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Curriculum and Assessment Management Minute: 0001/2022

To: Deputy Directors-General, Chief Directors, Directors, Chief Education Specialists, Deputy Chief Education Specialists, Senior Education Specialists and Principals of all schools

Subject: Implementation of the 2022 Programme of Assessment in mainstream and special schools across the General Education and Training band

1. The Department of Basic Education (DBE) released National Assessment Circular 02 of 2022, dated 01 April 2022, attached as **Annexure A**.
2. National Assessment Circular 02 of 2022, provides guidelines on the implementation and administration of the Programme of Assessment (POA) for each subject and phase for 2022.
3. The 2022 POA has not changed from the one issued in 2021.
4. These guidelines are in line with the Recovery Annual Teaching Plans (ATPs) in the General Education and Training band for the mainstream schools.
5. This minute builds on the key principles of implementing of quality assessment tasks in the GET band that was introduced in 2020 and follows on from processes around curriculum trimming and reorganisation.
6. School-based Assessment (SBA) incorporates strategies aligned to the assessment for a learning approach that will assist learners to achieve the desired learning outcomes of each grade and subject.
7. The Intermediate and Senior Phases' mid-year and end-of-year examinations are replaced by controlled tests administered under formal controlled settings. The content of the controlled tests must be based on work done stipulated in the Recovery ATPs of 2021.
8. The June controlled test should cover work from Terms 1 and 2 and the end-of-year controlled test should cover work from Terms 3 and 4, unless the subject specifies inclusion of content from other terms.

9. **SBA and task weighting**

- 9.1 As per National Assessment Circular 02 of 2022, the types and number of tasks, including mark allocation and weightings of tasks per subject and grade, are summarised for each phase in **Annexure A**: Foundation Phase, **Annexure B**: Intermediate Phase and **Annexure C**: Senior Phase.
- 9.2 **Annexure A** of the National Assessment Circular 02 stipulates that in the Foundation Phase the SBA constitutes a 100% weighting that is achieved through a series of continuous assessment practices indicated in the ATP.
- 9.3 **Annexures B and C** of the National Assessment Circular 02 stipulate in the Intermediate and Senior Phases that the weighting of SBA will constitute 80%. The controlled test administered in Term 4, and any other assessment task as listed in the relevant DBE annexure, will constitute the remaining 20%.
- 9.4 Clarity is awaited from the DBE with regards to the Economic Management Sciences controlled test issue in Term 4. Schools will be informed.
- 9.5 If curriculum coverage is compromised owing to a loss of teaching time because of COVID-related variants, or any other unforeseen event, mark allocations may be reduced to match the content covered but the weighting of the task as indicated in the attached annexures and its contribution towards the term and overall SBA marks will remain unchanged.

10. **Quality assurance of formal assessment tasks**

- 10.1 The setting of high-quality formal assessment tasks is important, and schools should keep accurate records on the development and quality assurance processes followed, which may be subject to moderation through district and provincial procedures.
- 10.2 Circular 0042/2019, dated 13 November 2019, outlines the quality assurance of the formal assessment tasks in a subject by the departmental head/subject head or a specialist teacher deemed to be competent in the subject or a departmental head/subject head from a neighbouring school, prior to the administration of the assessment task.
- 10.3 The moderator must ensure that the formal task is accompanied by a detailed marking guideline and/or rubric, which are accurately formulated. Any recommendations for improvement from the moderation process must be incorporated into the assessment task before it is administered.

- 10.4 Teachers who teach the same subject should discuss the marking guidelines/rubrics as a team to ensure that marking is standardised. All scripts that have been marked must be submitted to the subject head who will moderate a sample of not less than 10% of the scripts. The sample should include high, moderate and low learner performance.
- 10.5 External moderation must be done by district offices and the provincial office during 2022 and feedback must be given to schools, after the moderation process.
- 10.6 Further communication will follow.

11. **Assessment for learning (formative assessment)**

- 11.1 Curriculum and Assessment Management Minute 0004/2020, dated 13 October 2020, provided guidance on assessment for learning/formative assessment which must inform the process of teaching and learning. This refers to informal, daily assessments that are done during the lesson by teachers to improve the knowledge, understanding or skills of the learners.
- 11.2 Teachers are encouraged to record findings of informal assessment activities, which will inform their pedagogical approach.
- 11.3 Teachers must use assessment for learning/formative assessment activities to monitor the in-class teaching and learning process as well as identifying possible learning gaps of their learners. Assessment for learning may include activities such as observations, questioning, discussions, journals, multiple choice questions, practical presentations, etc., as stated in the Western Cape Education Department (WCED) *Guidelines to support teachers in improving assessment for learning*, 2020, along with a set of infographics that can be accessed via the ePortal.

12. **School-based support**

- 12.1 School-based Support Teams (SBSTs) as per the DBE's *Policy on Screening, Identification, Assessment and Support (SIAS)*, 2014, as was outlined in Assessment Management Minute 0005/2017, dated 16 March 2017, should ensure that adequate and appropriate support is given to learners who display gaps or experience barriers to learning.
- 12.2 Accommodations and concessions should be applied for as early as possible to ensure that learners are not disadvantaged in any way. The process for application was outlined in Assessment Management Minute 0001/2019, dated 28 January 2019.
- 12.3 In line with the SIAS, the early identification of learners with learning barriers, remain a priority. As support to learners, application for assessment accommodation and concessions should be applied for as explained in Assessment Management Minute 0001/2019.

13. **Recording of learner performance**

- 13.1 Schools that make use of the WCED Grades 1–9 recording and reporting programmes on CEMIS for recording marks on the subject sheets, must ensure that all data captured is verified by the management of the school.
- 13.2 The weightings of individual SBA tasks are programmatically included in the recording and reporting programmes and schools will not be expected to make programmatic changes to the individual task weightings.
- 13.3 The recording and reporting programme contains a built-in functionality when an assessment is not administered (e.g. to capture valid absenteeism, where necessary, use "A: Abs", etc. as stated on the instruction sheet of the recording and reporting programme). This will contribute to an honest reflection of learner progress and performance.

14. **Schedules and reports**

- 14.1 Final promotion schedules for all grades must be approved and signed off by circuit managers on CEMIS.
 - 14.2 Comments relating to learner performance are entered by the teachers and are automatically transferred to be reflected on the report card. Teachers are encouraged to use commentary that will enhance the developmental skills of the learners.
 - 14.3 The report cards provided to parents will show the code and percentage for all four terms as well as the final promotion/progression code and percentage.
15. Further guidelines and directives may be provided during the course of the academic year.
16. Principals are kindly requested to share the contents of this minute with all teachers.

SIGNED: H MAHOMED

DEPUTY DIRECTOR-GENERAL: CURRICULUM AND ASSESSMENT MANAGEMENT

DATE: 2022-04-26