

MODERATION FEEDBACK

Introductory information:

The two rounds of provincial moderation took place in June and September 2023 and schools were selected from all eight districts in our province.

For the moderation process a total of 11 subjects were identified:

Accounting, Business Studies, Consumer Studies (Round 1 only), Economics, English First Additional Language, History, Life Orientation (LO), Life Sciences, Mathematics, Mathematical Literacy, and Physical Sciences.

- Five schools were selected per subject from each district and the School-based Assessments (SBAs) from learner portfolios (high, medium and low performing) were moderated. In total, 1320 portfolios of evidence were submitted for each round of provincial moderation.
- Six of the eight districts had vacant subject adviser posts for the selected provincial moderation. In the absence of a subject adviser, a lead educator was utilised to manage the moderation process.

All levels of moderation (school, district, province, Department of Basic Education (DBE) and Umalusi) look at appropriate quality assurance approaches which reflect functional SBA systems with pre-task moderation and learner evidence moderation. This must be monitored by schools, districts and the province to ensure that effective and timeous feedback is provided for growth and development.

DBE Circular E06 of 2022, *Guideline on the Quality Assurance of School-based Assessment, including Practical Assessment Tasks and Language Oral Assessment, for Grades 10-12*, dated 05 April 2022 and circulated in Assessment Management Minute 0006/2022, dated 05 May 2022, provides an appropriate quality assurance approach to ensure reliable and valid SBAs. This guideline provides directives to all officials of the DBE, Provincial Education Departments, subject specialists, principals, educators and learners on quality assurance of SBAs.

Common areas of concern identified during the 2023 provincial moderation of SBA in Grade 12

The following areas to note are generic and these recommendations allude to general, good practices.

AREAS TO NOTE	RECOMMENDATIONS
<p>Educator files</p>	<p>Must contain relevant policies:</p> <ul style="list-style-type: none"> • Curriculum Assessment Policy Statements (CAPS), Circular S4 of 2021 (Implementation of the Abridged Version of CAPS Section Four Amendments in Grade 12), dated 12 March 2021, Programme of Assessment (<u>dated</u> to show planning), Annual Teaching Plans (ATPs) (<u>dated</u> as working documents to track curriculum coverage) and all amended examination guidelines. • Departmental heads must ensure that educators have all relevant information filed. • There should be evidence of pre- and post-moderation.
<p>Record sheets</p>	<ul style="list-style-type: none"> • It must be verified (signed) by the Head of Department, principal, district and provincial officials. • Evidence is needed when zero marks or absences are noted. • Moderated marks must be transferred to recording sheets. • Marksheets are to be presented in classes as well as in alphabetical and merit order for the entire grade.
<p>Moderation of assessment tasks and learner evidence</p>	<ul style="list-style-type: none"> • A history trail of pre-moderation must be kept, proving thorough pre-moderation and assisting with error-free assessments. • Evidence of meaningful quality assurance must be kept. • Constructive and developmental feedback is important. • Moderation should involve remarking of learner responses using a green pen (at school level), an orange pen (at district level) and a pink pen (at provincial level). • Moderation at district level is especially necessary to support novice educators. • School moderation policies have to be workshopped with staff. • Professional Learning Communities/Clusters are recommended – especially where there are no subject experts to moderate. • Feedback to learners must be provided and remedial strategies implemented to improve learner performance.

<p>Quality of assessment tasks and tools</p>	<ul style="list-style-type: none"> • Verbatim use of old question papers is not allowed – these must be adapted as the integrity of the task is jeopardised. • Must be CAPS compliant – do not use outdated rubrics. • Prescribed weightings and cognitive levels must be aligned to CAPS and ATPs. • Cognitive analysis grids must accompany all SBA tasks to ensure the correct coverage and the different cognitive levels and levels of difficulty.
<p>Standard of marking</p>	<ul style="list-style-type: none"> • Alternative valid responses must be added to marking guidelines to facilitate accurate and consistent marking by all markers. • Apply consistent marking principles. • Training workshops have to be attended.
<p>Recommendations</p>	<p>Steps to consider when developing own tasks:</p> <p>(a) Basic computer literacy skills and technical layout principles should be applied.</p> <p>(b) Simulate National Senior Certificate Grade 12 question papers.</p> <p>(c) Establish vigorous moderation teams at all levels.</p> <ul style="list-style-type: none"> • Practical Assessment Tasks (PATs) mediation is very important - focus on the correct administering of the tasks and applying the marking guidelines correctly to assess learners. • All learners should sign attendance registers on the day that PATs are administered.

Umalusi and DBE moderation in 2023 provided many of the recommendations above. Note further recommendations made:

<p>Recommendations</p>	<p>Educator file covers to include all relevant details: Name of educator, school, district, province, subject and EMIS number.</p>
	<p>All evidence of moderation (school, district, province) to be evident in educator file.</p>
	<p>Educator files to be kept tidy and systematically arranged – including ALL tasks completed and their respective marking guidelines/rubrics.</p>

The Western Cape Education Department should continue to provide support to schools and districts and ensure that all the issues raised in the reports are addressed.