

**FEEDBACK
GUIDELINE ON THE QUALITY ASSURANCE OF SCHOOL BASED ASSESSMENT FOR
GRADES 10-12**

This Guideline is intended for implementation in Grades 10 -12, at school, district, provincial and national level, to standardise and regulate the quality assurance of school-based assessment. This Guideline will assist the Department of Basic Education (DBE) and Provincial Education Departments (PEDs) to collectively identify and ensure that the systemic gaps in SBA are narrowed and eventually closed.

It is of critical importance that feedback from educators and officials is provided to the DBE to ensure that the Guideline document is relevant, meaningful and implementable. Based on the inputs received, the Guideline will be converted into Policy on the Quality Assurance of School-based Assessment for Grades 10 - 12 and this version will be Gazetted.

A. DETAILS OF OFFICIAL / INSTITUTION SUBMITTING FEEDBACK

DOCUMENT TITLE	GUIDELINE ON THE QUALITY ASSURANCE OF SCHOOL BASED ASSESSMENT FOR GRADES 10-12			
COMPILER	DEPARTMENT OF BASIC EDUCATION			
PROVINCE				
NAME OF INSTITUTION/ OFFICIAL				
CONTACT DETAILS OF INSTITUTION / OFFICIAL	Cell phone		Email	
DESIGNATION (post description)				
DATE SUBMITTED				

B. FEEDBACK TO THE DEPARTMENT OF BASIC EDUCATION

Feedback is welcomed from schools, districts and PEDs. This feedback form must be completed **online** OR it must be typed in Microsoft Word, and submitted to the District Assessment and Examination Coordinator before **21 October 2022** (no handwritten questionnaires will be accepted). Please click on the link below to complete your feedback:

<https://forms.gle/CrxbKitow52azxKG7>

The focus of the questions is to establish the issues that teachers, district and provincial officials encountered during the implementation of the Guideline and how the Guideline can be improved. Please share your experience relating to the implementation of this Guideline over the last 10 months in the tables below.

CHAPTER 4: QUALITY ASSURANCE APPROACH

The Quality Assurance of SBA is based on the five aspects below. Is it explained clearly in the Guideline? If not, how can the explanation be improved? Suggest more implementable strategies.	YES	NO
(a) Audit of the system: to establish functionality of the SBA system.		
(b) Moderation of the Assessment Task: to evaluate the quality, validity, fairness, standard of the assessment task.		
(c) Monitoring of the Administration: to ensure that the assessment was conducted in fair and consistent manner		
(d) Moderation of the Learner Evidence: to evaluate the reliability and fairness of assessment scores.		
(e) Monitoring of the Quality Feedback: to ensure effective and timeous feedback which is appropriately utilised.		
If (a) - (e) is NO, how can the explanation be improved? Select the aspect that needs an improved explanation and make suggestions as to how the explanation can be improved.		

What are the challenges experienced in implementing the quality assurance components and indicate how these challenges can be addressed?	List challenge experienced	Recommendation to address the challenge
(a) Audit of the system: to establish functionality of the SBA system.		
(b) Moderation of the Assessment Task: to evaluate the quality, validity, fairness, standard of the assessment task.		
(c) Monitoring of the Administration: to ensure that the assessment was conducted in fair and consistent manner		
(d) Moderation of the Learner Evidence: to evaluate the reliability and fairness of assessment scores.		
(e) Monitoring of the Quality Feedback: to ensure effective and timeous feedback which is appropriately utilised.		

CHAPTER 5: QUALITY ASSURANCE IN PRACTICE

1) The School-based Assessment System

The first component in the quality assurance process is the audit of the SBA system

Do the following components of the SBA system cover all aspects of the system at the different levels, that need to be audited? If no, make suggestions?	SCHOOL		DISTRICT		PROVINCIAL		NATIONAL	
	Yes	No	Yes	No	Yes	No	Yes	No
i) Policy directives								
ii) SBA management plan								
iii) Staff capacity								
iv) Assessment material								
v) Support and monitoring system								
vi) Moderation system								
If (i) – (vi) above is NO, make suggestions?								

2) Moderation of assessment tasks

Moderation of assessment tasks is the second aspect in the quality assurance process.

Moderation of the assessment task should be done using the criteria below. Do these criteria adequately cover all aspects necessary for the moderation of the assessment task (whether done by the school, district, province or DBE)? If not, suggest alternative or additional criteria that will be more relevant and implementable.	YES	NO
i) The assessment tasks are aligned to the CAPS		
ii) Assessments tasks and tools are reliable, valid, fair, and appropriate instructions relating to the assessment tasks are clearly stated		
iii) The content is in keeping with what the learner is exposed to in the teaching and learning process		
iv) The assessment task must be free of any bias		
v) The language of the assessment task is in keeping with the language level of the learners for which it is designed		
vi) The cognitive levels at which the assessment tasks are pitched are consistent with the requirements as stipulated in the CAPS		
vii) Accommodations are incorporated into the design and administration of the assessment tasks for learners who have been identified as experiencing a barrier to learning based on the SIAS		
If (i – vii) above is NO, suggest alternative or additional criteria that will be more relevant and implementable.		

3) Monitoring of the administration of school-based assessment

Monitoring of the administration of the assessment task is the third aspect of the quality assurance process. Monitoring can be done by the:

- (a) District on the school;
- (b) Province on the district;
- (c) DBE on the province.

(a) The focus areas of monitoring at SCHOOL LEVEL by the DISTRICT are listed below. Are these relevant and implementable at school level? If not, suggest more relevant and implementable focus areas.	SCHOOL	
	Yes	No
i) Implementation of an assessment programme by teachers		
ii) Moderation of assessment tasks before they are administered to learners (pre-moderation)		
iii) Administration of the assessment task in a fair and consistent manner		
iv) Moderation of the learner assessment evidence by the departmental head (post-moderation). In the absence of a departmental head, a subject specialist from a neighbouring school/cluster can conduct the moderation		
v) Learner assessment evidence is marked and learner scores are accurately recorded		
vi) Feedback is provided to learners timeously		
If (i – vi) above is NOT implementable or appropriate at school level, suggest more relevant and implementable strategies.		

(b) The focus areas of monitoring at DISTRICT LEVEL by the PED are listed below. Are these relevant and implementable at district level? If not, suggest more relevant and implementable focus areas.	DISTRICT	
	Yes	No
i) The SBA, PAT and Oral moderation systems at district level are functional		
ii) The district has conducted an audit of the school's SBA, PAT and Oral systems.		
iii) All schools within the district are moderated by the district subject specialist or through the use of a cluster leader, teacher moderator, or any other model approved by the province		
iv) The moderation conducted by the district is inclusive of assessment tasks and learner evidence		
v) The learner assessment evidence sampled within a school is representative of the spectrum of achievement levels, i.e. high, moderate and low		
vi) The district conducts a sample verification to ensure that the learner scores are accurately recorded on SASAMS		
vii) In addition to the moderation of the assessment tasks and the learner evidence, the district also conducts a monitoring of the administration of the SBA, PAT and Orals at the school.		
viii) Feedback from the audit, monitoring and moderation is provided by the district to the school, timeously		
If (i – viii) above is NOT implementable or relevant, at district level, suggest more relevant and implementable focus areas.		

(c) The focus areas of monitoring at PROVINCIAL LEVEL by the DBE are listed below. Are focus areas relevant and implementable at provincial level? If not, suggest more relevant and implementable focus areas.	PROVINCIAL	
	Yes	No
i) The SBA, PAT and Oral moderation systems at provincial and district levels are functional		
ii) The province conducts an audit of the districts SBA, PAT and Oral systems.		
iii) Each district has a model of moderation that is approved by the PED.		
iv) The PED conducts a sample moderation of schools in the district.		
v) The PED conducts regular monitoring of the districts to ensure that the SBA systems are being implemented.		
vi) The PED supports the district to ensure that its SBA systems are fully functional		
vii) The feedback to the district by the province is timeous and is monitored to ensure that issues raised are attended to.		
If (i – vii) above is NOT relevant or implementable at provincial level, suggest more relevant and implementable strategies.		

4) Moderation of learner assessment evidence

Moderation of learner assessment evidence is the fourth aspect of the quality assurance process

The criteria that must be applied during the moderation of the marking of learner evidence are listed below. Do these criteria adequately cover all the necessary criteria in the moderation of learner evidence? If not, suggest alternative or additional criteria that will be more relevant and implementable.	YES	NO
i) The confirmation of the accuracy and completeness of the marking guidelines		
ii) The verification that the learner assessment evidence has been marked in accordance with the marking guidelines		
iii) The verification that the marks have been totalled accurately		
iv) The verification of the recording of marks		
v) A confirmation that where there is a difference between marks awarded by the marker and the moderator, the differences are addressed.		
If (i – v) above is NO, suggest alternative or additional criteria that will be more relevant and implementable.		

To further guide and inform the Policy on the Quality Assurance of School-based Assessment for Grades 10 - 12 make suggestions relating to the questions below:

<p>1. This Guideline is based on the Quality Assurance of SBA that is more than simply moderating the SBA. Is this difference clearly articulated in the Guideline and understood by the reader? If not, how can this be better articulated in the document?</p>	
<p>2. Feedback on the quality assurance findings is important because it improves the quality of the assessment practice.</p> <p>What measures can be put in place to ensure that feedback always take place and takes place timeously.</p>	
<p>3. Moderation sample: 3.1 School The departmental head or subject specialist from a neighbouring school/cluster in the absence of a subject specialist at school level, must moderate all the assessment tasks and 10% of the learner assessment evidence for each assessment task administered.</p> <p>a) Is the sample size reasonable and adequate? If not, suggest a more relevant and implementable sample size.</p>	
<p>b) Will the moderation sample produce the desired outcome?</p>	

To further guide and inform the Policy on the Quality Assurance of School-based Assessment for Grades 10 - 12 make suggestions relating to the questions below:

3.2 District

The district should moderate **every subject at every school** and the sample should be a minimum of **10% of the assessment tasks and 10% of the learner assessment evidence at every school.**

a) Is the sample size reasonable and adequate? If not, suggest a more relevant and implementable sample size.

b) Will the moderation sample produce the desired outcome?

3.3 Province

The province should moderate a minimum of **5 – 10 % of the schools in the district and a sample of 10% of the assessment tasks and 10% of the learner assessment evidence** in the sampled schools

a) Is the sample size reasonable and adequate? If not, suggest a more relevant and implementable sample size.

b) Will the moderation sample produce the desired outcome?

To further guide and inform the Policy on the Quality Assurance of School-based Assessment for Grades 10 - 12 make suggestions relating to the questions below:

4. Mark adjustments Policy does not address the issue of mark adjustments. a) Do you think marks must be adjusted after moderation?	
b) Who should make these adjustments?	
c) How should one control the adjustment of marks?	
d) Mark adjustments must be applied to the whole population. What is the challenge with implementing this principal?	
5. List any other crucial aspects of Quality Assurance of the SBA that the Guideline does not address and make suggestions in this regard	