parents to improve performance.

## 9. DISTRICT-BASED MODERATION

### 9.1 Moderation of School-based Assessments

January	February	March	April	May	June	July	August	September	October	November	December	
										1 		
<div style="text-align: center; border: 1px solid purple; border-radius: 50%; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> <p>Assessment plan shared with learners, parents and governing body. Standard setting for internal quality assurance at schools by Head Office/district offices. Progression and CAPS informs tests/tasks.</p>		<div style="text-align: center; border: 1px solid red; border-radius: 50%; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3 </div> <p>Internal moderation: Monitoring, recording, reporting (learners, teachers, SMTs), support and guidance to teachers and learners. Head Office/district office: school visits and teacher engagements used to discuss challenges and what was learnt. Emphasis on using findings to further capacitate and enhance the quality of teaching, assessment and learning at schools. Monitor the administration of SBAs/mid-year examinations.</p>					<div style="text-align: center; border: 1px solid green; border-radius: 50%; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> <p>Head Office/district office moderation and verification of Grades 3, 6 and 9 SBA findings Inform next year's teaching, assessment and moderation planning. Support Teacher Professional Development.</p>					

Moderation of SBA will focus on moderation of the assessment instruments, moderation of learner performance evidence and system compliance.

In the event of district/provincial moderation, internal moderation findings may be requested for reference and district/provincial reporting.

The **district office** is responsible for the verification of moderation at school level. The district director is accountable for moderation conducted both at school and district levels. It is the responsibility of subject advisers to ensure the validity, fairness and reliability of the SBA in terms of the administration of assessment tasks and the moderation of learner evidence. Each district must decide on the schools that must be moderated annually.

Monitoring at school level by the district will focus on the following:

- Implementation of an assessment programme by teachers.



- Pre-moderation of assessment tasks.
- Administration of the assessment task in a fair and consistent manner.
- Learner evidence is marked and learner scores are accurately recorded.  
(**Realistic sample:** two high, two middle, two low)
- Internal moderation of the marking of learner evidence.
- Verification of inputs, processes and outputs.
- Feedback to be provided timeously to teachers and learners.

## 9.2 Role of the Head: Curriculum Support

The role and responsibilities include the following:

- Is accountable to the district director for the implementation of moderation in the district.
- Determines the moderation process (cluster/collaborative/sample/online etc.).
- Reports the district process and dates to the WCED's Head Office (Directorate: Curriculum General Education and Training (GET)).
- Ensures that moderation reports are submitted to the Directorate: Curriculum GET.

## 9.3 Role of the assessment coordinator and the assessment adviser

The roles and responsibilities include the following:

- Support the Directorate: Assessment Management in developing guidelines for moderation.
- Mediate policy frameworks and guidelines to district and school officials.
- Ensure all schools have a school assessment and moderation policy.
- Prepare a comprehensive district moderation plan.
- Monitor the moderation processes.
- Serve on the District Assessment Irregularity Committee (DAIC).
- Capacitate SACs on how to manage the moderation process together with the identification and tracking of learners at risk.
- Coordinate the establishment and functioning of SACs, SAICs and School-based Support Teams (SBSTs) in schools.
- Coordinate the collation and submission of reliable learner performance data to Head Office, on a quarterly basis.
- Provide feedback on policy implementation to the Directorate: Assessment Management.
- Successfully manage appeals (related to assessment decisions), in collaboration with the other coordinators, referred from schools to the district.

#### **9.4 Role of the Foundation Phase/Intermediate and Senior (InterSen) Phase/Further Education and Training (FET) curriculum coordinator or assessment coordinator**

The role and responsibilities include the following:

- Coordinates the subject moderation process in the district in collaboration with the assessment coordinator.
- Monitors the moderation process at district level.
- Supports subject advisers in ensuring that the quality assurance process is implemented satisfactorily.
- Submits written reports, ratified by the Head: Curriculum Support, to the Directorate: Curriculum GET. Shares reports with circuit managers and the Directorate: Assessment Management.
- Develops district improvement plans as informed by the moderation reports.

#### **9.5 Role of subject advisers**

The role and responsibilities include the following:

- Advise, guide and support the process and compliance of effective moderation of SBA across schools in the district in his/her particular subject.
- Ensure that the standard of moderation across all schools is comparable.
- Follow up on the Professional Learning Community (PLC) moderation report regarding schools that are experiencing problems with the implementation of SBA. This will include acting on the recommendations made by the PLC leader by visiting the school and conducting moderation, where necessary.
- Provide appropriate support to the subject teachers in the planning process of teaching, learning and assessment (pace setter). Subject advisers should mediate moderation reports with departmental heads/subject heads and subject teachers. Moderation should not only be an event ticked off for compliance, but must add developmental value.
- Visit schools, provide support and guidance, and monitor aspects mentioned under internal moderation.
- Engage and mediate moderation reports with teachers and departmental heads/subject heads on the quality of tasks and to add developmental value.
- Monitor feedback and learner self-regulation.
- Design support strategies and interventions for both departmental heads and teachers that will impact positively on learner performance.
- Provide schools with sample moderation instruments and mediate the implementation of these instruments.
- Work with the Foundation Phase/InterSen Phase/FET curriculum coordinator or assessment coordinator to coordinate, manage and monitor moderation in their subject.
- Identify and select suitable samples for moderation.
- Verify and moderate sample evidence of teacher files and learner performance evidence.

- Establish effective moderation processes to ensure professional dialogue and collegiality.
- Identify schools with good practices and share these with the rest of the schools in the district.
- Compile a written report with findings and recommendations to be communicated to the principal on the outcome of the moderation process.
- Provide a report, once per term, to the Foundation Phase/InterSen Phase/FET curriculum coordinator or assessment coordinator for incorporation into the Moderation Status Report.

The information contained in the report must consider the following:

- The standard of the assessment tasks moderated
- The standard of marking
- Identification of schools requiring additional support
- Proposed action plan for schools requiring additional support
- Recommendations for improvement.

## **10. VERIFICATION OF DISTRICT-BASED MODERATION AT PROVINCIAL LEVEL**

District monitoring by the Provincial Head Office will provide confirmation of the following:

- The functionality of the SBA (including formal practical assessments and oral assessments) at district level is implemented in accordance with CAPS.
- The district has conducted an audit of the school's SBA systems.
- Schools within the district are moderated by the district subject specialist or through the use of PLCs.
- The moderation conducted by the district must be inclusive of assessment instruments and learner evidence.
- Learner evidence sampling within a school is representative of the spectrum of achievement levels i.e. high, medium and low.
- Learner scores are accurately recorded on record sheets.

The Provincial Head Office should moderate a sample of the learner assessment tasks and a sample of the learner evidence from each of the districts. This could be done as a sample moderation meeting or during the district moderation for all phases if possible.

A suitable sample of schools within each of the districts should be moderated by the provincial office. In the selected schools, in the districts, a suitable sample of high, medium and low learner performance in selected tasks will be requested.

## **10.1 Role of the subject curriculum planner (SCP)**

The role and responsibilities include the following:

- Ensures consistency regarding standards in internal moderation in Grades 1–9 across the province.
- Improves moderation processes by capacitating districts to administer fair, authentic and credible moderation through verification sampling methods.
- Collates a statistical analysis of provincial learner performance as received from districts.
- Assists with the appeals process and provides recommendations timeously.
- Visits random samples of districts during district reflection, analysis and development meetings to verify district moderation plans.
- Monitors the implementation of moderation at all districts during district monitoring and moderation periods.
- Conducts sample moderation at selected schools in all districts at least twice a year. The focus of the moderation must be to ensure the comparability of standards across the districts.
- Develops a district report template for moderation that feeds into the provincial report.
- Compiles a provincial subject improvement plan which includes evidence from moderation for intervention programmes/initiatives.

## **10.2 Role of the Head: Curriculum GET (Chief Education Specialist)**

The role and responsibilities include the following:

- Responsible for the coordination of moderation in the province.
- Liaises with districts and develops a provincial process for moderation.
- Supports the subject curriculum planners in implementing standards of quality and moderation in subjects.
- Collates district moderation reports and provides feedback to the Director: Curriculum GET and GET coordinators.
- Receives reports from SCPs and collates a provincial moderation report for submission to the Deputy Director-General: Curriculum and Assessment Management.
- May arrange snapshot moderation in selected subjects and grades as requested by the director and approved by the Head: Education.

## **10.3 Role of the Director: Curriculum GET**

The role and responsibilities include the following:

- Accountable for the quality of curriculum implementation in the province.
- Ensures that a provincial moderation plan is developed and implemented.
- Submits a comprehensive annual report on provincial moderation in the GET band to the Deputy Director-General: Curriculum and Assessment Management.

#### **10.4 Role of the Director: Assessment Management**

The role and responsibilities include the following:

- Responsible for the moderation policy in the province.
- Communicates policy to schools and districts.
- Ensures that policy and guidelines are mediated with assessment coordinators.
- Monitors the implementation of the moderation policy.
- Manages provincial snapshot moderation (*only for certificate years*).



NAME OF SCHOOL				
MODERATION CONTROL SHEET (EXAMPLE)				
<b>SUBJECT:</b>				
<b>TEACHER</b>				
<b>GRADE</b>				
<b>MODERATOR</b>				
<b>DATE</b>				
No	DESCRIPTION	Y	N	COMMENT(EXAMPLES)
CRITERION 1 COMPLIANCE				
1	Annual teaching plan indicates that the content is line with the learning.			
2.	The formal programme of assessment includes all the assessment tasks administered during the term.			
3.	Evidence of school internal moderation of the assessment task is observed.			
4.	Evidence of school internal moderation of moderation of marking is observed.			
5.	Evidence of school internal moderation feedback is observed.			
CRITERION 2 : TECHNICAL CRITERIA				
6.	Assessment is complete with grid, memorandum, relevant answer sheets and formula sheets/ addenda			
7.	Cover page has all relevant details such as time allocation, name of the subject and instructions to candidates			
8.	Instructions are clearly specified and unambiguous.			
9.	The layout of the paper can be easily understood by the learner.			
10.	The paper has the correct numbering.			
11.	Appropriate fonts and font sizes are used throughout the paper.			
12.	Mark allocations are clearly indicated.			
13.	There is a correlation between mark allocation, level of difficulty and time allocation.			
14.	The total marks on the question paper are correct.			
15.	The paper can be completed in the allocated time.			
16.	The quality of illustrations, pictures, graphs, tables etc. is appropriate and clear.			
17.	The paper adheres to the format requirements in the Subject guidelines.			

18.	The examples and illustrations are suitable, appropriate, relevant and correct.			
19.	The questions are properly scaffolded, that is, sub-parts/questions are sequenced from simple to more challenging.			
20.	There is an appropriate coverage of the different cognitive levels.			
21.	The questions are within the broad scope of the CAPS.			
22.	The paper adequately covers the specific aims as set out in CAPS			
23.	The content is clearly related to what is being taught.			
24.	The paper covers questions of various types, e.g. multiple choice, paragraph, data response, essay, real life scenarios, problem solving, sketches, drawings, true/false, connecting columns, etc.			
25.	The paper allows for creative responses from pupils.			
26.	The weighting and spread of content of the sections in CAPS is appropriate.			
27.	Questions are free from bias, stereotyping concerning race, gender and religion.			
28.	Subject terminology and data are used correctly.			
29.	There is no ambiguous grammar that may lead to confusion.			
30.	Where there is a choice, questions are of equal difficulty.			
<b>CRITERION 3: MARKING GUIDELINE</b>				
31.	The marking memorandum / rubric is accurate.			
32.	The memorandum / rubric corresponds to questions in the question paper.			
33.	The memorandum / rubric makes allowance for alternative responses.			
34.	The marking memorandum / rubric is presented clearly.			
35.	The marking memorandum / rubric is complete with mark allocation and mark distribution within the various questions.			
36.	The mark allocation is accurate for sub-sections and the paper as a whole.			
37.	Mark allocations are clearly indicated and are the same as those on the question paper.			
38.	The criteria and descriptors used in any rubrics are appropriate.			

I WOULD RATE THIS PAPER AS ...							
BELOW STANDARD		ON STANDARD		CREATIVE		HIGHLY CREATIVE	

COMMENTS:

.....  
 .....

**Moderator:** ..... **Signature:** .....

**Date:** .....

Signatures of other subject teachers offering the subject:

.....  
 .....





<b>NAME OF SCHOOL .....</b> <b>SCHOOL/DISTRICT MODERATION TOOL TEMPLATE 2</b>
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GRADE		TEACHER					
SUBJECT		MODERATOR					
CONTENTS		COMMENT					
<b>TECHNICAL ASPECTS:</b> cover page / heading, Instructions, layout, numbering, font, mark allocations, illustrations, pictures, graphs, tables etc.							
<b>COGNITIVE and CONTENT COVERAGE:</b> appropriate coverage of the different cognitive levels, covers the specific aims as set out in CAPS, etc.							
<b>MARKING GUIDELINE:</b> accurate, corresponds to questions in the question paper, alternative responses, etc.							
I WOULD RATE THIS PAPER AS ...							
BELOW STANDARD		ON STANDARD		CREATIVE		HIGHLY CREATIVE	

**Moderator:** ..... **Signature:** .....

**Date:** .....

Signatures of other subject teachers offering the subject:

.....

.....



**DISTRICT MONITORING TOOL**

Name of School: .....

Subject: .....

Date: .....

<b>No.</b>	<b>Purpose of visit: Monitoring of the curriculum moderation process and to provide support to the school.</b>	
	<b>Comment on:</b>	
1	Implementation of assessment programme by teachers.	
2	Pre-moderation of assessment tasks.	
3	Administration of the assessment task in a fair and consistent manner.	
4	Marking of the learner evidence is moderated by the senior teacher or departmental head.	
5	Learner evidence is marked and learner scores are accurately recorded.	
7	Feedback is provided timeously.	
8	Comments:	

Name of District Monitor: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**PROVINCIAL MONITORING TOOL**

Name of District: .....

Subject: .....

Date: .....

No.	<b>Purpose of visit: Monitoring of the curriculum moderation process and to provide support to the Districts.</b>	
<b>Comment on:</b>		
1	The functionality of the SBA and oral systems at District level i.e. SBA and orals are implemented in accordance with CAPS.	
2	The district has conducted an audit of school's SBA and oral systems.	
3	Schools within the district are moderated by the district subject specialist or through the use of PLCs.	
4	The moderation conducted by the District is inclusive of assessment tasks and learner evidence.	
5	Learner evidence sampling within a school is representative of the spectrum of achievement levels i.e. high, moderate, and low.	
6	Learner scores are accurately recorded.	
7	Comments:	

Name of provincial moderator: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**EXAMPLE**

APPROPRIATE COVERAGE OF THE DIFFERENT COGNITIVE LEVELS						
GRADE		DATE				
TEACHER					SUBJECT	
COGNITIVE LEVELS	Level 1 Knowledge	Level 2 Comprehension	Level 3 Application	Level 4 Analysis	Level 5 Synthesis	Level 6 Evaluation
Questions						
Total marks per cognitive level						
Target	60%			40%		
Signature						