SCHOOL ASSESSMENT POLICY

PURPOSE AND SCOPE OF ASSESSMENT:

- To collect, analyse and interpret information in order to report on the progress of the learners.
- Assessment should provide evidence of learner performance according to the Learning Outcomes and Assessment Standards set out by the National Curriculum Statement.
- Assessment should be used to provide feedback to the learners in order to support their process of learning.
- Assessment should include different forms of assessment such as tests and examinations, projects, oral presentations, performances, investigations, practical work and creative writing to accommodate different learning styles.

PRINCIPLES/PREREQUISITES OF ASSESSMENT:

- The purpose of assessment must be explicit and must be an ongoing part of the learning process.
- Assessment must be appropriate, valid, fair, authentic, manageable and time efficient.
- Assessment results must be communicated clearly, accurately, timeously and meaningfully.
- Assessment should be used to identify areas where learners need support and intervention.
- Assessment must cater for all levels of competency and take the learner’s potential and ability into consideration.
- Assessment must develop individual learning, independence and problem-solving skills.
- Assessment must foster motivation and self-confidence.

ASSESSMENT GUIDELINES FOR STAFF

- At the start of each academic year, all subject teachers must submit an annual formal programme of assessments, together with their own term planners.
- Subject teachers and Grade Heads are responsible for monitoring and carefully managing the workload of learners in coherence with the school’s calendar.
- Learners are not to write more than two major tests a day.
- Assessments must be pre- and post-moderated to ensure quality and accuracy of standards.
- Pupils and parents are provided with regular feedback throughout the academic year.
- Timeous notifying of parents in cases of under-performing is essential.
- Each teacher is required to keep recorded evidence of assessments in a neat Portfolio format for Gr 12 learners.
A hard copy of computer generated assessment sheets must be kept in the educator’s assessment portfolio at all times. This hard copy must be up-to-date with the latest assessments included.

All tests should be marked and returned to learners within one week of writing. Other more lengthy assignments might take longer. This time period may not exceed three weeks.

FREQUENCY OF ASSESSMENTS

- **School Based Assessment**
  - Informal School Based Assessment such as homework checks, questioning, discussions etc to take place on a daily basis.
  - Formal School Based Assessment should take place on a regular basis and will be based on the prescriptions as laid down in the Subject Assessment Guidelines.

- **Examinations**
  - Formal Examinations for Grade 8-11 will take place in July and November each year. The July examination will form part of the SBA mark at the end of the year.
  - The Grade 12 July examination is their formal Preliminary Examination. The examination is based on all the work to be examined in the final external IEB examination. (Exception being work to be completed after the Preliminary Examination) The number and length of papers to be written must be the same as the number and length of papers in the subject in the Final External IEB Examination.

RATIO BETWEEN SCHOOL-BASED ASSESSMENT AND END-OF-YEAR EXAMINATIONS FOR CALCULATION OF THE PROMOTION MARK

<table>
<thead>
<tr>
<th>Languages</th>
<th>SBA</th>
<th>EXAMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8-12</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>LO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8-12</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Subjects</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 and 9</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Grade 10-12</td>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>

NOTE:
Grade 12

In some subjects (Languages, Consumer Studies, Dramatic Arts, Music, and Visual Art) a oral/practical assessment component may contribute to the external component at the end of the year.
PORTFOLIOS

Educator’s portfolio
- The teacher’s portfolio is a compilation and recording of all the work for the SBA.
- The portfolio must include the following:
  - The assessment plan for the grade.
  - The formal SBA assessment tasks and examinations for each grade, including the marking memoranda.
  - Evidence of moderation.
  - Learning Programmes and Work Schedules for each grade.
  - A mark list for each Grade, listing each learner, all marks included as part of the formal assessment, as well as the average mark for each assessment task.

Learner’s Portfolio
- The purpose of a learner’s portfolio is to be a collection of work which is able to show the learner, educator and moderators the way in which the learner has progressed and achieved.
- The portfolio moves with the learner should she change schools.

LEARNER PROFILES
- All learners at St Mary’s DSG have an up-to-date profile folder which contains copies of all their reports and confidential documents. These are stored alphabetically in lockable filing cabinets.
- The school office requests profiles from schools when new learners arrive.

REPORTING
Feedback throughout the academic year is provided as follows:
- The formal report:
  - A new girl report by mid-term of term 1 commenting on the settling-in process of the new learners.
  - A mid-term mark report in Term 2
  - A formal report is issued three times a year.
  (The formal report comprises of a combination of marks, levels and comments.)
- Parent/Educator afternoons:
  - One Parent/teacher afternoon is scheduled per term.
  - Interviews are conducted by appointment.
  - Interviews are approximately 5 minutes long. If more time is required, both parties can arrange a mutually convenient time.
- Other reporting methods include telephone conversations, emails (in cases of under- or non-performance), and Accolades teas, Letters of Commendation from the Head, Awards Assemblies and Prize-giving (to award learners).
- Regular staff meetings are held to discuss learners’ progress and recommendations for additional assistance; referrals to the School Counsellor or other support systems are put into place.
- Some learners are placed on a Daily Reporting system whereby their teachers are able to make comments during each lesson on a daily basis. The Report is then checked and monitored daily by the Grade Head.
- When a subject is offered in more than one class/key, the same assessments should be included in calculating the report mark.
LEVELS AND PERCENTAGES FOR RECORDING AND REPORTING

<table>
<thead>
<tr>
<th>Level</th>
<th>Description of competence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Outstanding achievement</td>
<td>80-100</td>
</tr>
<tr>
<td>6</td>
<td>Meritorious achievement</td>
<td>70-79</td>
</tr>
<tr>
<td>5</td>
<td>Substantial achievement</td>
<td>60-69</td>
</tr>
<tr>
<td>4</td>
<td>Adequate achievement</td>
<td>50-59</td>
</tr>
<tr>
<td>3</td>
<td>Moderate achievement</td>
<td>40-49</td>
</tr>
<tr>
<td>2</td>
<td>Elementary achievement</td>
<td>30-39</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-29</td>
</tr>
</tbody>
</table>

MERIT POLICY

Criteria for merits:

- Merits are only awarded for full length (major) tests and assignments.
- The pupil must get 80% or improve by 10% from the previous best.
- Exceptional effort on major individual assignments.
- No merits for peer assessment tests.
- Merits for oral/practical work must be the equivalent of a “major” test.
- Merits must be given by all. Consistency, as far as possible, should apply.
- There should be a normal spread of results in the test.

POLICY ON WORK MISSED THROUGH ABSENCE

- Learners who miss an assessment (for example, a test or an examination) through ill-health are required to provide a doctor’s certificate confirming this.
- Learners who miss a test through ill-health or other legitimate reasons will be expected to write the test with the educator on afternoon duty at the soonest opportunity available as consulted with the subject teacher.
- Pupils who miss an examination through ill-health or other legitimate reasons will be expected to reschedule the examination date with the Vice-Principal Academics.

AWARDING ZERO

- A learner may be given 0 for a task in instances of proven dishonesty or plagiarism.
- Learners who miss an assessment through absence for reasons that are not legitimate.
- Failure to submit work within three days after the due date unless a doctor’s certificate can be produced.

POLICY ON SUBMISSION OF WORK

The meeting of deadlines is an important life skill and learners need to master the art of time management before embarking on higher education or entering the work place.

The policy of St Mary's DSG is thus:

- Learners will be given assignment sheets detailing the requirements of the assignment and the due date.
• No assignments are to be given to learners for completion over a mid-term break or school holiday.
• Learners are to hand in their assignments directly to the educator. Electronic submissions must be receipted. The return of the assignment electronically should also be receipted.
• Should the learner fail to hand in the work on time because of ill-health a doctor’s certificate is to be provided.
• Should the learner fail to hand in the work on time for reasons that are not legitimate there will be a penalty of 25% after the 1st day and 50% after the 2nd day deducted from the mark. Thereafter failure to submit the work will result in no marks awarded. (Weekends count as one day.)
• The end of the day for submission purposes is the end of the academic school day which is 13H50.
• Should the pupil know in advance that they will be absent when an item is due for submission, then, the work should be submitted in advance of the due date.
• At least weekly each teacher submits a list of late work offenders to the secretary.
• Parents MUST be contacted after three late work offences, but may be contacted at any point.
• Pupils sent to the Head after three.
• A disciplinary hearing will be held after 5 late works.
• Matrics will have no latitude at all. Late work will be reported to Parents immediately. They will see the Head with the teacher, Grade Head and Vice-Principal Student Affairs.

ASSESSMENT ACCOMODATIONS FOR LEARNERS WITH BARRIERS TO LEARNING

• Purpose of accommodations: To enable pupils with intrinsic learning difficulties and/or physical disabilities to show what they know and can do.
• The school psychologist can apply for accommodations with the IEB as early as Grade 8 but no later than September of the Grade 11 year.
• Accommodations may include: additional time, spelling/handwriting dispensations/a reader/a scribe etc.
• Accommodations must not give a candidate an advantage over other candidates.
• For further detail, refer to the IEB Policy and Procedures for accommodation.

PLAGIARISM/ACADEMIC INTEGRITY
Expectation of Learners

• A similar way of citing sources must be followed throughout the school.
• Learners must be familiar with procedures for reference, citing and providing bibliographies as are laid out in the Library Reference Policy available in each classroom and on the DSG Intranet.
• Learners must also be aware of the consequences of their behaviour as are laid out in the Code Of Conduct.
• Learners are required to sign and attach a Declaration of Authenticity for assessment pieces and portfolio work.
• Learners are required to annually sign an Academic Integrity Policy.
Expectation of Educators

- Educators must ensure that they provide adequate teaching in research skills.
- An assignment sheet containing explicit requirements and directions is to be given to the learners.
- Checkpoints must be provided to facilitate the research process, to assist learners in time management and to provide opportunities to help learners during the research process should help be required.
- There should be additional help available should learners be experiencing difficulty with note-taking, documenting or formatting procedures.
- Clear guidelines are to be provided as to what assistance from human sources (e.g. peers or adults) is acceptable.

Updated: 20 March 2015