

File no.: 19/3/1  
Reference: 20230411-3325

Curriculum and Assessment Management Minute: 0001/2023

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 2023 Programme of Assessment in public schools across the General Education and Training band (Grades 1–9)**

1. Assessment Management Minute 0001/2023, dated 23 January 2023, based on Circular S33 of 2022, dated 29 December 2022, provided the Revised Annual Teaching Plans (ATPs) for 2023/24 and the revised weightings for School-based Assessment (SBA) and the examinations, which were amended as follows:

<b>PHASE</b>	<b>REVISED SBA/EXAMINATION WEIGHTINGS</b>
Foundation (Grades R-3)	100% SBA
Intermediate (Grades 4-6)	80% (SBA): 20% (Examinations)
Senior (Grades 7-9)	60% (SBA): 40% (Examinations)

2. Circular S33 of 2022 also referred to the:
  - a) continuation of the mid-year/June controlled tests in Grades 4–9;
  - b) a controlled test in Grades 4–6 for the end of the year; and
  - c) a reintroduction of the end-of-year full-scale examinations in Grades 7–9 for all subjects.
3. The content of the controlled tests must be based on work done stipulated in the Recovery ATPs. In principle, the June controlled test should cover work from Terms 1–2 and the end of year-examination should cover work from Terms 3–4, unless the subject ATP specifies inclusion of content from other terms.
4. The Department of Basic Education (DBE) released National Assessment Circular 01 of 2023, dated 27 March 2023, attached as **Annexure A**, that provides the revised subject weightings relating to the Programme of Assessment (POA) for the General Education and Training Band (GET) band.

5. The POA is aligned to the Revised ATPs for 2023/24 for each of the subjects and grades in the GET band.
6. The types and number of tasks, including mark allocation and weighting of the tasks, per subject and grade, are summarised in the Annexures A, B and C of National Assessment Circular 0001/2023, dated 27 March 2023.
7. In the Intermediate and Senior phases, where weightings are not indicated for a subject, the weightings are distributed evenly among the tasks for the term.
8. This minute builds on the key principles of implementing of quality assessment tasks in the GET band that were introduced in 2020.
9. **Moderation of summative (formal assessment) tasks**
  - 9.1 The Western Cape Education Department (WCED) Circular 0042/2019, dated 13 November 2019, outlines the quality assurance of the formal assessment tasks in a subject by the departmental/subject head or a specialist teacher deemed to be competent in the subject, or a departmental/subject head from a neighbouring school, prior to the administration of the assessment task.
  - 9.2 The moderator must also ensure that the task is accompanied by detailed and accurately formulated marking guidelines or a rubric. All moderation findings must be reported to the relevant teacher(s) of that subject.
  - 9.3 For class tests and controlled tests, teachers of the same grade and subject should sample a few scripts and discuss the marking guidelines/rubric as a team to ensure that the marking is standardised. All scripts that have been marked by the teacher must be submitted to the moderator who should sample a reasonable number of scripts for moderation.
  - 9.4 Setting of high-quality assessment tasks for SBAs is important and schools must keep a record of all assessment tasks and the internal moderation reports as this may be subject to verification by the district and the province.
10. **Assessment for learning (formative assessment)**
  - 10.1 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.

- 10.2 The assessment for learning/formative assessment is a pedagogical approach to monitor the in-class teaching and learning process as well as identifying possible learning gaps of their learners. Activities such as observations, questioning, discussions, journals, multiple choice questions, practical presentations, etc. as stated in the *WCED Guidelines to support teachers in improving assessment for learning*, dated 13 August 2020, along with a set of infographics that can be accessed via the ePortal, can be used.
- 10.3 The assessment for learning approach should be used to support and prepare learners for summative assessments. This, in turn, will assist teachers to obtain evidence for use in supporting learners to improve their knowledge and understanding and skills to improve learning.
- 10.4 Teachers are encouraged to record trends observed in informal assessment activities to inform future teaching strategies.

## 11. **Recording of learner performance**

- 11.1 The WCED Grades 1–9 recording and reporting programmes on CEMIS are used for recording marks on the record sheets. Schools must ensure that all data captured is verified by the school management.
- 11.2 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.
- 11.3 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”, as stated on the instruction sheet of the recording and reporting programme. This will contribute to an honest reflection of a learner’s progress and performance.
- 11.4 School-based Support Teams, as per the DBE’s *Policy on Screening, Identification, Assessment and Support (SIAS)*, 2014, and 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.
- 11.5 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.
- 11.6 In line with the SIAS, the early identification of learners with learning barriers remains a priority. As support to learners, application for assessment accommodation and concessions should be applied for as explained in Assessment Management Minute 0001/2019.

11.7 The support programme provided by the school must guide feedback to parents at regular intervals during the academic year and must guide decisions on possible retentions and/or support that could be provided to the learner in the next grade.

## 12. **Schedules and reports**

12.1 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 at the end of the academic year.

12.2 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 based on a holistic reflection of learners' capabilities and not just an aggregation of the summative scores. It should also reflect evidence of learners' capabilities that were observed through formative assessment and the assessment for learning process.

12.3 A final version of the recording and reporting schedules for promotion and progression purposes will be released in Term 4.

13. Further guidelines and directives on progression and promotion requirements will be provided during the academic year.

14. 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:** 2023-04-21