



GLEN AUSTIN ASSESSMENT POLICY

Glen Austin High School is committed to the promotion of academic excellence in all its endeavor. It is essential for standards to be maintained through regular meetings of learning area/subject departments, consistent assessment and moderation of work done by learners, attendance at GDE cluster moderation sessions and liaison with other schools.

ASSESSMENT PROCEDURES

1. Standardized tests/assignments/ practical's to be undertaken on a regular basis
2. All work done within the school to be assessed according to various appropriate GDE/National Guidelines and within time frames set by the Head of Subject/Learning Area
3. Educators responsible for keeping full records of all assessments completed for/by their own classes
4. Parents to be kept informed of learner progress and assessment by various means, which may include:
 - Signing of tests/assignments by parents
 - Issuing of quarterly progress reports

INTERVENTION

1. Comments/feedback to be given by educators to individual learners in either written (e.g. on learner's work) or verbal form.
2. Problems to be communicated to parents on a regular basis by inter alia
 - Parent/Teacher evenings
 - Special meetings with parents or a specific grade

- Letter of concern ('green letter') requesting specified parents to meet with the Learners educators

3. Parents encouraged to communicate with educators to express concerns regarding Learner's progress whenever need is perceived.

4. Councilors to give support where necessary/ appropriate.

5. Academic support given to learners where required

- Internally by Glen Austin educators, or
- by referral to external sources

RECORD KEEPING

1. Overall progress of learners to be monitored once per term at a grade meeting attended by all educators of that grade.

2. Minutes of parent meetings and records of telephone calls to be kept and placed in learner's confidential files.

3. Records of warnings and admission form for incomplete work etc. to be kept by Educators.

SUBMISSION OF WORK BY LEARNERS

A. GENERAL

1. Deadlines to be strictly adhered to.

2. Deadlines may be negotiated between educator and learners.

3. Deadlines or interim deadlines to be clearly indicated as an integral part of the instructions for the task, and progress monitored accordingly.

4. Procedure for work not handed in on time:

- 10% of the total mark for the assignment to be deducted for each day it is late
- After one week, a project will no longer be awarded marks

5. The concept "Duly Performed" is to be strictly adhered to. This implies that all work must be completed and handed in by a learner even though the due date (see 4 above) has passed.

6. Individual oral presentations: learners absent on presentation day to be given the opportunity to present on another day and time negotiated by learner and educator.

7. Educators are not obliged to provide extra tuition to learners who were absent. It is the learner's responsibility to make up work missed and it is the learner who must approach the educator for extra help.

B. SUBMISSION OF GROUP WORK

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

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

C. ORIGINALITY OF LEARNER'S WORK

1. Copying of work from others and/or intrusive parental or other assistance do 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 from the Internet.

3. All sources used in assignments must be acknowledged in a properly constructed bibliography.

D. STANDARDISED TASKS

1. Standardized tasks are to be approved by Head of Subject/Learning Area together with criteria for assessing that task, before being administered to the group concerned.

2. A medical certificate is required when an examination, standardized test or task for Continuous Assessment portfolios is missed.

E. ESTIMATION OF MARKS IN CASE OF ABSENCE

PLEASE NOTE: only applicable in the case of medical and other valid reasons, with supporting written evidence, as per Addendum.

1. The following formula will be applied:

a. Take learner's mark on last comparable test/task

b. Divide by class average for that exercise

c. Multiply by class average for current exercise

1.e. $\text{Previous comparable mark} \times \text{Class Average for Exercise Missed} = \text{Estimated Mark Class Average}$

2. Where there is no comparable mark, the subject teacher must consult the Subject Head and Assessment Head for an alternative estimation formula.

3. Educator to file estimated marks in Educator Portfolio using pro forma slip, and a copy to go in learner's portfolio.

F. INTERNAL ASSESSMENT IRREGULARITIES

All internal assessment regularities must be reported to the principal immediately. The principal will discuss the matter with the Academic Board, and the Board will make recommendation on the matter.

6.1 Irregularities involving learners during internal assessment may include the following:

6.1.1 A candidate who refuses to abide by any or all of the minimum requirements for the compilation of a mark for internal assessment in a subject.

The Board must either approve or reject the reason for the refusal given by the candidate. A "valid reason", in this context, constitutes the following:

- Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;
- Humanitarian reasons, e.g. the death of an immediate family member, if supported by valid written evidence;
- The learner appearing in a court hearing; supported by written evidence; or
- Any other reason as may be declared valid by the Board.

6.1.2 A candidate who presents work that is not his or her own work. This may take various forms and may include the following:

(i) Copying verbatim from another source (In this case, if the teacher is suspicious and Has evidence of sections or the complete assignment having been lifted verbatim from another source, this must be declared as an irregularity).

(ii) An assignment or project that is not his or her own effort. (This may have been

completed by another learner or person or his or her parent, or even purchased).

(iii) Reproduction of an assignment or project from another learner and there is evidence of such copying.

(iv) Work that has been previously presented and for which credits were received, which could either be his or her own effort or that of another individual.

(v) The whole or part of a portfolio that is not his or her own, but that of another learner from the same school / learning institution or another school / learning institution.

(vi) Any dishonest act aimed at misleading the teacher in terms of the authenticity or originality of the portfolio presented.

6.1.3 A candidate who, in respect of any component of a mark for an internal assessment that is completed under controlled conditions, does any of the following:

(i) Creates a disturbance or intimidates others, or behaves in an improper or unseemly manner, despite a warning

(ii) Is drunk or behaves in a disorderly manner

(iii) Disregards the arrangements or reasonable instructions of the teacher, despite a Warning

(iv) Continues to disregard assessment regulations, despite a warning

(v) With the writing of an internal examination, engages in dishonest acts before the commencement of the examination, while the examination is being written, or as the answer scripts are handed in or marked.

[Refer to Section 4 (4) (c) to (f) of the National Policy document.]

6.1.4 A candidate making a false statement in respect of the authenticity of a particular component of a mark for internal assessment.

The fabrication of evidence in general and especially in respect of the stipulations of 6.1.1 above constitutes fraud, and will be dealt with as such.

6.2 Irregularities involving teachers and other assessment officials during internal assessment (CASS/SBA) may occur during the following stages at the school or learning institution:

a) The compilation of the mark for internal assessment.

b) The monitoring or moderation of the mark achieved in an internal assessment.

c) The capturing and processing of assessment data.

d) Investigations in respect of suspected internal assessment irregularities.

The assessment irregularities may include the following:

a)The teacher wilfully and intentionally, and without a valid reason, fails to satisfy the requirements or excludes one or more assessment tasks from the compilation of the final assessment marks.

b) The teacher alters, in other words, either decreases or increases the marks of learners without the approval of the head of the institution.

c)The teacher wilfully provides assistance to a learner that advantages a learner unfairly in comparison with other learners.

d)The teacher collaborates with a learner who presents the whole or a part of a assignment/portfolio that is not his/her own work.

Suspected internal regularities involving teachers constitutes an act of misconduct and will be dealt with in accordance with the *EMPLOYMENT OF EDUCATORS ACT*.

G MARKSHEETS

Educators will be provided with a mark sheet specific for their subject's assessment programme. Educators must consult their CAPS documents and submit their Assessment Programme's at the start of the year.

Informal Marks can be recorded on class lists but **ALL FORMAL ASSESSMENT** must be recorded on the mark sheets provided by **GLEN AUSTIN HIGH SCHOOL**.

Subjects in the Senior Phase:

Abbreviations used in GAH

1. English Home Language	ENG
2. IsiZulu First Additional Language	ZUL
3. Mathematics	MATH
4. Natural Science	NS
5. Economic and Management Science	EMS
6. Social Science	SS
7. Arts and Culture	AC
8. Technology	TECH
9. Life Orientation	LO
10. Computer Literacy	COML

Computer Science is a non-examinable subject.

ENGLISH HOME LANGUAGE (ENG) / GRADE 8

Term	Programme of Assessment		
Term 1	SBA TASKS 20 marks	SBA TASKS 2 20 marks	SBA 3 Test 1
110 marks converted to 100	LISTENING, SPEAKING, READING Listening Comprehension /written response(10) Prepared reading and conversation (10)	Writing: shorter texts Dialogue/friendly letter (20)	Comprehension (20) Language (30) Literature (1 st genre) (20)
Term 2	SBA TASKS 4 40 marks	EXAMINATION 120 marks	
140 marks converted to 100	INVESTIGATION: Factual written and multimodal text Written component (20) Oral presentation (20)	Comprehension (20) Language (30) Literature (2 nd genre) (30) Writing- descriptive paragraphs (75-100 words) (20)	1 st genre- poetry 2 nd genre-short stories 3 rd genre- drama/play
Term 3	SBA TASKS 6 30 marks	SBA 7 Test 2 70 marks	SBA TASK 8 Test 2 70 marks
100 marks	LISTENING, SPEAKING and READING: Unprepared reading and conversation (10)	Descriptive essay (200-250 words) (40)	Comprehension (20) Language (30) Summary (20)
Term 4	SBA TASKS 40 marks	EXAMINATION 120 marks	
160 marks converted to 100	LISTENING, SPEAKING, READING and WRITING: Prepared speech (40)	Comprehension (20) Language (30) Literature 3 rd genre (30) Writing – narrative essay (200-250 words) (40)	Suggested format for examination papers: Paper 1: Comprehension, Language and Literature(1hr) Paper 2: Writing (1hr)

FOR THE PROMOTION MARK: 40% SBA TASKS (for the year) and 60% of the final examination mark.

ENGLISH HOME LANGUAGE / GRADE 9

Term	Programme of Assessment		
Term 1	SBA TASKS 30 marks	SBAS TASK 2 20 marks	SBA TASKS 3 Test 1 80 marks
140marks converted to 100	LISTENING SPEAKING VIEWING Listening comprehension Response (20)	Writing- shorter texts – Agenda/minutes/reports/ advertisements (20) (70 – 80 words)	Comprehension (25) Language (30) Literature (1 st genre) (25)
Term 2	SBA TASKS 4 50 marks	SBA TASKS 5 150 marks	SBA TASKS 8 Test 2
200 marks converted to 100	INVESTIGATION Factual written and multimedia text Written component- questionnaire/outline and report/findings 10+20=30 Oral presentation 20	Comprehension (20) Language (30) Literature (30) Summary (10) Text: 250words-summary 70-80	1 st genre- poetry 2 nd genre-short stories 3 rd genre – novel
Term 3	SBA TASKS 6 30 marks	SBA TASKS 7- 40 marks	SBA TASKS8 Test 2 80 marks
170 marks converted to 100	SPEAKING Prepared speech/panel/discussion (30)	Literary essay (any of the three genres) 20+20=40 Summary: (Text 160 words ;summary 50-60 words) (10)	Comprehension (25) Language issues (30) Literature (3 rd genre) (25)
Term 4			
	ANA BOOK A	ANA BOOK B	Suggested format for examination papers: Paper 1: Comprehension, Language and summary (1hr) Paper 2: Literature (1hr) Paper 3: Writing (1hr)

FOR THE PROMOTION MARK: 40% SBA TASKS (for the year)and 60% of the final examination mark.

ISIZULU FIRST ADDITIONAL LANGUAGE / GRADE 8

Term	Programme of Assessment		
Term 1	SBA TASKS 30 marks	TEST 1- 70 marks	
100 marks	LISTENING,SPEAKING, READING and WRITING: Listening Comprehension (10) Prepared reading and conversation (10) Written work- sms email, short explanations (10)	Comprehension (10) Language (20) Literature(1 st genre) (20) Writing – informational paragraphs (60-75 word) (20)	1 st genre- poetry 2 nd genre- short drama/play
Term 2	SBA TASKS 40 marks	EXAMINATION 100 marks	
140 marks converted to 100	INVESTIGATION: Factual written and multimodal text Written component (20) Oral presentation (20)	Comprehension (20) Language (30) Literature (2 nd genre) (30) Writing- 2 narrative paragraphs (75-90 words) (20)	Format for examination papers: Paper 1: Comprehension, Language and Literature (1hr) Paper 2: Writing (1hr)
Term 3	SBA TASKS	TEST 2- 70 marks	
100 marks	LISTENING, SPEAKING and READING: Listening comprehension (10) Unprepared reading AND conversation (10) Work with reference books/word puzzles: (10)	Comprehension (10) Language (20) Summary: (text: 130 words; summary 50-60 words) (20) Writing a dialogue (20)	
Term 4	SBA TASKS 40 marks	EXAMINATION 120 marks	
160 marks converted to 100	LISTENING,SPEAKING, READING and WRITING: Role play- formal real-life situations, dialogue, debating (10) Prepared reading of longer text(10) AND oral response – identify character, plot, etc. (10)	Comprehension (25) Language (35) Literature (Both genres)20+20=40 Writing- narrative essay (120-140 words) (20)	Suggested format for examination papers: Paper 1: Comprehension, Language and Literature(2 Hours) Paper 2: Writing (1hr)

FOR THE PROMOTION MARK: 40% SBA TASKS (for the year)and 60% of the final examination mark.