

ISLAMIC EDUCATIONAL CENTRE

ASSESSMENT POLICY

A: PREAMBLE

The policy provides a framework to learners, parents and educators on the procedure for class tests; School based assessment (SBA) assignments, SBA tasks and examinations.

Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. Assessment and tasks should provide an indication of learner achievement.

The assessment procedure must ensure that the results obtained are a fair and true reflection of the ability of the learner. The policy wishes to ensure that all parts of the school community, parents, learners and educators take responsibility for the academic progress of the learner. Through this, the Islamic Educational Centre wishes to promote academic excellence throughout all areas of the school.

The assessment policy is informed by the following legal frameworks:

- Section 6 of South African Schools Act, 84 of 1996, as amended.
- National Policy on the Conduct, Administration and Management of the National Senior Certificate: A qualification at level 4 on the National Qualifications framework (NQF). Department of Education (2009).
- The Language-in-Education Policy, 1997. Question papers must be set in the Languages of Learning and Teaching. Unless otherwise directed in the examination question paper, learners must answer all questions in the Language of Learning and Teaching applicable to the learner.
- Education White Paper 6 on Special Needs Education: Building an inclusive Education and Training System that provides a policy framework for the transformation of practices related to assessment and examinations in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning;
- The CAPS documents for all subject areas.

B. PURPOSE OF THE POLICY

1. To promote academic excellence. It is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience.
2. To ensure that assessments are conducted in a fair manner for the learners to achieve the best results.
3. To ensure the integrity of the assessment and thus the results.
4. To ensure that all classes follow the same procedure with regards to tests, examinations and SBA to ensure that the system is fair and transparent.
5. To provide regular and insightful feedback to parents on the academic progress of their child
6. To identify barriers to learning timeously, which will then inform the intervention strategies required to assist the learner.

C. INTERVENTION

1. Comments/feedback are to be given by educators to individual learners either written (e.g. on the learner's work or in the learner's book) or verbally.
2. Problems are to be communicated to parents on a regular basis by inter alia
 - Parent/Teacher meetings
 - Special meetings with parents or a specific grade
 - Letter of concern requesting specified parents to meet with their child's teachers
 - Daily report forms
3. Parents are encouraged to communicate with educators to express concerns regarding their child's progress whenever the need arises.
4. Principal and Deputy Principal to give support where necessary and/or appropriate.

D. CONTROL TEST AND CLASS TEST PROCEDURES

1. Class tests must be undertaken on a regular basis and forms part of the informal assessment. The control test is written on the day designated by on the control test calendar.
2. The learners must be given at least two (2) days' notice before a class test. The content for both the class test and control test must be clearly set out for the learner. The learner must write the content to be tested and the date of the test in their homework diary.
3. The test must be typed by the educator and be given in for printing as stipulated in the photocopy procedure book of the school.
4. The control test must be kept in the safe once printed. Ensure that there are enough copies for the whole class and as well as a few extra copies.
5. Any learner who requires an enlarged copy, or any other aid due to a barrier to learning, must be identified before the test day and be catered for appropriately.
6. The class test and control test must be marked within two weeks of it being written.
7. The mark must be recorded in the educators' record books.
8. The test may be sent home to be signed by the parent. This is to ensure that parents remain informed and assist with the learning process of their child.
9. The educator must go through the test with the learners and provide the correct answers. This is to ensure that the learner can correct any misconceptions he/she has and improve on their results in the next assessment.
10. No other class test may be scheduled on the day that a control test is being written.

E. PROCEDURES WHEN WRITING A CLASS TEST, CONTROL TEST OR EXAMINATION

1. An accurate absentee register should be taken and recorded in the educator's record book or on the brown folder if it is an examination or a control test.
2. All learners have to be seated in their desks (preferably in alphabetical order).
3. Only the stationary needed for the test must be on the desk. Pencil bags and calculator covers have to be placed in the learners' school bags. The bags have to be closed and placed under the desk.
4. Learners are to check that there are no notes, cell phones or other materials that could aid them, on their person. Cell phones have to be off and placed in the school bag.
5. The test has to be handed out face down.
6. Once each learner has a test, they can be asked to turn it over. Go through each page of the test with the learners. Read the first and last line on each page to ensure that each learner has every page before the test is started.
7. Ensure that the learners adhere to the time indicated for the test. Do not give any extra time for the test, unless a learner has a directive of the Principal confirming status as learner with a barrier to learning.

8. The educator must be vigilant and walk around the class while the test is being written.
9. All learners must remain seated and silent until all the tests have been collected.
10. The educator has to count the tests/scripts to ensure that all the learners have handed in.

F. EMERGENCIES

1. Learners must be discouraged from going to the toilets during a test or examination. If a learner needs to go to the toilets during a test or examination (in an emergency), the educator should call the office for assistance. Another educator will be sent to assist. Learners may not go to the toilets during the first hour and the last half hour of an examination. Learners who have medical conditions and need to go to the toilets more regularly must be in possession of a permission slip from the Principal.
2. If an emergency evacuation commences during the test, follow the policy as set out for emergency drills.

G. IRREGULARITIES

1. Irregularities concerning learners must be dealt with in terms of paragraphs 47, 48 and 49 of the policy document, National Policy on the Conduct, Administration and Management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).

If a learner is suspected of cheating:

- Remove the answer sheet and write the time on the page.
 - Issue another answer sheet/folio paper. The learner continues to write the test on the new answer sheet/folio paper.
 - At the end of the test, take the learner and the sheet to the Principal.
 - The irregularity will be dealt with in accordance to the policy of the irregularities committee.
2. Suspected internal irregularities involving teachers constitutes an act of misconduct and will be dealt with in accordance to the Employment of Educators Act and SACE regulations.

H. SUBMISSION OF WORK BY LEARNERS

1. Learners should adhere strictly to deadlines.
2. Deadlines may be negotiated between educator and learners, but they must be the SAME for all classes in that subject area.
3. Deadlines or interim deadlines are to be clearly indicated as an integral part of the instructions for the task, and progress should be monitored accordingly.
4. Procedure for work not handed in on time:
 - a. 10% of the total mark is to be deducted for each day that the assignment, project or task is late.
 - b. After one week (5 school days), an assignment, project or task will no longer be awarded marks for that assessment period. The task receives a zero (0) mark for that assessment period.
 - c. The task, referred to in b above, must be marked. The mark, less 50%, will then be used for the final mark calculation at the end of the year.

I. SUBMISSION OF GROUP WORK

1. To discourage “passengers”, peer assessment in group work will count heavily to determine the amount of input of individual group members, i.e. a learner should not be awarded the average mark for the group when he/she has played little or no part in the research or preparation of the assignment.

3. Oral group presentations: learners absent for presentations must submit a medical certificate and the assessment will be rescheduled where possible.

J. ORIGINALITY OF LEARNER'S WORK

1. Copying of work from others and/or intrusive parental or other assistance does not contribute to a learner's development of skills and competence.
2. Plagiarism in any form is a serious offence and will not be tolerated. Zero marks will be awarded for work copied from resources or from other learners, or for information downloaded or copied from the internet.
3. All sources used in assignments have to be acknowledged in a properly constructed bibliography or reference list.
4. Work that has been plagiarised or copied from another learner must be referred to the Principal. The work and learner concerned will be referred to the irregularities committee. If the learner is found guilty of plagiarising or copying work they may be given zero and may be punished in terms of the code of conduct. The learner may be given an opportunity to redo the work and the mark will then only be calculated in the final SBA at the end of the year.

K. LEARNERS WHO ARE ABSENT FOR AN ASSESSMENT

1. A learner who misses an assessment with a valid reason:
 - The permission letter or doctor's certificate must be kept with the learner's record of assessment.
 - A mark is NOT estimated for the task. The learner's mark is indicated as an INCOMPLETE on the report and a comment is written by the class educator indicating that the learner did not write the test in the particular subject and so, has not met the requirements for that subject for the term and that the report is incomplete.
 - The learner's final SBA mark is to be adjusted with the revised total for the SBA mark for the year. At the end of the year, in order to calculate the final mark, the tasks that had not been written, are not assessed, but the total marks are scaled up to the correct total for the SBA.
 - This adjustment is done at the end of the year only.
2. A learner who misses an SBA task WITHOUT a valid reason:
 - a. The learner is given zero (0) for the task and the intervention form must be completed and added in place of the task in the learner's record of work.
 - b. The parent MUST be contacted telephonically and a note made of the date of the telephone call on the intervention document.
3. "Valid reason" in this context includes the following:
 - a. illness supported by a valid medical certificate, issued by a registered medical practitioner;
 - b. humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;
 - c. the learner appearing in a court hearing, which must be supported by written evidence; or
 - d. any other reason as may be accepted as valid by the Principal or his or her representative.

L. PROMOTION REQUIREMENTS (NSC)
MINIMUM PROMOTION REQUIREMENTS
GRADE 9

LA	CODE	DESCRIPTION
Maths	3 (40 – 49%)	Moderate
Any Official Language	3 (40 – 49%)	Moderate
Any Other Official Language	2 (30 – 39%)	Elementary
4 LAs	3 (40 – 49%) (in each of 4)	Moderate
2LAs	1 (1 – 29%) (each of 2)	Not Achieved

CONDONATION: GRADE 9

LA	CODE	DESCRIPTION
Maths	2(30 – 39%)	Elementary
Any Official Language	2 (30 – 39%)	Elementary
Any Other Official Language	2 (30 – 39%)	Elementary
4 x LAs	2 (30 – 39%) in 1 LA	Elementary (x1)
	3 (40 – 49%) in each of 3	Moderate (x3)
2 x LAs	1 (1 – 29%) in each	NOT ACHIEVED

FET

- Minimum requirement : 7 subjects
- Rating Codes and % to be used
- CASS : 25%
- Summertime : 75%
- **NB.** Records in % in Grade 11 only and Raw Marks in Grade 10 (Schedules)
- Report in Rating Codes and in % (Reports to parents) Raw Marks as well.
- No Condonation

GUIDELINES FOR PROMOTIONS

- ❖ Home Language (HL) : Level 4 (Adequate Achievement)
- ❖ First Additional Language (FAL) : Level 3 (Moderate Achievement)
- ❖ Mathematics : Level 3 (Moderate Achievement)
- ❖ Life Skills must have SBA, but not used for promotion purposes.

NB : A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the Learner being retained in the Foundation Phase for longer than 4 years, excluding Grade R.

The promotions committee may adjust the mark in ONE subject to a maximum of 2.0% in order for a learner to meet the pass requirements if the committee feels it is in the best interest for the learner to be promoted.

A learner must offer two official languages unless classified as an immigrant. Immigrants may do another officially recognised subject in place of the second official language.

4. PROMOTION REQUIREMENTS (CAPS)

Grade 8 and 9

- Adequate Achievement (Level 4, (50-59%)) in one language at Home Language level.

- Moderate Achievement (Level 3, (40-49%)) in the second required official language at First Additional Language level;
- Moderate Achievement (Level 3, (40-49%)) in Mathematics;
- Moderate Achievement (Level 3, (40-49%)) in any three (3) of the other required subjects;
- At least an Elementary Achievement (Level 2, (30-39%)) in any two (2) of the other required subjects;
- Immigrant learners may be exempted from achieving one official language, provided they obtain at least an Elementary Achievement (Level 2, (30-39%)) in all three (3) the remaining subjects.
- A learner may only be progressed once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.

M. IMPLEMENTATION AND REVIEW

This policy will be reviewed by the Management Committee at the start of each year to ensure that it complies with the changing legislation.

- It will be work-shopped with the educators at the start of each academic year.
- Each class educator will explain the procedures to their class at the start of each year.
- Parents will be informed at the Orientation Workshops at the beginning of each academic year.