

CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS): FIRST ADDITIONAL LANGUAGE (FAL)

FOUNDATION PHASE

SECTION 4: ASSESSMENT

Introduction

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes. The central purpose of assessment is to provide information on learner achievement and progress and set the direction for continuous teaching and learning. Assessment goes far beyond testing. It concerns the daily interactions between the teacher and each learner that include moment by moment interactions, observations and actions.

School-based assessment (SBA) is an assessment which is embedded in the teaching and learning process. It involves the teacher from the beginning to the end; from planning the assessment programme, to identifying and/or developing appropriate assessment tasks and selection of appropriate assessment tools right through to making the assessment judgments. It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and learners being assessed. It allows the teacher to give immediate and constructive feedback to learner

SBA tasks can be used as assessment for learning (**formative**) as well as assessment of learning (**Summative**) purposes. **Summative Assessment** refers to more formal planned assessments at the end of a unit or term or year which are used primarily to evaluate learner's progress.

Formative assessment is usually more informal and more frequent, involving the gathering of information about learners and their learning needs **while they are still learning**. Formative assessment has two key functions: **informing** and **forming**. In other words, formative assessment shapes the decisions about what to do next, by helping **the teacher** *to select what to teach in the next lesson, or even in the next moment in the lesson*; and **the learners** *to understand what they have learnt and what they need to learn next*.

The curriculum describes assessment as having four functions namely **formative, summative, evaluative and diagnostic**. The two principal approaches to assessment are **Assessment of learning** and **Assessment for learning**.

Assessment for learning is the process whereby the teacher uses evidence on a continuous basis to inform teaching and learning. Assessment *for* learning is the process whereby the teacher periodically records children's progress and achievement for reporting to parents and other stakeholders. It helps the teacher and learners to focus on three key questions:

- where are learners now in their learning?
- where are learners going in their learning?
- how will learners get to the next point in their learning?

It usually takes place in the day to day minute by minute interactions between the teacher and learners. Everything the learners **do, say and make, ask questions, working on task independently or in pairs** has the potential of providing the teacher with information about what each learner can and cannot do. The teacher should use this information to support learners, make changes to her planning, teaching methodologies and assessment methods.

In contrast **Assessment of learning** focusses on medium and long-term assessment and generally **involves assessing the learner at the end of a unit of work, a week, term or a year. Assessment of learning** helps the teacher to plan future work, to set new targets and to provide feedback and information for term end and year end assessments. Assessment of learning is used to compile a learner's report which can inform discussion between teacher and parents about each learner's learning strengths and weaknesses.

School Based Assessment (SBA) constitutes 100 % in the Foundation Phase. Both formative and summative assessments should be implemented to track and monitor learner progress from term to term. The assessment activities should be grade appropriate and differentiated to accommodate different learning styles (visual, auditory, kinaesthetic) and abilities.

Aims and objectives of the Programme of Assessment

The programme of assessment is aimed at strengthening assessment practices in Grades 1-3 and giving clarity to the utilisation of both formative assessments (Assessment for Learning) and summative assessments (Assessment of Learning). The main objectives are:

- To map out the skills, content and concepts to be assessed (what, how and when to assess) using assessment frameworks that indicate the activities to be assessed in each assessment task in each term in the grade for First Additional Language;

- To ensure that assessment activities are differentiated and accommodate different forms of assessment; and
- To ensure that it informs the South African School Administration and Management Systems (SA-SAMS).

Assessment frameworks have been developed to mediate the implementation of both the informal and formal assessment activities for the term which includes the:

- content, knowledge, concepts and skills that need to be assessed;
- forms of assessment that will be relevant for the assessment activity;
- design of the activity (questions and cognitive levels);
- recording tools that will be used; and
- resources to be used for the assessment activity.

A Formal **Assessment Task (FAT)** is described as a set of formal assessment activities which are recorded and scored. A FAT is not a learning and teaching unit, but it does suggest, in broad terms, what teaching and learning activities need to be assessed formally using a variety of forms of assessment such as observation, oral, practical and written activities. Forms of assessment will differ from term to term and grade to grade according to the stages of cognitive and metacognitive development of learners, therefore grade 1 learners will do more oral activities than grade 3 learners who will do more written work than other grades.

All activities that are identified to be assessed formally should be familiar to the learner meaning that it should be taught but not the exactly same example should be reassessed formally. The FAT will be recorded using scores (recording sheet), reported upon (learner's quarterly report), captured on SASAMS and used for promotion.

The FAT must be jointly planned by the grade-specific teachers, internally moderated by the School Management Team (SMT) and externally moderated by the FP subject advisers in selected schools. To ensure standardisation the FATs for each specific grade must be used in all classes for that grade. These Assessment activities should be differentiated and done in many ways to ensure that each learner is able to demonstrate what he or she knows and can do:

- Through face-to-face engagements with the teacher one learner at a time;

- practically;
- as written activity done independently by each individual learner,
- in pairs (role-play a dialogue); and
- a group performance (acting out a play) or playing a game during physical education lesson.

When planning and implementing an assessment activity the teacher should ensure that:

- the content, concepts and skills that are being assessed are aligned to curriculum and are cognitively appropriate for the grade;
- the content, skills and concepts have already been taught and different examples are used for the assessment activity;
- differentiated assessment practices should be used to accommodate all ability levels and learning styles;
- resources are available for learners to enable them to complete the activity;
- the evidence is recorded (checklists, assessment rubrics, learner's class work books, worksheets etc.);
- scores are recorded and are aggregated to inform the learner's achievement level in each term; and
- follow up interventions such as remedial (under-performing learners) and enrichment (top performing) activities should be done.

The **Programme of Assessment (POA)** will comprise one FAT per subject, per grade, per term.

Table 1	Number of Formal Assessment Tasks				
Grade 1	Term 1	Term 2	Term 3	Term 4	Total
Home Language	1	1	1	1	4
First Additional Language	1	1	1	1	4
Mathematics	1	1	1	1	4
Life Skills	1	1	1	1	4
Total	4	4	4	4	16
	Number of Formal Assessment Tasks				
Grade 2	Term 1	Term 2	Term 3	Term 4	Total
Home Language	1	1	1	1	4
First Additional Language	1	1	1	1	4
Mathematics	1	1	1	1	4
Life Skills	1	1	1	1	4
Total	4	4	4	4	16
	Number of Formal Assessment Tasks				
Grades 3	Term 1	Term 2	Term 3	Term 4	Total
Home Language	1	1	1	1	4

First Additional Language	1	1	1	1	4
Mathematics	1	1	1	1	4
Life Skills	1	1	1	1	4
Total	4	4	4	4	16

Unpacking FAT: Formal Assessment Activities

One **formal assessment activity** for each language component (Listening and Speaking, Phonics Reading and Writing). Each FAT is made up of at least 3 formal assessment activities for Grade 1 and 4 activities for Grades 2 and 3.

The oral activities for Listening and Speaking should be integrated with Life Skills where it is appropriate. The oral Phonics will include letter sound recognition, short vowels, consonant blends, digraphs etc. Oral Reading activities will include word recognition (sight words) and Read Aloud. These oral types of activities should not exceed more than a 1 – 2 minutes per learner. The oral activities will be done individually one learner at a time during FAL and Life Skills lessons (integrate with Beginning Knowledge and Performing Arts).

Written activities (Grade 2 and 3) for phonics, comprehension, language usage and writing where possible should be presented in a worksheet format as a whole class activity or mediated with small groups of learners during the First Additional Language Lesson periods over a week. The suggested time limit should be 20 minutes for Grade 2 and 25 minutes for Grade 3. There should be a mix of easy, moderate and difficult test items to cater for all ability levels. Rubrics (5-point scale is suggested) should be used to score the oral, practical and written activities.

Informal Assessment Activities are not always recorded but when recorded it is not necessary to use scores (for example, recording done using checklists, written recording learner's books and anecdotal notes). This evidence should inform the teacher's professional judgement about learner performance in the event of illness, etc. Therefore, there must be evidence of informal assessment. Table 2 gives an overview of the Programme of Assessment.

These assessment activities should be contextualised for the African Languages which are offered as FAL in grades 1 to 3, regarding the phonics programme, reading (high frequency words, the length of oral reading and comprehension texts) and language usage skills (grammar). These language skills and the assessment thereof should be aligned to the Nguni and Sotho language groupings.

TABLE 2: PROGRAMME OF ASSESSMENT: UNPACKING THE FORMAL ASSESSMENT TASK

GRADE 1: Oral Activities					
Language Components	Term 1	Term 2	Term 3	Term 4	Total per Year
	Form of Ass.	Form of Ass.	Form of Ass.	Form of Ass.	
Listening and Speaking	Oral	Oral	Oral	Oral	
Phonics	Oral	Oral	Oral	Oral	
Reading	Oral	Oral	Oral	Oral	
Writing	N/A	N/A	N/A	N/A	
Total	3	3	3	3	12 activities

GRADE 2: Oral and Written Activities					
Language Components	Term 1	Term 2	Term 3	Term 4	Total per Year
	Form of Ass.	Form of Ass.	Form of Ass.	Form of Ass.	
Listening and Speaking	Oral	Oral	Oral	Oral	
Phonics	Oral	Written	Written	Written	
Reading	Oral	Oral	Oral	Written	
Writing	Written	Written	Written	Written	
Total	4	4	4	4	16 activities

GRADE 3: Oral and Written Activities					
Language Components	Term 1	Term 2	Term 3	Term 4	Total per Year
	Form of Ass.	Form of Ass.	Form of Ass.	Form of Ass.	
Listening and Speaking	Oral	Oral	Oral	Oral	
Phonics	Oral	Written	Written	Written	
Reading	Oral	Written	Oral	Written	
Writing	Written	Written	Written	Written	
Total	4	4	4	4	16 activities

TABLE 3: FIRST ADDITIONAL LANGUAGE WEIGHTINGS			
Components	Grade 1	Grade 2	Grade 3
Listening and speaking	58%	40%	20%
Phonics and spelling	12%	13%	13%
Shared reading	30%	30%	30%
Group guided reading			
Writing		17%	20%
Language Use			17%
	100%	100%	100%

These weightings inform the time to be spent on teaching and learning and the assessment component which includes both formal and informal. Hence the scores or marks for the formal assessment activities does not have to equate to the above weightings as the informal assessment is not accounted for in the FAT. For example, the weighting for reading is 30%, this does not mean that the formal assessment activity for reading should count 30 marks. SASAMS has been designed to automatically convert scores/ marks into Levels (7-point scale) which are used for reporting and promotion.

In addition, the DBE has developed **SBA exemplar booklets** to enable to support and guide the teacher. The following are extracts from the SBA Booklet.

First Additional Language: Programme of Assessment: Grade 3: Term 1

Assessment Framework: Formal Assessment Task (4 Formal Assessment Activities)

Component	What skills will be assessed	Form of Assessment	Assessment Tool	Suggested Scores	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> Retells a story, which is told or read in at least 3 to 4 sentences using props (poster/puppet/mask). 	Oral and Observation	Rubric	5	By the end of the Term	
Phonics: Written	<ul style="list-style-type: none"> Phonics: Letter sound Recognition: initial letter sounds 	Observation and Oral	Rubric	5	By the end of the Term	
Reading: Written Comprehension	<p><u>Group Guided Reading Sessions</u> Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 50-60 words</p>	Observation and Oral	Rubric	5	By the end of the Term	
Writing:	<ul style="list-style-type: none"> Writes and illustrates a familiar story using capital letters and full stops (at least 3 - 5 sentences) 	Observation and Written	Classwork book, Rubric	5	By the end of the Term	
TOTAL SCORE				20		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

FAL GRADE 3: TERM 1 Checklist Recording Informal Assessment

FAL GRADE 3: TERM 1 Checklist Recording Informal Assessment						
	Listening & Speaking		Phonics		Reading	Comment
	Demonstrates an understanding of oral vocabulary.	Understands and responds to simple questions	Recognises consonant diagraphs (sh, ch, th, wh) - begin and end of words	Builds and sounds out short (3 and 4-letter) words using sounds learnt.	Sight words: 50-60 words	
KEY: ✓ Achieved ● In need of support × Not achieved						
Date						
Names of learners						
1						

FAL GRADE 3: TERM 1
Recording Sheet: Scores

	Listening & Speaking	Phonics	Reading	Writing	Comment
	Retells a story, which is told or read in 3 to 4 sentences using props (poster/puppet/mask).	Identifies initial letter sound relationships of all single letters:	Oral Reading: 50 - 60 words	Writes and illustrates a familiar story using capital letters and full stops (3-5 sentences)	
Date					
	Rubric	Rubric	Rubric	Rubric	
Score	5	5	5	5	
Names of learners					

SUGGESTED RUBRICS: FORMAL ACTIVITIES

LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Retells a story that is told or read in 3-4 sentences using props	Can retell 1 sentence after much repetition with teacher	Can only retell the 1 sentence related to the beginning of a story	Can retell the beginning of a story in 2 sentences fluently using correct vocabulary in FAL	Can retell a story in 3 sentences fluently using correct vocabulary in FAL	Can retell a story in 4 sentences fluently with expression and gestures using correct vocabulary in FAL
PHONICS					
Activity	1	2	3	4	5
Identifies initial letter	Able to identify initial letter sound	Able to identify initial letter sound	Able to identify initial letter sound	Able to identify initial letter sound	Able to identify initial letter sound

sound relationships of all single letters: Letter sound chart	relationships of 1-5 letters with support	relationships of 6-11 letters correctly	relationships of 12-17 letters correctly.	relationships of 18- 25 letters correctly	relationships of all letters correctly
READING					
Activity	1	2	3	4	5
Word recognition: 50 – 60 sight words	Needs support from teacher. Recognises less than 20-29 sight words	Recognises and reads 30-39 sight words correctly	Recognises and reads 40-49 sight words correctly	Recognises and reads 50-60 sight words confidently and correctly.	Recognises and reads more than 60 sight words from a word list confidently and correctly in a minute.
WRITING					
Activity	1	2	3	4	5
Writes and illustrates a familiar story using capital letters and full stops (3-5 sentences)	Able to copy 1-2 words and draw 1 picture for a story with support	Able to write a familiar story in 2 sentences using a frame with 1 illustration	Able to write a familiar story in 3 sentences using a frame with 2 illustrations.	Able to write familiar story in 4 sentences using correct punctuation with 3-4 appropriate illustrations.	Able to write a familiar story in more than 5 sentences using correct punctuation, spelling and grammar with 5-6 appropriate illustrations.

RECORDING AND REPORTING

Recording is a process in which the teacher 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 her / his readiness to progress or being promoted 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.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in many ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. 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

MODERATION OF SCHOOL BASED ASSESSMENT

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

GENERAL

This document should be read in conjunction with the:

- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12;
- National Protocol for Assessment Grades R-12
- Subject specific School Based Assessment Exemplar booklet.