

1 Abbreviations

	Acronym	Explanation
1.	ANA	Annual National Assessment
2.	ASDU	Assessment Systems Development Unit
3.	DAIC	District Assessment Irregularity Committee
4.	DAO	District Assessment Official
5.	DCES	Deputy Chief Education Specialist
6.	FET	Further Education and Training
7.	GET	General Education and Training
8.	GPLMS	Gauteng Primary Literacy and Mathematics Strategy
9.	HOD	Head of the Department (Schools)
10.	N4PR	National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Gr R -12
11.	NCS	National Curriculum Statement
12.	NPA	National Protocol for Assessment
13.	SAIC	School Assessment Irregularity Committee
14.	SAT	School Assessment Team
15.	SBA	School Based Assessment
16.	SBST	School Based Support Team
17.	SMT	School Management Team

2 Definition of terms

	Term	Explanation
1.	Assessment	The gathering of evidence to make a judgment or describe the status of learning of an individual or group. Assessment should be linked to learning and teaching and not be viewed or conducted in isolation. The main aim of assessment is not only to judge the outcome of learning, but also to provide a supportive and positive mechanism that helps learners to improve their learning, and teachers to improve their teaching.
2.	Assessment Task	This is an assessment activity that is designed to assess a range of skills and competencies.
3.	Bias	Prejudice in favour of or against one thing, person, culture, gender, race or group compared with another, usually in a way considered to be unfair/unfavourable.

	Term	Explanation
4.	Evidence of learner performance	Means the learner's work that is used to compile his or her internal assessment mark.
5.	Fairness	An assessment should allow for learners of both genders and all backgrounds to do equally well. All learners should have equal opportunity to demonstrate the skills and knowledge being assessed. The fairness of the assessment is jeopardized if bias exists either in the task or in the individual doing the rating. For a task to be fair, its content, context, and performance expectations should: reflect knowledge, values, and experiences that are equally familiar and appropriate to all learners; tap knowledge and skills that all learners have had adequate time to acquire; be as free as possible of cultural, ethnic, and gender stereotypes. The assessment conducted should not disadvantage any learner on the grounds of race, gender, age or social background.
6.	Irregularities committee	Means the body established by the school/district to deal with all irregularities identified during the examination and formal assessment.
7.	Moderation	The process of verifying results of School Based Assessment and the external assessment.
8.	Reliability	An indication of the consistency of scores across evaluators or over time. How consistently a measurement of a skill or knowledge yields similar results under varying conditions. That is the extent to which measurements are consistent, therefore it refers to whether the assessment was consistent or not
9.	School Based Assessment	Any assessment task, instrument or programme where the design, development, administration, marking, recording and reporting has been initiated, directed, planned, organized, controlled and managed by an educational body, i.e. school, district, provincial department.
10.	Teacher file	Means the recording and planning documents used by the teacher, namely the formal programme of assessment, evidence of learner assessment/ performance, all formal assessment tasks and marking guidelines, annual teaching plan/work schedule, textbook used and other resources

	Term	Explanation
11.	Transparency	Learners must be informed of the nature of the tasks and the criteria used to assess.
12.	Validity	An indication of how well an assessment actually measures what it is supposed to measure. The accuracy of the measurement that is whether or not it measures what it is supposed to measure. Particularly relevant is content validity, which pertains to the extent to which the content of the test matches the instructional objectives.
13.	Verification	Confirmation of truth or authority together with the evidence for such a confirmation. A formal assertion of validity.

3 Introduction

This Moderation Guideline seeks to establish a Provincial system of moderation in which the standard and quality of SBA is comparable across all schools. It gives directives, to subject specialists, principals, teachers and learners, on the moderation of school based assessment in Grades 4 - 11. The focus is on formal assessments implemented at school level i.e. the formal assessment tasks which are listed as compulsory SBA tasks in subjects CAPS documents or the National Protocol for Assessment for Schools in the GET and FET Bands.

This guideline must be read in conjunction with Circular 41/2001(Composition of school assessment team), Circular 73/2008 (Establishment of SAIC) and the circular regarding the implementation of Curriculum and Assessment for Schools in the General Education and Training Band (Grades R - 9),2014.

4 Legislative Context

This Guideline must be read in conjunction with:

- 4.1. The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), as amended.
- 4.2. National Education Policy Act, 1996 (Act 27 of 1996) as amended.
- 4.3. The South African schools Act, 1996 (Act No. 84 of 1996), as amended.
- 4.4. The National Curriculum Statement Grades R – 12 as published in Government Gazette No. 34600 of 12 September 2011 comprising the following policies:
 - 4.4.1 National Curriculum and Assessment Policy Statements for all the approved subjects for Grade R-12 (CAPS).
 - 4.4.2 National Protocol for Assessment Grades R – 12 (NPA).
 - 4.4.3 National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Gr. R-12 (N4PR).

- 4.5. Regulations pertaining to the National Curriculum Statement Grade R – 12 as published in Government Gazette No 36041 and 36042 of 28 December 2012 as amended.
- 4.6. Regulations Pertaining to the Conduct, Administration and Management for the National Senior Certificate, Government Gazette No. 31337 of 29 August 2008.
- 4.7. Education White Paper 6: Special Needs Education, July 2001.
- 4.8. Circular 6 of 2012 Operationalisation of the Assessment and Curriculum policy in GPLMS schools, 20 August 2012.

5 Moderation Approach

5.1 Moderation of School Based Assessment

Moderation should ensure that the quality and standards of the internal assessment as contemplated in the NCS/CAPS have been met.

Moderation of school based assessment will focus on moderation of the assessment instruments and moderation of learner evidence of performance and system compliance.

Moderation must be conducted at school, district and provincial level. Moderation conducted at each of these levels will be to:

- Confirm the validity, fairness and practicability of the assessment instrument.
- Establish whether assessment was conducted in a fair and consistent manner.
- Establish the reliability, validity and fairness of the assessment scores.
- Provide feedback on the moderation findings with a view to improving the quality of teaching, learning and assessment.

A record must be kept of all formal assessment tasks and evidence of each individual learner and teacher as prescribed in CAPS Document, or any other relevant document.

Internal moderation findings must be reported to SMT within the time frames stipulated in the School Assessment Policy. In the event of District/ Provincial moderation the internal moderation findings may be requested for reference and District/Province reporting.

5.1.1 Moderation of assessment instruments/tasks

All formal assessment tasks for all subjects (Grades 4 – 11) must be moderated by the head of department (HOD)/Subject Head or specialist Teacher deemed to be competent in the subject at the school or HOD/Subject Head from a neighbouring school, prior to the administration of the assessment tasks.

Moderation of the assessment task should focus on the following:

- the assessment tasks are aligned to the assessment criteria for each subject;
- assessments tasks and marking guidelines are valid, fair, and practicable;
- the instructions relating to the assessment tasks are clearly stated;
- the content must be in keeping with that which is stated in the Policies for the relevant subject and grade of the learner;
- the assessment task must be free of any bias;
- the language of the assessment task is in keeping with the language level of the learners for which it is designed;
- the cognitive levels at which the assessment tasks are pitched are consistent with the level of development of the learner.

For subjects that have a practical or an oral component, moderation of practical and oral work will be conducted in accordance with the criteria outlined in the relevant Policy Documents.

The moderator must also ensure that every assessment task is accompanied by a detailed marking guideline, which is accurately formulated and makes provision for the various alternatives that may be provided to the assessment task.

The recommendations for improvement from the moderation process must be incorporated into the assessment task instrument before it is administered and this should be verified by the head of department/Teacher deemed to be competent in the subject.

5.1.2 Moderation of learner evidence

Moderation of the marking of the learner evidence of performance is done to ensure that the marking guideline was consistently applied by the teacher across the learner evidence of performances provided.

Learner evidence of performance produced for each formal assessment task should be moderated at the school and District level.

At school level a random selection of the learner evidence of performance in a 2 High, 2 middle and 2 low performers ratio, for each assessment task should be moderated by the Teacher deemed to be competent in the subject or HOD.

6 Moderation at Different Levels in the System

The school based assessment tasks, the marked learner evidence of performance together with the teacher record of assessment should be moderated at different levels including the school and district

Samples of learner evidence of performance and teacher record of assessment must be made available on request for moderation.

The teacher record of assessment must:

- include a complete record of assessment in that particular subject as stipulated in the NCS/CAPS;
- be maintained by the teacher for every subject taught;
- be available for monitoring and moderation purposes at every level;

6.1 School Moderation

The principal must ensure that a HOD or a Teacher deemed to be competent in the subject is tasked to take responsibility for moderation in each subject and in each grade. Where there is no HOD or Subject Head, moderation must be conducted by a Teacher deemed to be competent in the subject or an HOD of the neighbouring school.

SAT under the supervision of the principal must ensure that moderation is facilitated and provides on-going information and support to teachers.

Moderation of SBA/PAT at the school level will be undertaken by the principal ensuring that:

- he/she takes full responsibility for the moderation and monitoring of SBA/PAT.
- he/she tasks a Head of Department or a Teacher deemed to be competent in the subject to take responsibility for the moderation of SBA in each subject, in each grade.
- he/she develops a formal programme of assessment which must be consolidated into a formal school assessment plan. This assessment plan must be communicated to learners and parents, within the first two weeks of the new academic year.
- in collaboration with the School Assessment Team (SAT) he/she will monitor on at least a quarterly basis, the setting, marking and moderation of school based assessment.
- six items (in a ratio of two high, two middle and two low performers) of learner evidence in each subject will be moderated. It is not essential that all aspects of all the selected learner scripts be moderated each time.
- all irregularities discovered during moderation are resolved by the School Assessment Team (SAT) or School Assessment Irregularities Committee (SAIC).

6.1.1 HOD/ Subject Head/Teacher

The HOD/Subject Head/Teacher deemed to be competent in the subject should perform the following duties:

- Verify and quality assure all the tasks to ensure that the level of questioning is appropriate.

- Ensure that assessment tasks are within the scope of critical knowledge and skills being assessed.
- Ensure that assessment tasks are free from bias
- Ensure that the marking guideline will help teachers to arrive at valid and reliable assessment decision of learners' performance.
- Ensure consistency regarding standards in the internal moderation processes within the school.
- Provide feedback to the teacher on the moderation findings with a view to improving the quality of the Assessment tasks.
- To successfully manage appeals related to assessment decisions.

6.1.2 The Subject Teacher

The subject teacher will perform the following duties:

- Develop a formal programme of assessment which will then be consolidated into a formal school assessment plan for his/her subject/s.
- A sample of marked learner evidence of performance together with the teacher record of assessment (file) must be presented for moderation both at school and the District upon request during District moderation at the school or at a pre-communicated venue.

6.2 District Level

The District Office is responsible for the verification of moderation at school level. The District Director is accountable for moderation conducted both at school and District levels. It is the responsibility of the District to ensure the reliability, validity, fairness and practicability of the SBA/PAT in terms of administration of the assessment task and moderation of the learner evidence.

6.2.1 District Assessment Official

The roles and responsibilities of a District Assessment Official are:

- Prepare a comprehensive District moderation plan.
- To coordinate and monitor the moderation process at District level.
- Submit written reports, ratified by the CES Curriculum, to the District Circuit Manager and the Assessments Directorate, Head Office, each term about the status of internal moderation (The Moderation Status Report).
- To capacitate School Assessment Teams on how to manage moderation process together with the identification and tracking of learners at risk.
- To coordinate the establishment and functioning of SAT, SAIC and SBST in schools.
- To collate, analyse and submit reliable learner performance data, on quarterly basis, to Head Office.
- To successfully manage appeals referred from Schools to the District which are related to assessment decisions.

6.2.2 Subject Advisors

The roles and responsibilities of subject Advisors are:

- Work with the Circuit Managers to coordinate, manage, and monitor moderation in their subject.
- To ensure that the standard of moderation across all schools in the District is comparable.
- To compile a written report with findings and recommendations to be communicated to the school principal on the outcome of the moderation process.
- Provide a report, once per term to the District Assessment Official for incorporation into the Moderation Status Report. The information contained in the report must consider the following (Annexure A):
 - (a) The standard of the assessment tasks moderated.
 - (b) The standard of marking
 - (c) Identification of schools requiring additional support
 - (d) Proposed action plan for schools requiring additional support
 - (e) Recommendations for improvement
- Provide appropriate support to the subject teachers.
- Design support strategies and interventions for both the HOD's and the teachers that will impact on learner performance.

6.2.3 Cluster Leader

The District official designated as the cluster leader within a circuit will ensure that the School Principal has taken responsibility for the Moderation of assessment, at all stages, at the school.

6.3 Provincial Level

The following duties will be performed by the Moderator at Provincial level:

- Ensure consistency regarding standards in the internal moderation in Grades 4 – 11 across the province.
- Improving moderation process by capacitating Districts to administer fair authentic and credible moderation through verification sampling methods.
- Provide Districts with a statistical analysis of learner performance.
- Resolve appeals related to assessment decisions timeously.
- Co-ordinate the Provincial Assessment Team (PAT) meetings.

7 Conclusion

This Guideline seeks to put in place comprehensive and appropriate moderation practices to enhance the quality assurance of assessment tasks and thereby ensure that all assessments are valid, fair, reliable and sufficient.

Moderators, at all levels, are required to give quality comments based on the requirements of assessment so as to ensure that the assessment practices at school are enhanced. Moderation cannot simply be a monitoring exercise to check that the number of tasks have been done or that a memorandum has been applied correctly rather it means that the moderator will give good comments, among other things, on the levels of questioning in testing; the quality of assessment instruments and the developmental opportunities afforded and thereby enhance teaching and learning.

SIGNED: BOY NGOBENI

HEAD OF DEPARTMENT

Date: 10 - 04 - 2014

