GUIDELINES FOR SCHOOL BASED ASSESSMENT MODERATION (SBAM)

GENERAL EDUCATION AND TRAINING (GET BAND)
CONTENTS

INTRODUCTION 3

PURPOSE AND SCOPE 3

LEGISLATIVE CONTEXT 4

MODERATION APPROACH 4-7

Moderation of SBA 8

District Moderation 9

Provincial Moderation 10

INCREMENTAL IMPLEMENTATION OF MODERATION GUIDELINES 10
INTRODUCTION

1. School Based Assessment (SBA) comprises forms of assessment which are conducted by the teacher at the school level. This includes assignments, projects, simulations, research, demonstrations, role plays, listening exercises, homework pieces, class work pieces, tests, examinations etc. In subjects with a practical component and in the case of languages with an oral component, SBA includes assessment of the practical skills and in the case of languages, assessment of the oral skills.

2. SBA will be 100% at Foundation Phase, 75% in Intermediate Phase and 40% in Senior Phase.

3. The province has the responsibility to ensure the reliability, validity, fairness and practicability of the SBA in terms of the development, administration of the assessment task and the assessment of the learner evidence. It also has the responsibility to ensure that SBA is uniformly implemented throughout the province.

4. Moderation of SBA should be conducted at school, district and provincial levels to ensure credibility and standardisation of the SBA. Phases of moderation include pre-moderation, moderation and post moderation.

PURPOSE AND SCOPE

5. These guidelines seek to establish a provincial system of moderation in which the standard and quality of SBA is comparable across all schools. The guidelines provide directives to provincial officials, subject specialists, principals of schools, teachers, learners and parents on the moderation of SBA.
6. The guidelines will focus on formal assessments implemented at school level, at grades 4 -9, which contribute to the final assessment of the learner (i.e. the summative assessment tasks which are listed as compulsory SBA tasks in the National Protocol for Assessment for Schools in the General and Further Education and Training Band).

7. The guidelines will ensure that a range of activities are utilised to promote a uniform interpretation and application of the standard, thus ensuring consistency of assessment with the required standard.

LEGISLATIVE CONTEXT

8. This guidelines must be read in conjunction with the following documents:
   - *Curriculum and Assessment Policy Statements (CAPS) (Section 4),*
   - *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12 as amended*
   - *National Protocol for Assessment Grades R-12.*
   - *South African Schools Act No. 84 of 1996 as amended*
   - *National Education Policy Act, No 27 of 1996 as amended*

MODERATION APPROACH

Moderation of SBA

9. Moderation should ensure that the quality and standards of the internal assessment as contemplated in the Curriculum and Assessment Policy Statements (CAPS) have been met.

10. Moderation must be conducted at school, district and provincial level. Moderation will be conducted at each of these levels to:
    a) Confirm the validity, fairness and practicability of the assessment instrument.
b) Establish whether assessment was conducted in a fair and consistent manner.

c) Establish the reliability and fairness of the assessment scores.

d) Provide feedback on the moderation findings with a view to improving the quality of SBA.

11. Moderation will be conducted in Grade 4-9. To facilitate this process, a record of all assessment tasks and all appropriate evidence must be kept by the school.

12. Moderation findings must be reported and discussed in order to inform appropriate interventions within the agreed time frames.

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

Moderation of assessment tasks

14. All assessment tasks for all subjects must be moderated by the head of department or specialist senior teacher at the school, prior to the administration of the assessment tasks.

15. Moderation of the assessment task should focus on the following:
   a) the assessment tasks are aligned to the assessment criteria for each subject;
   b) assessment tasks and tools are valid, fair, and practicable;
   c) the instructions relating to the assessment tasks are clearly stated;
   d) the content must be in line with what the learner has been exposed to;
   e) the assessment task must be free of any bias;
   f) the language of the assessment task is in line with the language level of the learners for which it is designed; and
g) the cognitive levels at which the assessment tasks are pitched are consistent with the level of development of the learner.

16. Moderation should encapsulate all components of the subject.

17. 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.

18. The comments from the moderation process must be incorporated into the assessment task before it is implemented and this must be verified by the head of department/senior teacher.

**Moderation of learner evidence**

19. 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 all learner evidence of performances provided.

20. Learner evidence of performance produced for each formal assessment task must be moderated at the school, district and provincial levels.

21. a) At school level

   A minimum of 10% comprising of well performing, average performing and underperforming learners for each assessment task per subject must be moderated by the head of department or senior teacher. An Assessment Committee will oversee all the assessment and moderation processes within the school.
b) At the district level
Moderation will be done on a quarterly basis. A minimum of 12 sample schools per district of well performing, average performing and underperforming schools should be moderated by the Subject Advisors or Subject Specialists. The district sample should include schools selected for provincial moderation.

c) At provincial level
Moderation will be done twice a year. A minimum of 6 districts per moderation cycle will be sampled for provincial moderation.

22. A written report must be provided by officials involved in various levels of moderation on the findings of the moderation and these findings must be implemented and monitored.

CONDUCTING MODERATION AT DIFFERENT LEVELS IN THE SYSTEM

23. 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, district and province.

24. The teacher record of assessment must:
   (a) include a complete record of assessment in that particular subject;
   (b) be maintained by the teacher for every subject taught.
   (c) be available for monitoring and moderation purposes at every level
School Moderation

25.  Moderation processes should involve the following:

- Pre-moderation
- Moderation
- Post-moderation

25.1.  Pre-moderation
The HOD will
- moderate the assessment task before learners write.
- check whether the assessment is in line with the Programme Of Assessment (POA)
- check the suitability of the marking memorandum

25.2.  Moderation
The HOD will:
- validate the marking of the assessment task by the educator by collecting learner evidence
- Check marking processes/procedures
- Check the level of difficulty of the task

25.3.  Post-moderation
- The HOD will provide a report on the moderation findings and make recommendations to the educators
- The HOD will monitor the implementation of recommendations
Moderation of SBA at the school level will be undertaken in the following manner:

a) The school must take full responsibility for the moderation and monitoring of SBA.
b) The principal must appoint the head of department or a senior teacher to take responsibility for the moderation of SBA in each subject, in each grade.
c) The principal must ensure that all teachers develop 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.
d) The principal in collaboration with the School Management Team (SMT) must monitor the setting, marking and moderation of formal assessment.
e) The HOD will moderate ten percent (10%) of learner evidence in each subject. The sample must include well performing, average performing and underperforming learners.
f) The HOD will check whether marking is in line with memorandum.
g) The HOD should consider learner performance from previous assessments.
h) The HOD should ensure that the educator provides support evidence based on learner performance.
i) The principal must ensure that all irregularities/non compliance discovered during moderation are resolved by the School Assessment Irregularities Committee (SAIC) and reported to the District Assessment Irregularities Committee (DAIC).
j) Moderation report will be developed and submitted to the district office.

District Moderation

26. The district must take full responsibility and accountability for moderation at school level. The district director is responsible for ensuring that all assessment conducted at the school level is of the required standard and quality.
27. The district Director must submit to the provincial office a clear district moderation plan for each subject offered in his/her district. The district moderation plan must be approved by the Provincial Quality Assurance Senior Manager.

28. The moderation will encapsulate schools in rural, semi urban and urban areas.

29. The Subject Advisor should:
   a) be responsible for the moderation of SBA across all schools in the district
   b) ensure that the standard of moderation across all schools is comparable across the district.

Provincial Moderation

30. The province should conduct moderation in sampled schools and sampled districts.
31. The focus of the moderation is to ensure the comparability of standard across the districts.
32. The moderators, including teacher moderators should be appointed by the province.
33. The province should be responsible for compilation of the composite SBA district and provincial report.
34. The submission of the computerize mark sheet should take place after the final moderation of the SBA.

INCREMENTAL IMPLEMENTATION OF MODERATION GUIDELINES

35. The province will continually evaluate the moderation systems against the prescripts of this policy and establish the deficiencies and strengths.
36. The province will develop an implementation plan indicating how their deficiencies will be addressed over a period of 2 – 3 years.