

Policy Title	Assessment Policy
Application:	To all educators, SMT, SGB and Learners.
Purpose	To guide Educators on assessment

Introduction

As stipulated in the national protocol on assessment, teachers must provide the annual programme of assessment to the subject head and the SMT at the beginning of each academic year.

Learner and Educator portfolios, report cards, recording sheets, mark schedules and learner profiles all form part of assessment.

- Assessment should be continuous and ongoing to provide an indication of learner achievement in the most effective and efficient manner.
- Classroom assessment should be both formal and informal, and in both instances feedback should be provided to the learners
- Various forms of assessment should be used as per each subject
- Learners and parents should be informed on the assessment policy and on the number of formal recorded assessment guidelines provided for each subject
- Assessment tasks should give learners opportunities to explore the subject in an exciting and varied manner

PORTFOLIOS

What is a learner portfolio?

It is a purposeful selection of a learner's work that demonstrate to the learner, parents, educators and others the extent of the learner's progress, growth and achievements in relation to expected outcomes.

A learner's portfolio could be kept in a file, binder or book. Each learner should have a portfolio for each subject of learning programme

1. PREAMBLE

- Assessment is a process of collecting, synthesizing, and interpreting information to assist teachers, parents and other stakeholders in making a decision about learner progress.
- Assessment practices encouraged are: continuous, planned and integrated processes of gathering information about the performance of learners measured against learning outcomes
- The level at which a learner is to be assessed is provided by the Assessment Standards which are progressive from grade to grade. A learning programme, work schedule and lesson plan design should ensure that assessment is an integral part of teaching and learning



2. AIMS OF ASSESSMENT

- Enhance individual growth and development, monitor the progress of learners and facilitate learning
- Find out what a learner knows, understands and can do
- Make judgement based on valid and appropriate evidence
- Give an indication of the success of the programme of learning
- Include variety of techniques
- Encourage learners to go beyond simple recall of data or facts
- Include opportunities for learners to perform tasks and solve problems
- Make provision for methods of re-assessment

3. PLANNING FOR ASSESSMENT

- It should be an indication of resources and time in the phase
- Subject Educators should:
 1. Mention all possible forms of assessment
 2. Indicate all resources needed
 3. Consider context, core knowledge and concepts
 4. Indicate the amount of time that might be needed

Work Schedules

- Work schedules should give guidance by indicating what should be assessed
- Assessment strategies and tools should be indicated.
- Diverse needs of the learners should be considered

4. METHODS OF ASSESSMENTS

4.1 Baseline.

- It is used at the beginning of a phase or grade to establish what learners already know. It assists with planning.

4.2 Diagnostic Assessment

- Used to find out the nature and cause of barriers

4.3 Formative Assessment

- Monitors and support the process of learning and teaching. It is used to inform educators and learners about their progress

4.4 Informal Assessment

- Daily monitoring of learners progress, through observations, informal activities, discussions and learner -teacher conferences

4.5 Systemic Evaluation

- External way of monitoring achievement of an education system, used to gauge the internal standards of school

4.6 Alternative Assessment

- To assist learners with barriers during assessment

5. ASSESSMENT STRATEGIES

5.1 Any type of assessment strategy used must provide a range of opportunities for learners to demonstrate attainment of knowledge, skills, values and attitude

5.2 **The following must be considered:**

- Tests
- Performance based assessment
- Interventions
- Structured questions
- Assignments
- Case studies
- Practical exercises
- Projects
- Role plays
- Research
- Simulations
- Aural/Oral questions
- Observations
- Self-report assessment
- Written work
- Peer and group assessment

6. COMPONENTS OF ASSESSMENT

6.1 Continuous assessment 60%: *this is a process of gathering valid and reliable information about performance of the learner on an on-going basis using variety of methods, tools, techniques and contexts. It is school based and consists of practical work, written tasks, tests, research, and any other method peculiar to the subject*

6.2 Half and year-end tests 40%

7. PORTFOLIOS

7.1 Learner's portfolio

- Every learner at school should have a portfolio which is a collection of each learner's work such as projects, journals, assignments etc.
- Each learner should have one project portfolio per subject
- Each portfolio should have a front cover, index, and contents should include a variety of assessment as required by subject .

7.1.1 FRONT COVER

- Name of learner
- Learning area
- Phase / Grade
- Year
- School

7.1.2 CONTENTS OF LEARNER'S PORTFOLIO

- It must reflect evidence of: a variety of assessments for items such as models, practical demonstrations, presentations etc. ongoing feedback from educators, peers, self, and parent.

7.1.3 MANAGING THE LEARNER'S PORTFOLIO

- Tasks should be given according to subject and grade requirements
- Learners' portfolios should be monitored by DH on monthly basis

7.2 EDUCATOR'S PORTFOLIO

- This is a compilation of all tasks for a school based assessment as well as the corresponding assessment instrument
- It is required for every subject
- It should be available on request for moderation

7.2.1 RECORD OF LEARNER'S WORK

- Learner name
- Date of assessment
- Brief description of type of assessment used
- Cognitive levels should be addressed
- Percentage to be converted to level of achievement
- Comments for support purpose
- All records must be accessible to relevant stakeholders
- They should be easy to interpret, and must be kept confidential

7.2.2 EDUCATOR'S PORTFOLIO ARRANGEMENT

Pink cover for educator

- Front Cover: name of Educator, grade, year, name of school, subject
- Table of contents would differ according to different subject requirements.
- A copy of instrument for each task e.g. marking grids, rubric, criteria for assessment, marking memoranda and record of learner's progress

8. ACTIVITIES PER LEARNING AREA

8.1 Home / First Additional Language

- Creative writing
- Transactional writing
- Oral and listening language tasks
- Comprehension exercises
- Language exercise
- Test
- Visual literacy
- Projects



8.2 Mathematics

- Mathematical exercise and worksheets
- Constructions, models and demonstrations
- Graphic representations
- Projects
- Investigations
- Test

8.3 Natural Sciences

- Investigations
- Presentations
- Assignments
- Projects
- Tests

8.4 Social Sciences

- Data-handling
- Projects/ assignments
- Creative response
- Map reading and analysis
- Contextual analysis
- Tests

8.5 Creative Arts

- Creative response
- Warm-ups and skills development
- Practical assessment
- Tests

8.6 Life Orientation / Life Skills

- Information gathering and handling
- Presentations/Physical exercise
- Projects
- Tests

8.7 Technology

- Assignments
- Research and investigations
- Projects
- Tests

8.8 Economic and Management science

- Assignments



education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

- Research and investigation
- Projects
- Tests



This Policy is subject to amendments to suit COVID 19 Protocols.

Date of next review.....2024.....

Adopted on.....

Signatures

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