education

Department:
Education
**REPUBLIC OF SOUTH AFRICA**

# National Policy on Assessment and Qualifications for Schools in the General Education and Training Band

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## SCHEDULE

## NATIONAL POLICY ON ASSESSMENT AND QUALIFICATIONS FOR SCHOOLS IN THE GENERAL EDUCATION AND TRAINING BAND

### ACRONYMS

| | |
|---|---|
| CASS | Continuous Assessment |
| GET | General Education and Training |
| GETC | General Education and Training Certificate |

GENFETQA

**GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT 58 OF 2001**
[ASSENTED TO 29 NOVEMBER 2001] [DATE OF COMMENCEMENT: 5 DECEMBER 2001]
(English text signed by the President)
**as amended by**
Education Laws Amendment Act 50 of 2002
Education Laws Amendment Act 1 of 2004
**Regulations under this Act**
REGULATIONS FOR THE ISSUING OF CERTIFICATES BY THE COUNCIL

**1 Definitions**
**'Council' means Umalusi, the Council for General and Further Education and Training Quality Assurance, established by section 4; ]**

| | |
|---|---|
| LoLT | Language of Learning and Teaching |
| NCS | National Curriculum Statement (Grades R-9) |
| NQF | National Qualifications Framework |
| NSC | National Senior Certificate |
| OBE | Outcomes-based Education |
| SAQA | South African Qualifications Authority |

### DEFINITIONS

In this Policy –

**Authentic assessment**" refers to assessment that aims to assess knowledge, skills, values and attitudes in contexts that closely resemble actual situations in which that knowledge and those skills, values and attitudes are used.

"**Assessment forms**" means the most appropriate means of assessing and determining how well learners are learning.

"**Assessment Standard**" describes the minimum level at which learners should demonstrate the achievement of a Learning Outcome and the ways or range (breadth and depth) of demonstrating the achievement. It is grade-specific.

"**Assessment strategies**" means the approaches taken to assess a learner's performance, using a number of assessment forms appropriate to the task and the level of the learner's understanding.

"**Assessment Task**" refers to an assessment activity that is designed to assess a range of skills and competencies. For example, one task is:

- an assignment;
- a test; and
- an exam, which may include one, two or three papers.

"**Common Tasks for Assessment**" means a series of tasks intended for obtaining information about a learner's demonstrated achievement. These tasks must cover a range of assessment activities, e.g. practical work, project work, classroom work, homework, oral work or presentations, and paper-and-pencil tests.

"**Continuous assessment**" means an ongoing process that measures a learner's achievement during the course of a grade or level, providing information that is used to support a learner's development and enable improvements to be made in the learning and teaching process.

"**Criterion-referenced assessment**" measures how well a learner performs against a standard or criterion, rather than against another learner.

"**External assessment**" means any assessment activity, instrument or programme of which the design, development and implementation have been initiated, directed and coordinated by the provincial education departments and the Department of Education, either collectively or individually.

"**Moderation**" means the process of verifying the results of the continuous and external assessment.

"Pen-and-paper task" means a task, requiring a written response, that is performed under controlled conditions and that measures a learner's understanding and performance across a range of competences.

"**Programme of Assessment**" means a year-long grade-specific formal plan of assessment for a Learning Programme or Learning Area or Subject.

"**Record Sheet**" means a record of learner's performance in formally assessed tasks expressed as national codes together with descriptors or percentages. May or may not include comments, although the use of comments is essential in the Foundation Phase.

"**Schedule**" means a quarterly record of learner performance, which is kept at the school. The progression or promotion schedule is submitted to the district at the end of the year.

"**School Assessment Plan**" means a plan of assessment that includes the formal tasks for all

Learning Programmes or Learning Areas to be covered during the school year.

"**Teacher Portfolio**" means a collection of all planning for assessment, including the assessment tasks and assessment tools for both formal and informal assessment. It should include the Record Sheet(s).

## PART 1: INTRODUCTION

1. This policy provides a framework for assessment and qualifications for all public and private schools[1] and community-based sites with learners registered in the General Education and Training (GET) band. It consolidates assessment provisions contained in the National Curriculum Statement Grades R-9 (Schools) (NCS) and should therefore be read together with the NCS.

2. This policy repeals the Assessment Policy in the General Education and Training Band, Grade R-9 and ABET of 1998 and the Framework for the Assessment and Promotion of Learners in Grade 9: Interim Policy, 2003. It integrates and consolidates recording and reporting provisions that are contained in the National Protocol on Assessment, 2005.

3. The General Education and Training band serves to provide learners with a broad foundation of knowledge, skills, values and attitudes that enables them to access Further Education and Training programmes that reflect their emerging areas of interest, takes cognisance of leanings towards broad career fields, and allows them to participate in society through age-appropriate social, emotional, physical, ethical and cognitive behaviour.

4. The National Curriculum Statement (NCS) Grades R-9 (Schools), 2002, sets out the minimum knowledge, skills, values and attitudes that must be achieved in Grades R-9. The NCS for Grades R-9 consists of eight Learning Areas. These eight Learning Areas are compulsory for all learners who are in the schooling system, as this ensures a balanced curriculum and prevents the omission or neglect of any particular Learning Area by learners, teachers or schools. They are: Languages, Mathematics, Natural Sciences, Social Sciences, Arts and Culture, Life Orientation, Economic and Management Sciences, and Technology.

5. Learners must offer at least one (1) official language (including South African Sign Language) in Grades 1 and 2 and at least two (2) official languages from Grade 3 onwards. At least one of these should be offered at the Home Language level. One of the two languages offered must be the language of learning and teaching (LoLT), at least at First Additional Language level. A learner may offer further approved[2] languages, either official or foreign, in addition to the compulsory official language offerings.

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[1] "School" refers to any public or private institution registered with the Department of Education to deliver a programme of learning registered on the NQF.
[2] "Approved language" refers to a language that has an approved Curriculum Statement.

## PART 2: ASSESSMENT IN THE GET BAND

6. The National Curriculum Statement (NCS) forms the foundation for ongoing curriculum development, delivery and assessment in South African schools. It states that the performance of learners should be measured against the Assessment Standards of the Learning Outcomes in a grade.

7. 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 this evidence against the outcomes, recording the findings of this evaluation, and using this information to understand and thereby assist the learner's development and improve the process of learning and teaching.

8. Assessment should
   a) be authentic, continuous, multi-dimensional, varied and balanced;
   b) take into consideration the diverse needs of learners and the context. Various assessment strategies should therefore be used;
   c) be used as an on-going integral part of the learning and teaching process. This means that assessment should be used to inform and evaluate teaching and learning;
   d) be accurate, objective, valid, fair, manageable and time-efficient;
   e) take many forms, gather information from several contexts, and include a range of competencies and uses;
   f) be free from bias and sensitive to gender, race, cultural background and abilities;
   g) in the main, be criterion-referenced; and
   h) be transparent so that learners and teachers have a clear understanding of what the expectations are for any assessment task and what knowledge, skills, values and attitudes are being assessed.

9. Assessment can be both formal and informal. Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular Learning Programme/ Learning Area. Formal assessment should be recorded. These formal assessment tasks may focus on an integration of Learning Outcomes and Assessment Standards, but could, for enrichment or re-inforcement purposes, be focussed on a particular Learning Outcome and its Assessment Standard(s). Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical demonstrations, etc.

10. Informal or daily assessment is the monitoring of learners' progress. This is done through observations, discussions, learner-teacher conferences, informal classroom interactions, etc.

Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. Informal or daily assessment should be used to provide feedback to the learners and to improve teaching, and need not be recorded.

11. Assessment is an integral part of teaching and learning and should be planned for when developing Learning Programmes, work schedules and lesson plans. However, while teaching, learning and assessment are intertwined, it should be recognised that not everything that is taught should be assessed formally and not everything that is assessed need be recorded.

12. The National Curriculum Statement for Grades R - 9 requires the use of a variety of appropriate assessment strategies that adequately assess learner achievement and develop skills for lifelong learning. The strategies and forms of assessment used should be appropriate for the knowledge, skills, or attitudes and the range of competencies being assessed as well as for the age and developmental needs of the learners. These assessment tasks should be carefully designed to cover the Learning Outcomes and Assessment Standards of the Learning Programme/ Learning Area. These tasks should therefore be designed in such a way as to ensure that a variety of skills are assessed.

13. Assessment should be used to:

    - determine whether the learning required for the achievement of the Learning Outcomes is taking place and whether any difficulties are being encountered;
    - report to parents and other role-players and stakeholders on the levels of achievement across a range of competencies acquired during the learning process and to build a profile of the learner's achievement across the curriculum;
    - provide information for the evaluation and review of Learning Programmes used in the classroom;
    - maximise learners' access to the knowledge, skills, values and attitudes defined in the national curriculum policy;
    - assist with the early identification of learners who might experience barriers to learning and development as well as to provide them with learning support;
    - determine the progression of each learner through the acquisition of knowledge and a range of competencies;
    - support the development of all learners; and
    - make judgements about learners' progress.

14. Teachers have the overall responsibility to assess the progress of learners in achieving the expected outcomes, and the national and provincial departments of education are accountable for the management of the assessment programmes.

15. It is important that learners who might experience barriers to learning and development are identified early, assessed, and provided with learning support. All assessment tasks should therefore be adapted to accommodate these learning needs.

16. The assessment of learners and decisions made about a learner experiencing barriers to learning should involve a partnership between teachers, learners, parents, and education support services (ESS) such as occupational and speech therapists and educational psychologists.

17. Assessment instruments and procedures must be appropriate to the intensity and the nature of the support needed by a learner. The result of such assessment should be used to develop support programmes. Such programmes, which need to address barriers uncovered during the assessment process, will have to be coordinated by the District-Based Support Team, and should be used by the Institution-Level Support Team and the teachers to ensure that the learner accesses the curriculum.

18. The process of assessing all learners (including disabled, gifted and talented learners) should follow the principles outlined in this policy and in Education White Paper 6 on Inclusive Education, 2001.

19. For learners with special educational needs the principle of inclusion should be applied, using special conditions such as the adaptation of the assessment task, adjustment of time allocated for an assessment task, individualised assessment techniques and strategies, and providing expanded opportunities.

20. Planning for assessment is an integral part of the planning for teaching and learning. The assessment programme is planned by the teacher to meet the needs of learners in the classroom and to facilitate teaching and learning. Each assessment programme contributes to the compilation of an assessment plan of a school.

21. The assessment process, strategies and forms, and the decision about which assessment tasks are to be recorded, form part of the planning of the Learning Programme, Work Schedule and Lesson Plan.

**Continuous Assessment**

22. Continuous assessment (CASS) is an assessment model that encourages the integration of assessment into the teaching and development of learners through ongoing feedback. It is a model of assessment that is used to determine a learner's achievement during the course of a grade, provide information that is used to support the learner's development, and enable improvements to be made to the learning and teaching process.

23. CASS in grades R – 8 will comprise 100% of the assessment programme.

24. CASS will comprise 75% of the total assessment programme in Grade 9.

25. In the main, these CASS results will be collated from the recorded tasks.

**External Assessment**

26. A nationally set Common Task for Assessment (CTA) will be used as the external summative assessment instrument at the end of Grade 9. The CTA will be moderated and approved by the General and Further Education and Training Quality Assurance Council (Umalusi) and will contribute 25% of the final result. This instrument will be designed to sample learner achievement in each Learning Area through tasks that encompass a range of appropriate and relevant assessment techniques and activities.

27. The Common Tasks for Assessment in all Learning Areas should consist of both performance-based tasks and a pen-and-paper task. The performance-based tasks should be designed in such a way that they are completed or administered over a period of time, and not as a once-off event, whilst the pen-and-paper task should be administered under controlled conditions following a national timetable.

**Recording And Reporting Learner Achievement**

28. Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task and indicates learner progress towards the achievement of the Learning Outcomes prescribed in the National Curriculum Statement. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/ his readiness to progress to the next grade. Records of learner performance should

also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

29. Learning Outcomes (LOs) and Assessment Standards should be used to plan formal assessment tasks and should inform the recording and reporting of learner performance in those assessment tasks. The formal assessment tasks assessed should be indicated on the Record Sheet.

30. To support continuous assessment, the recording of learner performance must be planned, regular and cumulative. The purpose of recording and reporting is to provide an indication of how far a learner's performance in a grade is compliant with the levels of performance spelt out in the Learning Outcomes and Assessment Standards in the NCS.

31. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders such as employers, tertiary institutions, etc. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

32. Reporting has a developmental purpose. It provides learners with regular feedback on their achievement, informs parent(s)/guardian(s) of the progress of the individual learner, and gives the system information about learner performance.

33. The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT). In the case of dual medium schools, the languages used as LoLT should be utilised on a rotational basis, while the language of recording should be any of the languages used for learning and teaching.

34. Reporting to parents should take place at least once a term, using a formal report card.

**Principles for recording and reporting**

35. The following principles underpin the approach to both recording and reporting:
    (a) Learning Outcomes (LOs) and Assessment Standards (ASs) should be used to inform the planning and development of assessment tasks. However, the recording and reporting of learner performance take place against the assessment task and not the Learning Outcomes.
    (b) Teachers should show in their portfolios that they have covered all Learning Outcomes in the formal assessment tasks set.

(c) National codes together with either descriptors or percentages and comments can be used for recording and reporting purposes. In cases where marks are used, these should be converted into percentages. Comments can be used to qualify the ratings.

The following is applicable to recording and reporting per phase:

- Foundation Phase (Grades R – 3): Record and report in national codes and their descriptors.
- Intermediate Phase (Grades 4 – 6): Record and report in national codes together with their descriptors or percentages.
- Senior Phase (Grades 7 – 8): Record and report in national codes together with their descriptors or percentages.
- Senior Phase (Grade 9): Record and report in national codes and percentages. Descriptors can be used in addition to these.

(d) The schedule and the report card should indicate the overall level of performance of a learner.

(e) In the case of Languages or the Literacy Learning Programme, each language that the learner offers should be recorded and reported on separately according to the different levels at which they are offered, for example, Home Language – English, First Additional Language - isiXhosa, Second Additional Language – Afrikaans.

(f) The number of formal assessment tasks to be recorded in each phase is provided in *paragraphs 39, 43 and 46.*

(g) The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in the Assessment Guidelines.

(h) Teachers 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-teacher conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

**FOUNDATION PHASE (Grades R – 3)**

**Assessment in the Foundation Phase (Grades R – 3)**

36. Assessment of learner performance in Grades R – 3 in the three Learning Programmes should mainly focus on the Learning Outcomes and the Assessment Standards defined in the Languages, Mathematics and Life Orientation Learning Areas. The learner's level of competence in the Natural Sciences, Technology, Social Sciences, Economic & Management

Sciences and Arts & Culture Learning Areas should be planned for, taught and assessed in an integrated manner within the three Learning Programmes offered in this phase.

**Recording and reporting in Grades R – 3**

37. The national codes and their descriptors provided in Table 1 should be used for recording and reporting learner performance in the Foundation Phase (Grades R – 3). Comments should be used to qualify learner performance.

**Table 1: Codes and descriptors for recording and reporting in Grades R - 3**

| RATING CODE | DESCRIPTION OF COMPETENCE |
|---|---|
| 4 | Outstanding/Excellent Achievement |
| 3 | Satisfactory Achievement |
| 2 | Partial Achievement |
| 1 | Not Achieved |

38. In the Foundation Phase, the recording and reporting of learner performance should take place based on the three Learning Programmes offered, that is Literacy, Numeracy and Life Skills. In cases where more than one language is offered, this should be recorded and reported on separately.

**Recorded formal assessment tasks for Grades R – 3**

39. The requirements for formal recorded assessment for Grades R – 3 have been set out in Table 2 below. The table also indicates the number of assessment tasks per Learning Programme required in the Foundation Phase.

**Table 2: Number of Formal Recorded Assessment Tasks for Grades R – 3**

| LEARNING PROGRAMME | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|---|---|---|---|---|---|
| Literacy (Languages) | 4 | 4 | 4 | 4 | 16 |
| Additional Language (optional in Grade 1 &2) | 2 | 2 | 2 | 2 | 8 |
| Numeracy (Mathematics) | 3 | 3 | 3 | 3 | 12 |
| Life Skills (Life Orientation) | 1 | 1 | 1 | 1 | 4 |

## INTERMEDIATE PHASE (Grades 4 – 6)

### Assessment in the Intermediate Phase (Grades 4 – 6)

40. In the Intermediate Phase, the assessment of learner performance should focus on the Learning Outcomes and Assessment Standards of each of the eight Learning Areas. These are the Languages, Mathematics, Life Orientation, Natural Sciences, Technology, Social Sciences, Economic & Management Sciences, and Arts & Culture Learning Areas.

### Recording and Reporting in Grades 4-6

41. The national codes, together with either percentages or descriptors as provided in Table 3, should be used for recording and reporting learner performance in the Intermediate Phase (Grades 4 – 6). Comments should be used to qualify learner performance.

**Table 3: Codes and percentages for recording and reporting in Grades 4 - 6**

| RATING CODE | DESCRIPTION OF COMPETENCE | PERCENTAGES |
|---|---|---|
| 4 | Outstanding/Excellent Achievement | 70 – 100 |
| 3 | Satisfactory Achievement | 50 – 69 |
| 2 | Partial Achievement | 35 – 49 |
| 1 | Not Achieved | 1 – 34 |

42. In the Intermediate Phase (Grades 4 – 6), the recording and reporting of learner performance in the formal assessment tasks should be against the eight Learning Areas prescribed in the National Curriculum Statement for Grades R – 9.

### Recorded formal assessment tasks for Grades 4 – 6

43. The requirements for formal recorded assessment for Grades 4 – 6 have been set out in Table 4. The table also indicates the number of recordings per Learning Area required in the Intermediate Phase. Teachers should note that the Programme of Assessment should be integrated in the development of the Learning Programme, Work Schedule and Lesson Plan.

**Table 4: Number of Formal Recorded Assessment Tasks for Grades 4 - 6**

| LEARNING AREA | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|---|---|---|---|---|---|
| Language 1 | 2 | 2 | 2 | 2 | 8 |
| Language 2 | 2 | 2 | 2 | 2 | 8 |
| Language 3 *(optional)* | 1 | 1 | 1 | 1 | 4 |
| Mathematics | 2 | 2 | 2 | 2 | 8 |
| Natural Sciences | 1 | 2 | 1 | 2 | 6 |
| Social Sciences | 1 | 2 | 1 | 2 | 6 |
| Technology | 1 | 1 | 1 | 1 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| Economic and Management Sciences | 1 | 1 | 1 | 1 | 4 |
| Life Orientation | 1 | 1 | 1 | 1 | 4 |
| Arts and Culture | 1 | 1 | 1 | 1 | 4 |

## SENIOR PHASE

### Assessment in the Senior Phase (Grades 7 - 9)

44. In the Senior Phase, the assessment of learner performance should focus on the Learning Outcomes and Assessment Standards of each of the eight Learning Areas. These are the Languages, Mathematics, Life Orientation, Natural Sciences, Technology, Social Sciences, Economic & Management Sciences and Arts & Culture Learning Areas.

### Recording and Reporting in Grades 7 - 9

45. The national codes, together with either the descriptors or the percentages provided in Table 5, should be used for recording and reporting learner performance in Grades 7 - 9. Comments should be used to qualify learner performance.

**Table 5: Codes and percentages for recording and reporting in Grades 7 - 9**

| 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 |

### Recorded formal assessment tasks for Grades 7 and 8

46. The requirements for formal recorded assessment for Grades 7 and 8 have been set out in Table 6 below, which gives the number of recordings per Learning Area required in the two grades. Teachers should note that the Programme of Assessment should be integrated in the development of the Learning Programme, Work Schedule and Lesson Plan.

**Table 6: Number of Formal Recorded Assessment Tasks for Grades 7 - 8**

| LEARNING AREA | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|---|---|---|---|---|---|
| Language 1 | 3 | 2 | 3 | 2 | 10 |
| Language 2 | 2 | 2 | 2 | 2 | 8 |

| | | | | | |
|---|---|---|---|---|---|
| Language 3 *(optional)* | 2 | 1 | 2 | 1 | 6 |
| Mathematics | 3 | 3 | 3 | 3 | 12 |
| Natural Sciences | 2 | 2 | 2 | 2 | 8 |
| Social Sciences | 2 | 2 | 2 | 2 | 8 |
| Technology | 1 | 1 | 1 | 1 | 4 |
| Economic and Management Sciences | 1 | 1 | 1 | 1 | 4 |
| Life Orientation | 1 | 1 | 1 | 1 | 4 |
| Arts and Culture | 1 | 1 | 1 | 1 | 4 |

**Recorded formal assessment tasks for Grade 9**

47. In Grade 9 the internal Programme of Assessment constitutes 75% of a learner's final result, and evidence of learners' work in these tasks should be easy to locate for moderation purposes. The external Common Tasks for Assessment (CTA) in Grade 9 count 25% of the final assessment and constitute the assessment tasks for term 4.

48. The requirements for formal recorded assessment for Grade 9 have been set out in Table 7 below, which gives the number of recordings per Learning Area required in the grade.

**Table 7: Number of Formal Recorded Assessment Tasks for Grade 9**

| LEARNING AREA | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|---|---|---|---|---|---|
| Language 1 | 3 | 2 | 3 | | 8 |
| Language 2 | 2 | 2 | 2 | | 6 |
| Language 3 *(optional)* | 2 | 1 | 2 | CTA | 5 |
| Mathematics | 3 | 3 | 3 | | 9 |
| Natural Sciences | 2 | 2 | 2 | | 6 |
| Social Sciences | 2 | 2 | 2 | | 6 |
| Technology | 1 | 1 | 1 | | 3 |
| Economic and Management Sciences | 1 | 1 | 1 | | 3 |
| Life Orientation | 1 | 1 | 1 | | 3 |
| Arts and Culture | 1 | 1 | 1 | | 3 |

49. In Grades 7 - 9 the recording and reporting of learner performance in the formal assessment tasks should be against the Learning Areas prescribed in the National Curriculum Statement for Grades R - 9.

## TEACHERS' PORTFOLIO

50. All teachers are expected to keep a portfolio containing all documents related to assessment. It is the teachers' responsibility to ensure that the information in their assessment portfolios is kept up to date.

51. A teacher's portfolio may be a file, a folder, a box, or any other suitable storage system.

52. Teachers' portfolios should contain the tasks for assessment as well as the planning that informs the development of these tasks and the records of assessment of the formal tasks.

53. Teachers should, as part of their planning, provide an indication of the Learning Outcomes and Assessment Standards assessed in each task.

54. The formally recorded assessment tasks should be clearly marked or indicated in teachers' portfolios. Stickers, coloured paper, etc. may be used for this purpose.

55. Teachers' portfolios should be available on request at all times for moderation and accountability purposes.

## MANAGEMENT OF SCHOOL ASSESSMENT RECORDS

56. The assessment records that should be completed and kept at school are record sheets, schedules, teacher portfolios and learner profiles. The management, maintenance and safeguarding of the learner profiles, schedules and report cards is the responsibility of school management. The management and maintenance of the record sheets and teacher portfolios is the responsibility of every teacher.

### Record Sheets

57. Teachers are expected to keep an efficient and current record of 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. Teachers are expected to keep current records of learners' progress electronically or in files/books/folders or any other form the school has agreed on. These record sheets must at least have the following information *(See an example of a record sheet in Annexure A):*
    - Learning Programme/ Learning Area / Subject
    - Grade and class
    - Learners' names

- Dates of assessment
- Names of the formal assessment tasks
- The results of formal assessment tasks
- Comments for support purposes when and where appropriate.

58. The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term.

**Schedules**

59. A schedule is a quarterly record that provides a summary of the progress of all learners in a specific grade in a school. The school may store this information manually or electronically. The progression / promotion schedule is completed at the end of the year and is a compilation of learner performance across all four school terms. Schools should submit copies of the progression / promotion schedules to the district office for archiving.

60. Schedules should be completed four times a year, i.e at the end of each school term.

61. A progression or promotion schedule should include the following information ***(see an example of a schedule in Annexure B):***
    - Name of the school and school stamp
    - Date
    - List of names and surnames of learners in each grade or class
    - Admission number of each learner
    - Date of birth of each learner
    - Gender of each learner
    - Age of each learner
    - Number of years in a phase
    - National codes and percentages that indicate the performance of learners in each Learning Programme / Leaning Area
    - Signature of teacher, principal and district official (**required for the end-of-the-year schedule only)**
    - At the end of the year, the schedule for Grades R - 8 should indicate whether the learners are ready to progress to the next grade or not. Schools should use (RP) to indicate that a learner is ready to progress to the next grade or (NRP) to indicate that the learner is not ready to progress. For Grades 9, the end-of-year schedule should indicate whether the learner is promoted to the next grade or not by using (P) for promoted and (NP) for not promoted.

62. The progression / promotion schedule must be signed by the principal and a district official. This then constitutes a legal document, which should be kept at the school in a file or box or electronically as part of the school archives for at least five years.

63. A schedule should be used for drawing up reports and for reporting to parents and the education system on the overall progress of the learners in each grade. This means that a schedule should be completed for each grade.

64. The Department of Education will develop the schedule forms, and the provincial departments of education are responsible for providing each school with the schedule forms. Schedules for each grade should be submitted to the district in hard copy. A school stamp and the signatures of a departmental official and school principal are required to authenticate the schedule.

**LEARNER PROFILE**

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

66. Learner Profiles should be kept at the school and will be moved from one school to the next at the request of the principal of the next school. 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. The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling careers. The responsibility for the security of the Learner Profiles rests with the school management. The class teacher is responsible for updating the required information in the learner profile document.

67. Parents and other stakeholders have a right to access and view the Learner Profiles on request. The school should keep a record of all the requests. The Learner Profile should be viewed in the presence of the school management. 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 parent(s) or guardian(s). Under no circumstances should the Learner Profile document be removed from the school unless the learner transfers to another school at the request of the parent/guardian.

68. The provincial departments of education are responsible for providing pre-printed files /folders for the Learner Profiles. These pre-printed files/folders should be designed such that a Learner Profile includes the following information:
    - personal information;
    - medical history;
    - schools attended and record of attendance;
    - participation and achievements in extra-curricular activities;
    - areas needing additional support; and
    - learner performance.

69. In cases where the files/folders become damaged, the school principal concerned should request the district office to replace them.

70. The compilation of a Learner Profile should commence in Grade R and should continue until a learner has completed Grade 12.

71. Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored for a period of three years at the last school attended, whereafter it should be destroyed. If the learner re-enters the schooling system within this specified period to further her/his studies, the provisos stated in *paragraph 66* will apply.

72. The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.

**Report Cards**

73. The National Curriculum Statement (Grades R - 9) states that formal report cards should be sent to parents once a term. The report cards must provide a clear holistic picture of the learner's achievements in different Learning Programmes/ Learning Areas.

74. A report card is an official document that is used to give feedback to parents on the achievement of learners. Schools should ensure that there are no errors, erasures or corrections that will compromise the legal status of the report cards. The school management team is responsible for ensuring that reports issued to learners do not contain any errors.

75. Learner performance for a term should be reflected on the report card for that term. The end-of-year report card should indicate the cumulative learner performance for the year.

76. The achievement rating on a report card should be indicated by means of a combination of national codes together with either descriptors or percentages and comments. These should conform to the stipulations mentioned in *paragraph 37, 41 and 45*. The comments should provide more information on the strengths and developmental needs of each learner.

77. Report cards should include information on the following essential components ***(Examples of report cards are attached in Annexure C)***:
    - **Personal details:** Name, grade and class of the learner, date of birth, school attendance profile.
    - **Official school details:** Year and term; name of the school; date; signature and comments of parent or guardian, teacher and principal; dates of closing and opening of school; school stamp; and explanation of the national coding system.
    - **Performance details:** A national code together with either descriptors or percentages indicating the level of performance per Learning Programme /Learning Area and a description of the strengths and developmental needs of the learner.
    - **Constructive feedback:** The feedback should contain comments about the learner's performance in relation to his/her previous performance.

78. A report card may be produced electronically or manually, using different styles preferred by the school, but should contain all the information mentioned in *paragraph 77*.

79. Schools should not accept report cards containing errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the offices of the District and/or Provincial Department of Education.

80. In cases where a fraudulent report card is discovered, the Head of the Provincial Department of Education should institute an internal investigation into the matter and may take legal steps where necessary.

81. Parent(s) or guardian(s) have the right to access the report cards of their children.

82. Schools may not withhold report cards from learners for any reason whatsoever.

## PROGRESSION IN GRADES R- 8

83. Ideally, all learners in Grades R – 8 should progress with their age cohort.

84. Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.

85. Where a learner needs more time to demonstrate achievement, decisions shall be made based on the advice of the relevant role-players: teachers, learners, parents and education support services (ESS).

86. No learner should stay in the same phase for longer than four years (or five years in the case of the Foundation Phase where Grade R is offered), unless the provincial Head of Department has given approval based on specific circumstances and professional advice.

87. If a learner needs more time to achieve the Learning Outcomes, then that learner need not be retained in a grade for a whole year. It is important that a learner support strategy be put in place to support such learners.

## PROMOTION AT GRADE 9 LEVEL

88. Promotion occurs only at Grade 9 level. A learner is promoted from Grade 9 on the basis of demonstrating competences that reflect a balanced spread over all eight Learning Areas, and which have been assessed through a continuous assessment programme and an external summative assessment component.

89. A learner will be promoted to Grade 10 only if s/he has satisfied the following achievement requirements:

    a) At least a "moderate achievement" or level 3 rating in one of the Official Languages offered and Mathematics;
    b) At least an "elementary achievement" or level 2 rating in the other Official Language; and
    c) At least a "moderate achievement" or level 3 rating in four other Learning Areas.

90. All eight Learning Areas are compulsory and the assessment of all eight is compulsory, but the awarding of the qualification will be based on Languages, Mathematics and four (4) other Learning Areas.

91. The learner will be promoted only if s/he satisfies the requirements of both the Continuous Assessment (75%) and the External Assessment (25%) components in all the Learning Areas.

**CONDONATION AT GRADE 9 LEVEL**

92. The minimum requirements in terms of offering eight Learning Areas, a minimum of two languages, and evidence of performance in CASS and CTA should be met before condonation may be considered.

93. A learner's results will be condoned only once in one of the following cases:

a) when s/he achieves elementary achievement or level 2 in Mathematics; or
b) when s/he achieves elementary achievement or level 2 in Languages; or
c) when s/he achieves elementary achievement or level 2 in only one of the four other Learning Areas required for promotion.

94. Grade 9 signifies an exit point in the education system. All accredited examining bodies for this level must meet assessment requirements in terms of the provisions of the General and Further Education and Training Quality Assurance Council (Umalusi).

**EXEMPTION**

95. An immigrant learner that has been in the country for less than three years by the beginning of the grade 9 year will be exempted from the promotion requirement of two official languages. Such a learner still has to offer two official languages, but needs to obtain only a "moderate achievement" in one of these languages.

96. A deaf learner will be exempted from the promotion requirement of two official languages. However, this learner still needs to offer two languages *(South African Sign Language and one other official language on at least first additional level)* and is required to obtain a "moderate achievement" in only one of these languages.

97. Learners with any other special needs, including serious forms of language development delays such as dyslexia and mathematical disorders such as dyscalcula, should also be considered for exemption.

## PART 3: MANAGEMENT AND DEVELOPMENT OF ASSESSMENT INSTRUMENTS AND GUIDELINES

98. The Department of Education, in collaboration with the provincial departments of education, will manage and develop the Learning Area Assessment Guidelines. These guidelines will focus on assisting teachers to implement assessment.

99. The assessment guidelines should consist of exemplars of tasks set for the Learning Area/Learning Programme. These tasks will be revised from time to time, depending on the needs of the Learning Area or Learning Programme.

100. The Department of Education will manage the development of the Common Tasks for Assessment and set the national timetable for the administration of the pen - and- paper tasks of the CTA.

101. The pen-and-paper task will be conducted under controlled conditions, and following a national timetable.

102. Teachers should mark the Common Tasks for Assessment using the supplied markingguides or memoranda, and the officials of each provincial education department must monitor and moderate the marking.

103. Accredited examining bodies will be responsible for the development of external assessment instruments and guidelines in keeping with the requirements of the National Curriculum Statement and Umalusi.

104. The Department of Education will be responsible for designing and developing recording tools that should be kept by schools viz, record sheets, learner profile documents and schedules. Provincial Departments of Education will print these and make them available to schools. These may also be made available electronically. Schools will design and develop report cards using the content as provided in paragraph 77.

## PART 4: CONDUCTING THE CTA

105. The Department of Education, in collaboration with the provincial departments of education, will develop a management plan in respect of the CTA process. The

management plan will ensure that the CTAs are properly secured and kept confidential and will indicate which sections must be conducted in the classroom and which at home. The management plan will indicate those sections, if any that must be stored and conducted under examination conditions, such as prevail for the National Senior Certificate examination. Where necessary, schools may be supplied with a timetable for conducting one or both sections of the CTA. Any such timetable must be adhered to strictly.

106. CTAs will be distributed to schools by the provincial departments of education in time to ensure that schools can plan for conducting the CTAs, develop the necessary management plans and ensure that appropriate resources are available.

107. The Provincial Department of Education must register all Grade 9 learners for participation in the CTA and must capture the results of the process.

108. All schools must include appropriate measures for managing the CTA process in the school's assessment policy. Teachers and officials receiving the CTA in advance to prepare for the administration of the assessment must handle the process with the highest level of confidentiality in order not to give any learner or group of learners an advantage over others. Teachers and officials failing to adhere to such confidentiality may be charged with misconduct in accordance with the **Employment of Educators' Act** or in terms of the **Public Service Act** or any other relevant legislation by the Head of Department or his or her nominee.

109. Learners who do not complete the tasks as required or who do not hand in authentic evidence of achievement can forfeit marks obtained in the process. As the CTA must be completed in order for a learner to be promoted, such a learner will not be promoted to Grade 10 in the following year.

**PART 5: MODERATION**

110. At the national level the General and Further Education and Training Quality Assurance Council (Umalusi) will moderate all the different components of assessment at the Grade 9 level. Umalusi will attest to the standard, appropriateness and applicability of both the Continuous Assessment and the Common Tasks for Assessment.

111. Moderation should be done on a sample basis at the different levels of the system. Moderation mechanisms should be put in place at school, provincial and national level.

112 The moderation of both the CASS and the CTA should be done per Learning Area/Learning Programme by the Learning Area specialists.

113 The Provincial Departments of Education must ensure that appropriate moderation procedures at school and district levels are in place to verify and moderate Continuous Assessment (CASS) as well as all the administration related to the Common Tasks for Assessment (CTAs).

114. A sample of at least 3% should be moderated at school, district or cluster levels and at least 2% at provincial level. Provinces should ensure that a representative sample is drawn at each level.

## PART 6: QUALIFICATIONS

115. In the General Education and Training (GET) band, Grade 9 marks the end of the compulsory phase of schooling. Education in this band aims at providing learners with the basic competences or a broad foundation of knowledge, skills, values and attitudes needed for lifelong learning.

116. A qualification at this level must be registered on the National Qualifications Framework (NQF) at level 1 and will be quality assured by the relevant ETQA (Umalusi).

117. A Grade 9 qualification will be required for access to Grade 10 at a school, NQF level 2 qualifications at an FET College, other learning pathways in the FET band or to access a different pathway at NQF level 1.

118. The Department of Education will design national Record Sheets and progression schedules that should be used to collate information on the performance of learners at the end of the year in order to issue a national report card that conforms that a learner has qualified.

119. On meeting the requirements for the qualification, and should a learner exit the system at the end of Grade 9, the learner may be issued with a certificate.

## PART 7: SYSTEMIC EVALUATION

120. Systemic evaluation is an integral part of ensuring that all learners derive maximum benefit from the education system. It includes the periodic evaluation of all aspects of the school system and Learning Programmes, and shall occur at grades 3, 6 and 9. Systemic evaluation shall be conducted on a nationally representative sample of learners and learning sites.

121. The main objective of systemic evaluation shall be to assess the effectiveness of the entire system and the extent to which the vision and goals of the education transformation process are being achieved by it.

122. Systemic evaluation is a means of monitoring standards and effectiveness and determining the strengths and weaknesses of the learning system on a periodic basis and shall provide feedback to all the role-players so that appropriate action may be taken to improve the performance of the learning sites and learning system.

123. After each systemic evaluation, the Minister of Education, after consultation with the Council of Education Ministers, will release a national report card on the system.

## PART 8: REVOCATION OF POLICIES

124. The Assessment Policy in the General Education and Training Band, Grades R-9 and ABET, published in *Government Gazette* No. 19640 of December 1998, and the Framework for the Assessment and Promotion of Learners in Grade 9 (Interim Policy), published in *Government Gazette* No. 25699 of 7 November 2003, are hereby revoked in their entirety.

## PART 9: COMMENCEMENT

125. This policy will come into effect on the date of publication in the *Government Gazette*.

## GLOSSARY

| | |
|---|---|
| Authentic assessment | Authentic assessment refers to assessment that aims to assess knowledge, skills, values and attitudes in contexts that closely resemble actual situations in which that knowledge and those skills, values and attitudes are used. |
| Assessment forms | The most appropriate means of assessing and determining how well learners are learning. |
| Assessment Standard | Describes the minimum level at which learners should demonstrate the achievement of a Learning Outcome and the ways or range (breadth and depth) of demonstrating the achievement. It is grade-specific. |
| Assessment strategies | The approaches taken to assess a learner's performance, using a number of assessment forms appropriate to the task and the level of the learner's understanding. |
| Assessment Task | This is an assessment activity that is designed to assess a range of skills and competencies. For example, one task is:<br>• an assignment<br>• a test<br>• an exam which may include 1, 2 or 3 papers. |
| Common Tasks for Assessment | A series of tasks intended to obtain information about a learner's demonstrated achievement. These tasks must cover a range of assessment activities, e.g. practical / project / classroom / homework / oral / presentations / paper-and-pencil tests / etc. |
| Continuous assessment | An ongoing process that measures a learner's achievement during the course of a grade or level, providing information that is used to support a learner's development and enable improvements to be made in the learning and teaching process. |

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| Criterion-referenced assessment | Criterion-referenced assessments measure how well a student performs against a standard or criterion, rather than against another student. |
| External assessment | Any assessment activity, instrument or programme of which the design, development and implementation have been initiated, directed and coordinated by the provincial education departments and the Department of Education, either collectively or individually. |
| Moderation | The process of verifying the results of the continuous and external assessment. |
| Pen-and-paper task | A task written under controlled conditions that requires a written response and measures a learner's understanding and performance across a range of competences. |
| Programme of Assessment | A yearlong grade-specific formal plan of assessment for a Learning Programme/ Learning Area/ Subject. |
| Record Sheet | Record of learner performance in formally assessed tasks expressed as national codes together with descriptors or percentages. May or may not include comments. The use of comments is essential in the Foundation Phase. |
| Schedule | Quarterly record of learner performance, which is kept at the school. The progression / promotion schedule is submitted to the district at the end of the year. |
| School Assessment Plan | A plan of assessment, which includes the formal tasks for all Learning Programmes/ Learning Areas/ Subjects to be undertaken during the school year. |
| Teacher Portfolio | Collection of all planning for assessment, including the assessment tasks and assessment tools for both formal and informal assessment. It should include the Record Sheet(s). |

## ANNEXURE A

## EXAMPLE OF A RECORD SHEET FOR GRADES R - 9

**LEARNING AREA/ PROGRAMME: _____** **GRADE: ____ CLASS: _____**

| | | TERM 1 | | | | TERM 2 | | | | TERM 3 | | | | TERM 4 | | | | Final CODE and % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TASK | | | | | | | | | | | | | | | | | | |
| DATE OF ASSESSMENT | | | | | Total | | | | Total | | | | Total | | | | Total | |
| LEARNERS' NAMES | | | | | | | | | | | | | | | | | | |
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# ANNEXURE B (1)
# PROGRESSION SCHEDULE FOR GRADES R -3

Name of school:_____ District: _____

| Number | Admission number | Learners in alphabetical order per grade<br>Surname and first names | Male / Female | Date of Birth | Number of years in grade | Learner's Performance | | | | | | | | | | Progress: P<br>Retained - R | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Literacy: Home Language | Literacy: Other Language | Other Language | Life Skills | Numeracy | | | | | | | |
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Number placed in next grade: _____

Certified correct: Teacher: _____ Date:_____

Principal:_____ Date: _____

Approved: School Management Developer: _____ Date: _____

# ANNEXURE B
## PROGRESSION SCHEDULE FOR GRADES 4 - 9

Name of school:_____ District: _____

| Number | Admission number | Learners in alphabetical order per grade<br>Surname and first names | Male / Female | Date of Birth | Number of years in grade | Learner's Performance | | | | | | | | | Promotion:<br>P- promoted<br>NP- not promoted | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Home Language | Other Language | Mathematics | Arts & Culture | Life Orientation | Natural Sciences | Economic Management Sciences | Social Sciences | | | |
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Number placed in next grade: _____

Certified correct: Teacher: _____ Date:_____

Principal:_____ Date: _____

Approved: School Management Developer: _____ Date: _____

*Annexure C*

DoE Logo

# LEARNER'S PROFILE

# GR R – 12

**CONFIDENTIAL**

**LP**

*ADMISSION NUMBER*

*please complete in PENCIL*

Learner's Profile should be completed annually (in print) by the register teacher. **Tippex may not be used.**

| FOUNDATION PHASE | INTERMEDIATE PHASE | SENIOR PHASE | FET |
|---|---|---|---|
| Photo to be taped on at beginning of phase *Compulsory* | Photo to be taped on at beginning of phase *Optional* | Photo to be taped on at beginning of phase *Compulsory* | Photo to be taped on at beginning of phase *Optional* |

## PERSONAL INFORMATION

***(Please use a BLACK PEN and update when there is change.)***

**NAME AND SURNAME:**

SURNAME: _____

NAMES: _____

NAME BY WHICH LEARNER IS CALLED: _____

GENDER: _____

I.D. NUMBER (BIRTH CERTIFICATE): _____

HOME LANGUAGE: _____

NUMBER OF CHILDREN IN THE FAMILY: _____

POSITION IN FAMILY: *(Indicate with X)*

| ONLY OR FIRST CHILD | SECOND CHILD | THIRD CHILD | FOURTH CHILD | FIFTH OR MORE |
|---|---|---|---|---|
| | | | | |

RELIGION:

| African Traditional | Bahai | Bhuddist | Christian | Hindu | Jewish | Islam | Other |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

SOCIAL GRANT NO: _____

## MEDICAL INFORMATION

***(Please use a PENCIL and update when there is change.)***

| | |
|---|---|
| FAMILY PRACTITIONER/CLINIC | |
| CONTACT NUMBER | |
| ALLERGIES (*Please use a RED pen*) | |
| CHRONIC ILLNESSES | |
| MEDICAL AID | |
| MEDICAL AID NUMBER | |
| NAME OF CARD HOLDER (Main member) | |
| CONTACT PERSON (OTHER THAN PARENT/S OR GUARDIAN) IN THE CASE OF AN EMERGENCY | |
| CONTACT NUMBER OF ABOVE-MENTIONED PERSON | |

## INFORMATION REGARDING PARENT/S OR GUARDIAN/S

*(Please use a PENCIL and update when there is change.)*

| | FATHER | MOTHER | GUARDIAN *(where applicable.)* |
|---|---|---|---|
| SURNAME AND INITIALS | | | |
| OCCUPATION | | | |
| MARITAL STATUS | | | |
| PHYSICAL ADDRESS | | | |
| POSTAL ADDRESS | | | |
| TELEPHONE (HOME) | | | |
| TELEPHONE (WORK) | | | |
| CELLPHONE | | | |
| e-Mail Address | | | |

## PERSON(S) THAT THE LEARNER LIVES WITH:

Please fill in only when these are different from parents mentioned above)

| | | | |
|---|---|---|---|
| SURNAME AND INITIALS | | | |
| IDENTITY NUMBER | | | |
| CONTACT DETAILS | | | |
| RELATIONSHIP | | | |

## PERSONS AUTHORISED TO COLLECT THE CHILD FROM SCHOOL

| | | | |
|---|---|---|---|
| SURNAME AND INITIALS | | | |
| IDENTITY NUMBER | | | |
| CONTACT DETAILS | | | |
| RELATIONSHIP | | | |

## SCHOOLS (Grade R included) ATTENDED *(Please use a BLACK PEN and update when there is change.)*

| ADMIS-SION NUMBER | NAME OF SCHOOL | EMIS No | LoLT | DATE OF ADMISSION | | DATE OF DEPARTURE | |
|---|---|---|---|---|---|---|---|
| | | | | DATE | GRADE | DATE | GRADE |
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## AREAS NEEDING ONGOING SUPPORT AND NATURE OF SUPPORT PROVIDED– (including academic, emotional and assistive devices- detailed reports may be included in the pocket) *(Please use a BLACK PEN.)*

| YEAR | GRADE | AREA OF NEED | NATURE OF SUPPORT PROVIDED |
|---|---|---|---|
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## PARTICIPATION IN CO-CURRICULAR ACTIVITIES – school - as well as not school related. (Include certificates required for Life Orientation in the FET.)

*(Please use a BLACK PEN* and complete annually.)

| YEAR | GRADE | ACTIVITY | CERTIFICATE | INSTITUTION |
|---|---|---|---|---|
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## OUTSTANDING ACHIEVEMENTS – eg. Academics, sport, culture, etc.

*(Please use a BLACK PEN* and complete annually.)

| YEAR | GRADE | ACTIVITY |
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This is a legal document and information may not be removed This document must be made available by the principal of the school at which the learner was previously enrolled, once the transfer card has also been issued, to the principal of the school to which the learner moves to. It should be posted or personally and officially handed to the receiving school principal and **not** given to the parent/s or guardian of the learner.

| % | LEVEL INDICATORS | CODE |
|---|---|---|
| 70-100% | OUTSTANDING | 4 |
| 50-69% | ACHIEVED | 3 |
| 35-49% | PARTIALLY ACHIEVED | 2 |
| 1-34% | NOT ACHIEVED | 1 |

# CUMULATIVE RECORD CARD

**FOUNDATION PHASE** (Please use BLACK pen and indicate levels.of achievement)

| GRADE | YEAR | LoLT | Other | RESULTS | | | COMMENT | NO OF DAYS ABSENT | PROGRESSION Y/N |
|---|---|---|---|---|---|---|---|---|---|
| | | | | LITERACY | NUMERACY | LIFE SKILLS | | | |
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**INTERMEDIATE PHASE** (Please use BLACK pen and indicate levels of achievement.)

| GRADE | YEAR | LoLT | LANGUAGES HL / FAL/ SAL | | | 2. MATHS. | 3. NS. | 4. TECH. | 5. SOCIAL SCIENCES | 6. EMS | 7. A&C | 8. LO | COMMENT | NO OF DAYS ABSENT | PROGRESSION Y/N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| % | DESCRIPTION | LEVEL |
|---|---|---|
| 80-100% | OUTSTANDING ACHIEVEMENT | 7 |
| 70-79% | MERITORIOUS ACHIEVEMENT | 6 |
| 60-69% | SUBSTANTIAL ACHIEVEMENT | 5 |
| 50-59% | ADEQUATE ACHIEVEMENT | 4 |
| 40-49% | MODERATE ACHIEVEMENT | 3 |
| 30-39% | ELEMENTARY ACHIEVEMENT | 2 |
| 0-29 % | NOT ACHIEVED | 1 |

**SENIOR PHASE** (Please use BLACK pen and indicate levels of achievement)

- Circle results if condoned at Grade 9

| GRADE | YEAR | LoLT | LANGUAGES HL / FAL/ SAL | | | 4. MATHS. | 5. NS. | 4. TECH. | 6. SOCIAL SCIENCES | 6. EMS | 9. A&C | 10. LO | COMMENT | NO OF DAYS ABSENT | PROGRESSION/ PROMOTION Y/N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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**FET (GRADE 10-12) (Please use BLACK pen and indicate levels of achievement.)**

- Circle result if condoned
- *Complete remaining subjects*
- *Record % achieved by learner per subject*

| GRADE | YEAR | LANGUAGES HOME.LANG | OTHER .LANG LEVEL: | MATHEMATICS/ MATH. LITERACY | LIFE ORIENTATION | . * | * | * | * | * | * | * | * | COMMENT | NO OF DAYS ABSENT | PROMOTION Y/N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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## PLACE THE FOLLOWING INFORMATION IN THIS PROFILE DOCUMENT

| DATE | DOCUMENT | Tick √ |
|---|---|---|
| | APPLICATION FORM | |
| | COPY OF BIRTH CERTIFICATE | |
| | IMMUNIZATION CARD | |
| | TRANSFER CARDS | |
| | INDEMINITY FORMS | |
| | LETTERS FROM PARENT | |
| | ABSENTEEISM LETTERS | |
| | DOCTOR'S REPORTS | |
| | SUPPORT SERVICES | |
| | INTERVENTION RECORD | |
| | CURRENT REPORT CARD | |
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## DETAILS OF CLASS/ REGISTER TEACHER

| DATE | GRADE | NAME | Signature |
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*If learner is transferred in the middle of the year, the current report should be placed in this profile document

**ANNEXURE C (1)**

**EXAMPLE OF A REPORT CARD FOR GRADES R - 3**

**NAME OF SCHOOL**

**YEAR**
**TERM**

**Name of learner:** _____ **Grade:** _____ **Class:** ____

**Date of birth:** _____

| SUBJECT | TERM 1 Code & Descriptor | TERM 2 Code & Descriptor | TERM 3 Code & Descriptor | TERM 4 Code & Descriptor |
|---|---|---|---|---|
| Literacy: Home Language / First Additional Language – State Language | | | | |
| Numeracy | | | | |
| Life Skills | | | | |
| Days absent | | | | |

**Comments:**

[Comments should be provided for each of the Learning Programmes and a statement made around progression]

School closes on _____ and re-opens on _____

| | **Signatures:** | **Date:** | **Comments:** |
|---|---|---|---|
| Principal- | _____ | _____ | _____ |
| Teacher- | _____ | _____ | _____ |
| Parent- | _____ | _____ | _____ |

| RATING CODE | DESCRIPTION OF COMPETENCE |
|---|---|
| 4 | Outstanding/Excellent Achievement |
| 3 | Satisfactory Achievement |
| 2 | Partial Achievement |
| 1 | Not Achieved |

SCHOOL STAMP

**ANNEXURE C (2)**

**EXAMPLE OF A REPORT CARD FOR GRADES 4 - 6**

**NAME OF SCHOOL**

**YEAR**
**TERM**

**Name of learner:** _____ **Grade:** _____ **Class:** ____

**Date of birth:** _____

| SUBJECT | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|---|
| | Code / % | Code / % | Code / % | Code / % |
| Language 1: Home Language – State Language | | | | |
| Language 2: *State level – State Language* | | | | |
| Language 3: *if applicable* | | | | |
| Life Orientation | | | | |
| Mathematics | | | | |
| Natural Sciences | | | | |
| Economic Management Sciences | | | | |
| Arts & Culture | | | | |
| Social Sciences | | | | |
| Technology | | | | |
| Days absent | | | | |

**Comments:**

[Comments should be provided and a statement made around progression]

School closes on _____ and re-opens on _____

| | **Signatures:** | **Date:** | **Comments:** |
|---|---|---|---|
| Principal- | _____ | _____ | _____ |
| Teacher- | _____ | _____ | _____ |
| Parent- | _____ | _____ | _____ |

| RATING CODE | DESCRIPTION OF COMPETENCE | PERCENTAGES |
|---|---|---|
| 4 | Outstanding/Excellent Achievement | 70 - 100 |
| 3 | Satisfactory Achievement | 50 - 69 |
| 2 | Partial Achievement | 35 - 49 |
| 1 | Not Achieved | 1 - 34 |

SCHOOL STAMP

**ANNEXURE C (3)**

**EXAMPLE OF A REPORT CARD FOR GRADES 7- 9**

**NAME OF SCHOOL**

**YEAR**
**TERM**

**Name of learner:** _____ **Grade:** _____ **Class:** ____

**Date of birth:** _____

| SUBJECT | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|---|
| | Code / % | Code / % | Code / % | Code / % |
| Language 1: Home Language – State Language | | | | |
| Language 2: *State level – State Language* | | | | |
| Language 3: *if applicable* | | | | |
| Life Orientation | | | | |
| Mathematics | | | | |
| Natural Sciences | | | | |
| Economic Management Sciences | | | | |
| Arts & Culture | | | | |
| Social Sciences | | | | |
| Technology | | | | |
| Days absent | | | | |

**Comments:**

[Comments should be provided and a statement made around progression. In the case of Grade 9, the comment will be about promotion]

School closes on _____ and re-opens on _____

**Signatures:** **Date:** **Comments:**

Principal- _____ _____ _____

Teacher- _____ _____ _____

Parent- _____ _____ _____

| 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 |

SCHOOL STAMP