



INTERMEDIATE PHASE POLICY: HOME LANGUAGE

This policy is subject to the requirements of the Education Department and the assessment policy of the school.

PLANNING

- Planning is done for the school year and should be finalized before the beginning of the new school year, but not later than the first Friday of the first term.
- Planning includes the development of a learning programme, work schedule and lesson plan.
- All the educators in the Intermediate Phase should participate in the planning session. The educators in a grade group especially should work together closely.
- The requirements for Home Language as set by the Education Department should be met throughout. To avoid confusion or lack of clarity, existing documents should be adapted as changes are brought about by the Education Department.
- The head of department for the Intermediate Phase should approve the learning programme, work schedule, lesson plan and assessment tasks before the principal or his or her deputies send them for processing.
- All the Intermediate Phase educators should send their planning for Home Language to the head of the department daily for monitoring. Learners' workbooks and assessment tasks should be sent along sporadically or as requested from time to time by the head of the department.
- The head of department for the Intermediate Phase and/or the principal should request weekly or daily planning files for monitoring as deemed necessary.
- Educators should make provision on their planning sheets for intervention and indicate how learners with barriers for learning are involved.
- Planning sheets need not be similar for all the grades or classes, as long as the information referred to above as well as the learning outcomes, time per day, activities and resources are indicated.



THE DEVELOPMENT OF ASSESSMENT TASKS:

- Assessment is an integral part of teaching and learning and should be included at all levels of planning.
- Assessment should be reliable and continuous.
- Assessment should be transparent, so that both educator and learner know exactly what the expectations are for each task.
- Assessment tasks should be developed as prescribed by the Education Department and the assessment policy of the school should be adhered to.
- Educators in each grade group should work together to develop assessment tasks. Work should be done on a rotation basis. All the educators in each grade group should preferably get a turn to develop the documents.
- Assessment tasks, as well as the applicable learning programme, work schedule and lesson plan should be submitted to the head of the department for approval. Where possible memoranda should be attached.
- Assessment tasks, lesson plans, etc. should preferably be ready for monitoring during the last week of the previous term, but not later than the first school day of the term in which it should be completed.
- Learners' performance should be recorded as a code for the assessment task.
- Where necessary comments may be written for support purposes.
- Assessment tasks should be typed neatly before being submitted for approval.
- In the case of absence the learner should be allowed to complete an assessment task later. (A written excuse from the learner's parent or guardian or a medical certificate is required.)
- Educators should inform a learner's parents in writing if the learner still has not completed assessment tasks after repeated requests. These letters should be signed by the head of the department and a copy should be placed in the learner's profile and/or the educator's intervention file.

ASSESSMENT

INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.



Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a reading piece and do a comprehension test. Language knowledge questions could also be addressed based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way we address all of the language skills in one fluent, integrated activity.

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and *written recording skills* where necessary should be observed daily.

It is important, too, that learners' *understanding of* what they are *reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help you to determine how much the learner has understood, for example, retelling a story or answering questions.

Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct language structures and use, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the writing process should also be assessed.

When giving a formal assessment task, there will be a focus on a particular skill, for example, Listening and Speaking or Reading or Writing. However, because language learning is an integrated process, more than one skill will be used. The language structures should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work too. It is important to assess what learners understand and not what they can just memorise, so assess skills in context as much as possible, e.g. learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing/ recording their personal news or a story?

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the aims as they are presented in the Curriculum and Assessment Policy Statement.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on



which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner–Educator conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Assessment of language competence will be in the form of observation, written exercises, oral activities and presentations, written tests, reading aloud and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom and you may use many of your learning activities to assess learners' performance informally. In some cases, you might want to set specific assessment type of activities to motivate your learners to learn, such as regular spelling texts. Learners or Educators can mark these assessment tasks.

It is suggested that you use the first two-weeks of the term to do a baseline assessment of learners. You should use the activities given in the first two-weeks of the teaching plans to do this assessment. This will enable you to establish the kind of attention your learners will need as you proceed.

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the Educator wishes to do so. Educators may however which to keep their own informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensuring that individual learners develop the required skills and understanding. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and *formally recorded* by the Educator for progression purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides Educators with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), essays, participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc.



The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative writing piece. A memorandum is better suited to a spelling test or a reading comprehension activity.

Formal Assessment requirements for Home Language

The formal Programme of Assessment for Grades 4-6 comprises of seven (7) tasks which make up 75% of the promotion mark and one end-of-the-year examination for the final 25%.

The formal assessment requirements for Home Language are as follows:

Two formal assessment tasks to be completed at the end of each of the first three terms AND one in the fourth term. One of the tasks must be a mid-year examination. The total number of formal tasks should be seven. These seven formal assessment tasks make up 75% of the total mark for Home Language in Grades 4, 5 and 6. This formal assessment mark will include the mid-year examination.

The first formal assessment task in each term should be done in the middle of the term. The second formal assessment task in each term should be done towards the end of the term.

There will be an examination at the year-end which will count for 25% of the mark.

Each formal assessment task should be made up of activities that assess Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions, and should take place over a period of days. Language Structures and Conventions should be assessed in context.

Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.

All assessment in the Intermediate Phase is internal.

The form of tasks per term

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject



and include a variety of tasks designed to achieve the objectives of the subject. It should be based on the knowledge and skills done during that term. Use the term plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task. For example, if you set a creative writing piece in Grade 4, Term 1 and want learners to write a poem, you can only expect them to 'write sentences of the same length that rhyme', as that is what you would have taught. If you set an information text in the first term, they will have to write using an appropriate frame. Similarly for Listening and Speaking, you will not ask learners to give a short talk in Grade 4, Term 1, as that is only taught later on.

Formal assessment must cater for a range of cognitive levels as shown below. A variety of types of questions such as multiple choice, cloze procedure, comparison and direct questions should be used.

Cognitive Levels table

Cognitive levels	Activity	Percentage of task
Literal (Level 1) Reorganisation (Level 2)	Questions that deal with information explicitly stated in the text. <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... Questions that require analysis, synthesis or organisation of information explicitly stated in the text. <ul style="list-style-type: none"> • Summarize the main points/ideas/pros/cons/ ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	Levels 1 and 2: 40%
Inference (Level 3)	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. <ul style="list-style-type: none"> • Explain the main idea ... • Compare the ideas/attitudes/actions ... • What is the writer's (or character's) intention / attitude/motivation/reason ... • Explain the cause/effect of ... • What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character ... • How does the metaphor/simile/image affect your understanding ... • What, do you think, will be the outcome/effect (etc.) of an action/a situation ... 	Level 3: 40%



Cognitive levels	Activity	Percentage of task
<p>Evaluation (Level 4)</p> <p>Appreciation (Level 5)</p>	<p>These questions deal with judgments concerning value and worth. These include judgments regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> • Do you think that what transpires is credible/ realistic/ possible ...? • Is the writer's argument valid/logical/conclusive ... • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/ implication ... • Do you agree with the view/statement/ observation/ interpretation that... • In your view, is the writer/narrator/character justified in suggesting/ advocating that ... (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/ motives ... show about him/her in the context of universal values? • Discuss critically/Comment on the value judgments made in the text. <p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).</p> <ul style="list-style-type: none"> • Discuss your response to the text/incident/ situation/ conflict/dilemma. • Do you empathize with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language ... • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices ... 	<p style="text-align: center;">Levels 4 and 5: 20%</p>

PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A programme for assessment must be drawn up by the school indicating the dates on which tasks will be done.

Subject requirements

Requirements for the compilation of a task are given in percentages. Where the programme indicates 20 per cent for a language skill it means that in the final allocation of marks for that language skill should be 20 per cent of the total and not twenty marks. Schools are not limited to a number of marks allocated to a language skill as long as the weighting for each language skill is observed for each task according to the percentage allocated in the assessment programme. For example in Grade 4, a language knowledge test may be set for 50 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.



In Writing parts of the planning process or the whole process should be assessed at least once per term. The lengths of texts for writing as indicated in Section 3.3 should be strictly adhered to.

The following tables provide the formal assessment requirements for Home Languages:

Examinations

Content for the examination should be drawn from the work done in the period preceding the examination and should be a selection of skills and activities that will enable the learner to show that he/she is ready to engage with the work in the next period/year.

The examination will consist of the following:

Reading comprehension, including vocabulary work

Writing of a short creative text, including appropriate and correct usage of format, grammar, punctuation and spelling

Writing of a short transactional (information/media/social) text, including appropriate and correct usage of format, grammar, punctuation and spelling

Language Structures and Conventions to show knowledge and understanding of grammar, punctuation and spelling

Listening and Speaking skills will not be assessed as part of the examination as these are best assessed over a longer period of time. However, it is expected that a summative mark, based on the formal assessments done for Listening and Speaking, will be allocated as an examination mark.

The following tables provide the formal assessment requirements for Languages:



The Programme of Assessment table

TERM 1					
Grade 4		Grade 5		Grade 6	
Task 1	%	Task 1	%	Task 1	%
Narrative / descriptive text		Narrative / descriptive text		Narrative / descriptive text	
Listens to and speaks about family / friends / pets / favourite sport / current issues	25	Listens to and speaks about family / friends / pets / favourite sport / current issues-	20	Listens to and speaks about family / friends / pets / favourite sport / current issues	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes a-paragraph about family / friends / pets / favourite sport / current issues	25	Writes about family / friends/ pets / favourite sport / current issues	30	Writes about family / friends/ pets / favourite sport / current issues	30
Total	100	Total	100	Total	100
Task 2		Task 2		Task 2	
Literature (poetry)		Literature (poetry)		Literature (poetry)	
Listens to and speaks about poetry	20	Listens to and speaks about poetry	20	Listens to and speaks about poetry	20
Comprehension test	30	Comprehension test (poem)	30	Comprehension test (poem)	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Writes a poem	30	Writes a poem	30	Writes a poem	30
Total	100	Total	100	Total	100

TERM 2					
Grade 4		Grade 5		Grade 6	
Task 1	%	Task 1	%	Task 1	%
Information text		Information text		Information text	
Listening comprehension (Listening and responding to instructional texts)	25	Listening and responding to instructional texts	20	Listening and responding to instructional texts	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes an instructional text	25	Writes an instructional text	30	Writes an instructional text	30
Total	100	Total	100	Total	100
Task 2 (June test/ examination)	%	Task 2 (June test/ examination)	%	Task 2 (June test/ examination)	%
Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30
Paper 2 (2 hours): Reading comprehension	25	Paper 2 (2 hours): Reading comprehension	25	Paper 2 (1 hours): Writing – essays and transactional texts	20
Language in context	15	Language in context	15		10
Writing – essays and transactional texts	20	Writing – essays and transactional texts	20		10
	10		10		
Total	100	Total	100	Total	100
Task 2 (June test/ examination)		Task 2 (June test/ examination)		Task 2 (June test/ examination)	
Paper 1: Oral: Reading aloud, listening & speaking		Paper 1: Oral: Reading aloud, listening & speaking		Paper 3 (1 hour): Reading comprehension Language in context	
Paper 2 (2 hours): Reading comprehension		Paper 2 (2 hours): Reading comprehension		25	
Language in context		Language in context		15	
Writing – essays and transactional texts		Writing – essays and transactional texts		15	
				10	
Total		Total		Total	
				100	
				100	

TERM 3

Task 1	%	Task 1	%	Task 1	%
Narrative texts					
Listening comprehension (Listens to and speaks about short stories)-	25	Listening comprehension (Listens to and speaks about short stories)	20	Listening comprehension (Listens to and speaks about short stories)	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes own short story	25	Writes own short story	30	Writes own short story	30
Total	100	Total	100	Total	100
Task 2	%	Task 2	%	Task 2	%
Dialogue/drama					
Listening and speaking	20	Listening and speaking	20	Listening and speaking	20
Role play a familiar situation		Role play a familiar situation		Role play a familiar situation	
Comprehension test	30	Comprehension test	30	Comprehension test	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Writes a dialogue	30	Writes a book review	30	Writes a short play script	30
Total	100	Total	100	Total	100

TERM 4

Task 1	%	Task 1	%	Task 1	%
Information text with visuals		Information texts with visuals		Information texts with visuals	
Listening comprehension (Listens to and speaks about a speech)	25	Listening comprehension (Listens to and speaks about a text)	20	Listening comprehension (Listens to and speaks about a text)	20
Language Structures and Conventions taken from an advertisement	15	Language Structures and Conventions taken from a text	15	Language Structures and Conventions taken from a text	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on text read independently	15	Reflects on text read independently	15	Reflects on text read independently	20
Writes an advertisement	25	Writes a report	30	Writes a report	30
Total	100	Total	100	Total	100
Task 2 (End of the year examination)					
Task 2 (End of the year examination)	%	Task 2 (End of the year examination)	%	Task 2 (End of the year examination)	%
Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30
Paper 2 (2 hours): Reading comprehension	25	Paper 2 (2 hours): Reading comprehension	25	Paper 2 (1 hour): Writing – essays and transactional texts	20
Language in context	15	Language in context	15		10
Writing – essays and transactional texts	20	Writing – essays and transactional texts	20		
	10		10		
Total	100	Total	100	Total	100

School Based Assessment and Examinations Grades 4-5

Programme of Assessment				
SBA per Term				
<p>SBA</p> <p>75%</p>	<p>Term 1:</p> <p>2 Tasks</p>	<p>Term 2:</p> <p>1 Task</p> <p>+</p> <p>1 Mid-year examination comprising:</p> <p>2 Papers:</p> <p>Paper 1: Oral: Reading, Listening and Speaking</p> <p>Paper 2 (2 hours): Integrated Paper (Comprehension, language and writing – essays and transactional texts)</p>	<p>Term 3:</p> <p>2 Tasks</p>	<p>Term 4:</p> <p>1 Task</p>
	<p>EXAMINATIONS</p> <p>25%</p>			



School Based Assessment and Examinations Grade 6

Programme of Assessment				
SBA per Term				
<p>SBA</p> <p>75%</p>	<p>Term 1:</p> <p>2 Tasks</p>	<p>Term 2:</p> <p>1 Task</p> <p>+</p> <p>1 Mid-year examination comprising:</p> <p>3 Papers:</p> <p>Paper 1: Oral: Reading, Listening and Speaking</p> <p>Paper 2 (1 hour): Writing – Essays and transactional text</p> <p>Paper 3 (1 hour): Comprehension and language</p>	<p>Term 3:</p> <p>2 Tasks</p>	<p>Term 4:</p> <p>1 Task</p>
	<p>EXAMINATIONS</p> <p>25%</p>			



FORMAT OF EXAMINATION PAPERS FOR GRADES 4-6

GRADES 4-5

The suggested outline for the midyear and end-of-year examination papers for the Home Languages in Grades 4-5 is as follows:

PAPER	DESCRIPTION	?: GR.4
1	Oral: Reading, listening & speaking	30
2 (2 hours)	Reading comprehension	25
	Language in context	15
	Writing – essays and Transactional texts	20 10
TOTAL FOR EXAM		100

GRADE 6

PAPER	DESCRIPTION	?: GR.6
1	Oral: Reading, listening & speaking	30
2 (1 hour)	Writing – essays and Transactional texts	20 10
	3 (1 hour)	Reading comprehension Language in context
TOTAL FOR EXAM		100

Suggested format for each of the examination papers for Grade 4-5

PAPER	SECTION	%	
1	Oral: reading/ listening/ speaking	GR4	GR5
	A : Reading aloud	15	15
	B: Listening & Speaking: Prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / eulogies / mime	15	15
	TOTAL FOR PAPER 1	30	30
2 (2 hours)	Language in context	GR4	GR5
	A : Comprehension (A range of texts can be used including visual or graphic texts)	25	25
	B : Language • Language structures (words & sentences) should be assessed in context using a variety of texts • Critical language awareness	15	15
	Writing	GR4	GR5
	A : One Essay Grade 4-6: narrative / descriptive (Please note that the number of words and paragraphs for the different Grades are specified)	20	20
	B: One text - transactional text Formal & informal letters to the press / Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations, & business letters / Friendly letters / Magazine articles & columns / Memoranda / Minutes & agendas, Newspaper articles & columns / Obituaries/ Reports (formal & informal) / Reviews / Written formal & informal speeches / Curriculum Vitae / Editorials / Brochures / Written interviews / Dialogues	10	10
	TOTAL FOR PAPER 2	70	70
OVERALL TOTAL	100	100	



Suggested format for each of the examination papers for Grade 6

PAPER	SECTION	%
1	Oral: reading/ listening/ speaking	
	A : Reading aloud	15
	B: Listening & Speaking: Prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / eulogies / mime	15
	TOTAL FOR PAPER 1	30
2 (1 hour)	Language in context	
	A: Comprehension (A range of texts can be used including visual or graphic texts)	25
	B : Language • Language structures (words & sentences) should be assessed in context using a variety of texts • Critical language awareness	15
	TOTAL FOR PAPER 2	35
3 (1 hour)	Writing	
	A : One Essay Grade 4-6: narrative / descriptive (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	20
	B: One text- Longer transactional text Formal & informal letters to the press / Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations, & business letters / Friendly letters / Magazine articles & columns / Memoranda / Minutes & agendas (asked as a combination) Newspaper articles & columns / Obituaries/ Reports (formal & informal) / Reviews / Written formal & informal speeches / Curriculum Vitae / Editorials / Brochures / Written interviews / Dialogues (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	10
	TOTAL FOR PAPER 3	35
	OVERALL TOTAL	100

MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, cluster, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. This should be done at least once per term.

Moderation should ensure that all assessments are valid, fair, reliable and sufficient. Validity means that the task should measure the attainment of skills that were taught in line with the skills indicated in the CAPS document. The task must measure the level of achievement of specific skills. In setting comprehension questions for example, the learners' ability to analyse and



synthesize information given in a text and not to ask questions about general knowledge related to the text should be tested.

Moderators at school level must give quality comments based on the requirements above to ensure that the assessment practice at school is enhanced. Moderation cannot simply be a monitoring exercise to check that the number of tasks has been done or that a memorandum has been applied correctly. In Languages it means that the moderator will give good comment, among other things, on the levels of questioning in comprehension testing; the frequency of extended writing; the quality of assessment instruments and the developmental opportunities afforded and the Educator's engagement with learner workbooks and evidence of learner performance.

The moderation process must also ensure that the ratings given are consistent across all classes in the grade, and all grades in the phase. For example, a rating of 3 given by one Educator should represent the same level of skill and knowledge as the same rating given by another Educator. It is therefore important for Subject Heads to do internal moderation regularly.

TIME ALLOCATION

Intermediate Phase

The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
TOTAL	27,5

The teaching time for Home Language is 6 hours per week. All language content is taught within a two-week cycle (12 hours). Timetabling should make provision for continuous double periods per week. In a two-week cycle the following time allocation for the different language skills is suggested.



Skills	Time Allocation per Two-week Cycle (Hours)		
	Grade 4	Grade 5	Grade 6
*Listening & Speaking (Oral)	2 hours		
*Reading and Viewing	5 hours		
*Writing & Presenting	4 hours		
Language Structures and Conventions	1 hour		
	*Language Structures and Conventions and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.		

Suggestions for teaching times per week

The following grid gives an indication of how teaching time could be allocated to the different language skills. Throughout the two-week cycle language/grammar must be taught explicitly.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 hour	Shared reading (for Listening purposes)	Shared writing – establishing a frame	Shared reading (a new text or continuation of a text read previously)	Shared writing – reflecting on progress and specific skills	Shared reading (a new text or continuation of a text read previously)
	Discussions on the text using appropriate language structures (Speaking)	Group and guided writing	Discussions on the text using appropriate language structures (Speaking)	Group and guided writing – peer and or teacher reviews of planning or writing	Discussions on the text using appropriate language structures (Speaking)
	Group guided reading (including individuals reading aloud)		Group guided reading (including individuals reading aloud)		Comprehension exercise (every second week) using the same text type
	Reflecting on independent reading		Reflecting on independent reading		
30 minutes		Individual writing		Individual writing	

RECORDING AND REPORTING

Recording is a process in which the Educator documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and



Assessment Policy Statements. Records of learner performance should provide evidence of the learner’s conceptual progression within a grade and his or her readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by Educators and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents’ meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters etc. Educators in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R-12. The various achievement levels and their corresponding percentage bands are as shown in the table below.

Codes and percentages for recording and reporting

Rating Code	Description of Competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29

PRINCIPLES FOR RECORDING AND REPORTING

The following principles underpin the approach to both recording and reporting:

1. Recording of learner performance is against the assessment task and reporting is against the mark obtained in a term, semester or year.
2. Educators should show in their files that they have covered all the formal tasks set.
3. National codes and/or marks, percentages and comments can be used for recording and reporting purposes.
4. The following is applicable to recording and reporting per phase:
 - a. Foundation Phase (Grades R – 3): Record and report in national codes and their descriptions.
 - b. Intermediate Phase (Grades 4 – 6): Record and report in national codes and their descriptions and percentages.
 - c. Senior Phase (Grades 7 – 9): Record and report in national codes and their descriptions percentages.
 - d. Grades 10 – 12: Record in marks and report in percentages.



5. The schedule and the report card should indicate the overall level of performance of a learner.
6. In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language – Afrikaans Second Additional Language.
7. The number of formal assessment tasks to be recorded in each phase is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
8. The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
9. Educators must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

LEARNERS' WORKBOOKS

- At the beginning of the year each learner should get a workbook to do activities for Home Language in and to write or paste notes, etc. in.
- Work as included in the assessment tasks should first be taught thoroughly in the workbooks.
- Workbooks should be covered and kept neat.
- Each educator can make a front page of his or her choice for writing books.
- If a learner loses or damages his or her workbook, his or her parents should replace it themselves.
- Educators should mark learners' workbooks regularly and meticulously or supply the correct answers in the case of self or peer assessment.
- Corrections should be made by the learners where necessary.

INTERVENTION

- Educators should throughout be able to provide evidence of how they accommodate the learners with barriers for learning (e.g. extra activities to address problem areas, errors that are corrected, discussion with EST, letters or discussions with parents).
- Intervention should also be supported by a suitable instrument that proves attempts to support learners.



EDUCATOR'S FILE

1. All Educators are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the Educator to assist learners who require additional support (where they exist). It is the Educators' responsibility to ensure that the information in their assessment files is kept up to date.
2. A Educator assessment file may be a file, a folder, a box, or any other suitable storage system.
3. The formally recorded assessment tasks should be clearly marked or indicated in the Educator's file. Stickers, coloured paper, etc. may be used for this purpose.
4. Educators' files should be available on request at all times for moderation and accountability purposes.

LEARNER PROFILE

A Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the Educator in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.

ADMINISTRATION

1. Learner Profiles should be kept at school and will be moved from one school to the next on the request of the principal of the next school.
2. The school management of the receiving school has an obligation to request the Learner's Profile from the previous school within three months of the learner's admittance.
3. The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.
4. The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the school management.
5. The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.



6. Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *subparagraph 1*.
7. The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.
8. The pre-printed files/folders should be designed such that a Learner Profile includes the following information:
 - a. personal information;
 - b. medical history;
 - c. schools attended and record of attendance;
 - d. participation and achievements in extra-curricular activities;
 - e. areas needing additional support; and
 - f. learner performance.
9. In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.
10. The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.
11. Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years where after it should be destroyed. If the learner within this specified period re-enters the schooling system to further his or her studies, the provisos stated in *subparagraphs 1 and 3* will apply.
12. The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.

RECORD SHEETS

1. Educators are expected to keep efficient and current mark sheets of the learners' progress. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.
2. Educators are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.



3. Record sheets must at least have the following information

- a. Subject;
- b. Grade and class;
- c. Learners' names;
- d. Dates of assessment;
- e. Names of the formal assessment tasks;
- f. The results of formal assessment tasks; and
- g. Comments for support purposes when and where appropriate.

The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in *subparagraph 3*.

PHASE MEETINGS / DISCUSSIONS

- Meetings should be held at least once per month, but more often if necessary.
- Attendance is compulsory for all the educators of the foundation phase. Written excuses should be submitted the previous day.
- Minutes should be kept at each meeting by a person indicated for the specific meeting and distributed amongst the educators for filing in their educators' portfolios.

This policy was adopted by the School Management on

This policy has been made available to school personnel and is readily accessible to parents and learners on request.

This policy will be reviewed and updated every year.

Signed _____
School Management

Date: _____

Signed _____
Principal

Date: _____

Signed _____
Educator Representative

Date: _____

