



**education**

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**National  
Curriculum Statement  
Assessment Guidelines**

**for**

**General Education and Training  
(Intermediate and Senior Phases)**

**Languages**

## PREAMBLE

The Assessment Guidelines are part of a developmental process that is aimed at increasing the capacity of the education system, teachers, school management teams and departmental officials to enhance the effective implementation of the National Curriculum Statements and the *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band* by developing an authentic assessment system that is congruent with outcomes based education in general and the NCS in particular.

We expect a critical engagement with these documents, as they do not reflect a "zero defect" nor a "one answer" solution and we encourage all who use these documents to alert the Department of Education to any inconsistencies, highly impractical suggestions or any other elements that may detract from the goal of establishing an effective assessment system. We also appeal to you to offer alternative solutions, ideas and suggestions you may have for dealing with issues you may have raised in your input. In particular, examples of good assessment tasks that enhance classroom teaching and learning will be valued.

We encourage you to be as rigorous and as vigorous as you can and have complete faith in your professionalism to expect that your responses, however critical, would be framed in a constructive manner that is geared towards arriving at a shared solution and is not a simplistic listing of problems and concerns.

We look forward to an exciting, growth promoting and stimulating engagement with you all.

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## 1. INTRODUCTION TO THE LANGUAGES LEARNING AREA

This document provides guidelines for assessment in Languages in the Intermediate and Senior Phases of the National Curriculum Statement. It provides teachers with information on assessment as well as ways of implementing assessment in Languages. The assessment guidelines for Foundation Phase will be a separate document.

This document should be read in conjunction with the *Languages Learning Area Statements Grade R–9*, the *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band*, *Teacher's Guide for the Development of Learning Programmes in Languages*, the Language in Education Policy and other current assessment policies.

## 2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

Assessment in the National Curriculum Statement is an integral part of teaching and learning and should be included at all levels of planning. In the NCS, assessment is not just an 'add on' or something that happens at the end of the learning process.

The assessment standards in each learning area define the minimum requirement for achieving the learning outcome at a specific Grade. We teach towards learning outcome and the activities to achieve a certain assessment standard or a group of clustered assessment standards can be varied. At the same time we can assess in many different ways depending on what we would like to find out.

**Assessment** is a **process** of making decisions about a learner's performance. It involves gathering and organising information (**evidence of learning**), in order to review what learners have achieved. It informs decision making in education, and helps teachers to establish whether learners are performing according to their full potential and making progress towards the required levels of performance (or **standards**), as outlined in the **Assessment Standards** of the NCS.

Before addressing the different *types* of assessment, it is helpful to list some general purposes of assessment. In terms of the National Curriculum Statement, assessment in the GET Band should achieve at least one of the following purposes:

- Develop learners' knowledge, skills and values
- Identify the needs of learners
- Enable teachers to reflect on their practice
- Identify learners' strengths and weaknesses
- Provide additional support to learners
- Revisit or revise certain sections where learners seem to have difficulties
- Motivate and encourage learners.
- Provide information or data to a variety of stakeholders
- Demonstrate the effectiveness of the curriculum or a teaching strategy

The purposes can be linked to different types of assessment of which the following five are listed in the National Curriculum Statement (GET: Grades R–9)

Type of assessment	Description and uses
<b>Baseline Assessment</b>	Baseline assessment is assessment usually used at the beginning of a phase, Grade or learning experience to establish what learners already know. It assists educators with the planning of learning programmes and learning activities.
<b>Formative Assessment</b>	Formative assessment is developmental and is used to inform teachers and learners about their progress. Thus it improves teaching and learning by giving teachers direction and enables them to adapt to learners' needs. Formative assessment or 'assessment for learning' involves both teacher and learner in a process of continual reflection and self-assessment. Formative assessment is interactive in that the teacher uses thought provoking questions to stimulate learner thinking and discussion.
<b>Summative Assessment</b>	Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term. It usually results in judgements about learner performance and can involve high stakes for learners (e.g. Senior Certificate).
<b>Diagnostic Assessment</b>	Diagnostic assessment is similar to formative assessment, but its application will always lead to some form of intervention or remedial action or programme. It shows up either learners' strengths and weaknesses or inappropriate teaching methodology. When it is used to find out about the nature and cause of medical barriers to learning it should be administered by specialists and is followed by expert guidance, support and intervention strategies.
<b>Systemic Assessment</b>	Systemic assessment is an external way of monitoring the education system by comparing learners' performance to national indicators of learner achievement. It involves monitoring of learner attainment at regular intervals, using nationally or provincially defined measuring instruments. This form of evaluation compares and aggregates information about learner achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning. For the General Education and Training Band Systemic Evaluation will be conducted at the phase exit levels i.e. Grade 3, Grade 6 and Grade 9.

### 3. THE NATURE OF ASSESSMENT IN THE LANGUAGES LEARNING AREA

Assessment in the NCS should always be seen as integral to teaching and learning, therefore it is important to **understand the nature of the Languages Learning Area.**

#### 3.1 The Nature of the Languages Learning Area

The Languages Learning Area includes:

- All eleven official languages: Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.
- Languages approved by the Pan South African Language Board (PanSALB) and the South African Certification Authority (SAFCERT) such as Braille and South African Sign Language.

In a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages and that they are able to communicate in other languages.



The Languages Learning Area follows an additive or incremental approach to multilingualism:

- All learners learn their home language and at least one additional official language.
- Learners become competent in their additional language, while their home language is maintained and developed.

The Languages Learning Area also underlies all other Learning Areas, since language is the medium through which all teaching, learning and assessment takes place. Thus without language no other Learning Area could exist. The language teachers, together with other Learning Areas teachers have an important responsibility to ensure that languages are fully utilised across the curriculum. Sufficient time and attention need to be given to the languages of learning and teaching (the learning area specific terminology) for all other Learning Areas.

### 3.2 Assessment and the Three Language Levels

The Languages Learning Area distinguishes between **Home Language**, **First Additional Language** and **Second Additional Language**. It approaches each level of language in slightly different ways:

- The Home Language Assessment Standards assume that learners are able to read, understand and speak the language taken at Home Language level. These Assessment Standards support the development of these competencies, especially with regard to various types of literacy (reading, writing, visual and critical literacies). They provide a strong curriculum to support the Language of Learning and Teaching (LOLT).
- The First Additional Language assumes that learners do not necessarily have any knowledge of the language taken at First Additional level when they arrive at school. The curriculum starts by developing learners' ability to read, understand and speak the language, and as such develops literacy. Learners are able to transfer the literacies they have acquired in their Home Language to their First Additional Language. The curriculum provides strong support for those learners who will use their First Additional Language as the Language of Learning and Teaching at some point in the GET band. ***By the end of Grade 9, these learners should be able to use their Home and First Additional Languages effectively and with confidence for a variety of purposes, including learning.***
- The Second Additional Language is intended for learners who need or wish to learn three languages. The Second Additional Language may be an official language or a foreign language. Assessment Standards have been set at Second Additional Language level for the official languages in the Intermediate and Senior Phases. They ensure that learners are able to use their Second Additional Language for general communicative purposes. Less time will be allocated to the learning of Second Additional Languages than to the Home or First Additional Languages.

Both Home and First Additional Languages address the same six Learning Outcomes in the NCS. They however, differ in the Assessment Standards prescribed for each Learning Outcome. ***In practice it is not necessary to have a rigid division between the teaching of Home and Additional Languages.*** It is also in line with the *Language in Education Policy's* view that using more than one language of learning and teaching supports multilingualism.

### 3.3 The Language of Learning and Teaching and Assessment

The language of learning and teaching for a particular language level (Home Language, First Additional Language and Second Additional Language) will automatically become the language of assessment. That is, if the School Governing Body adopts English, Xitsonga and Sepedi as their Home Language, First Additional Language and Second Additional Language respectively for their school; it simply translates that the respective languages will be the languages through which assessment would be conducted.

When learners enter a school where the Language of Learning and Teaching is not their Home Language, the teachers and the school should provide support and supplementary learning in the Additional Language until such time that learners are able to learn effectively in that language. It is the responsibility of the language teachers to ensure that the Language of Learning and Teaching does not become a barrier to learning.

In a multilingual country such as ours (cross-cultural standpoint), it is possible for one classroom to have diverse linguistic learners who are at different stages of language cognitive skills. When learners first enroll in school, it is important to ascertain the literacy skills that learners have gained in the home (first) language, as well as in additional language(s). The assessment of learners' language and literacy skills will determine their eligibility for educational services that will help them achieve the expected educational performance standards of the LoLT of the school.

Literacy skills from the child's home language can translate to and facilitate the acquisition of the LoLT (language) literacy skills. It is important to value the learners' home language. Assessing learners' academic skills in only their second language implies that the first language is not important, which is contrary to what the LiEP encourages. Assessment of academic skills in the learners' home language demonstrates that the school values prior literacy attainment. Research shows that learners can benefit from literacy skills in their home language.

The assessment of Home Languages and Additional Languages is not different in approach or methodology. The only difference between these levels is around the Learning Outcomes that are emphasized at a particular time, i.e. in Home Language, the outcomes dealing with Reading and Writing will be weighed more than the others, whilst in Additional Language, the Speaking and Listening will be emphasized. The level of complexity of the texts selected brings about the other differentiation.

Furthermore, language assessment must be **bi/multilingual**. This does not mean that a learner should be assessed in two languages at the same time. It can be very challenging to assess learners' academic skills in their home language. There are not always bilingual educators readily available to assess the learner's home language skills. A team approach including both relevant teachers and educators with training in second language acquisition, is essential. However, the teacher must have an understanding of her/his learners' development in both (or all) their languages. This means that teachers must have bi/multilingual profiles of learners' development. This should help them to see whether a learner with a reading or writing problem in their Additional Language, is experiencing problems with literacy in their Home Language, or simply that the learners don't know enough

grammar and vocabulary to read and write in that language. **This means that language teachers should plan together their assessment programmes for all levels: Learning Programmes (phase long), Work Schedules (year long) and Lesson Plans.**

Research has proven that learners who have strong foundation in their home languages learn other languages with ease. It is therefore advisable, more especially in the Intermediate Phase where a school transits to a new language as a LoLT, for learners to be encouraged to be assessed in their home languages, thereby building active participation as well as boosting confidence, hence the promotion of multilingualism in the classroom. However such gesture needs to be administered with caution, not to result in learners to have minimal competency in the LoLT of the school.

### 3.4 Languages Learning Outcomes

Each assessment task should have a clear indication of what outcome(s) will be measured. It follows from this that the assessment task should require skills, knowledge, attitude and values that are relevant towards the achievement of the Learning Outcomes.

It is therefore important for languages teachers to come together on all levels of planning, i.e. Learning Programme, Work Schedule and Lesson Plan, to determine which and how Learning Outcomes and their assessment standards are going to be handled for each phase, grade and lesson, which will eventually shape the designing of assessment tasks such that, when one teacher is not around, another one will take over with ease. Their coming together will help them to correctly interpret and sequence the Learning Outcomes and Assessment Standards as spelt out in the NCS. They will also spell out what core knowledge and concepts will be used in attaining the Learning Outcomes for the phase, grade and lesson, as well as to take into consideration the different contexts and local realities, like the needs of the community, school and learners.

The NCS Languages prescribes the six Learning Outcomes for both Home Language and First Additional Language and five Learning Outcomes for Second Additional Language (excluding Learning Outcome 5).

<b>Learning Outcomes in Languages</b>
<p><b>Learning Outcome 1: Listening</b> The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.</p>
<p><b>Learning Outcome 2: Speaking</b> The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.</p>
<p><b>Learning Outcome 3: Reading and Viewing</b> The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.</p>
<p><b>Learning Outcome 4: Writing</b> The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.</p>
<p><b>Learning Outcome 5: Thinking and Reasoning</b> The learner will be able to use language to think and reason, as well as to access, process and use information for learning.</p>
<p><b>Learning Outcome 6: Language Structure and Use</b> The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.</p>

### 3.4.1 Weighting of Learning Outcomes

*All six of the Languages Learning Outcomes are interdependent, as one cannot function without the others.* In Home Language and First Additional Language all six Learning Outcomes are equally important, while in Second Additional Language the listening and speaking Learning Outcomes should be given more attention. However, this does not mean that all six Learning Outcomes must be given equal emphasis in every assessment activity. One assessment activity might focus on Learning Outcome 1, another on Learning Outcome 2, etc. But in a series of activities addressing the same context, all six Learning Outcomes must be adequately addressed and all of them must be addressed in an integrated way.

### 3.4.2 Integration of Learning Outcomes

When designing an assessment task for the Languages Learning Area (Learning Programme), the Learning Outcomes will usually be integrated – one and two (listening and speaking) are always together, three and four (reading and viewing and writing) are often linked, while five and six give the knowledge base without which the first four Learning Outcomes would make no sense.

Listening and speaking, reading and viewing, writing, thinking and reasoning, and knowledge of sounds, words and grammar – although presented as separate outcomes – should be integrated when taught and assessed.

For example, learners:

1. listen to a particular kind of text – audio or written (when read to);
2. read and analyse key features of another text of the same type (for example, use of simple present tense, passive voice, linking words such as 'first', 'next', 'then'); and
3. design and create a new text of the same type, including visual material in the form of a flow diagram.

It should be noted, however, that, though one assessment task can actually address a number of Learning Outcomes at a time, it is crucial that the assessment task should focus on one or two key Learning Outcomes and their related Assessment Standards. For example, if the assessment task is about achieving reading as an outcome, as much as other Learning Outcomes such as listening and thinking and reasoning are automatically addressed, the focus should be narrowed and tightened towards the achievement of the reading learning outcome (LO 3).

### 3.4.3 Languages Learning Outcomes vs other Learning Areas' Learning Outcomes

The content for Languages is dependent upon other learning areas' content. Language teachers need to take into consideration that there would always be Learning Outcomes that are content specific for other Learning Areas such as Life Orientation, Social Sciences, Arts and Culture, Technology, etc. It is important to strike a balance between Languages Learning Outcomes and those of other Learning Areas in order to achieve Languages Learning Outcomes and Learning Outcomes for other Learning Areas.

It would be wrong to design an assessment task that only tackles other Learning Areas Learning Outcomes (content) such that one would be unable to distinguish whether that particular assessment task is meant for achieving Languages Learning Outcomes or Learning Outcomes specific for that particular Learning Area content. Example: say the assessment task is about the HIV and AIDS, which is Life Orientation content, and you plan your assessment activities wherein only the Life Orientation Learning Outcomes are addressed without touching some Languages Learning Outcomes.

In Languages, assessment must concern itself with learners' language and literacy development. It should support learners' language and literacy development.

#### **4. CONTINUOUS ASSESSMENT IN THE LANGUAGES LEARNING AREA**

The purpose of assessment in the National Curriculum Statement is to gather information about the learner's development. Since assessment is integral to teaching and learning and teachers are dependent on assessment for the improvement of their practice, assessment needs to be continuous. Learning is a continuous process and learners learn in different ways and at different paces. We will only get a good picture of the learner's development if we assess the learning process on an ongoing basis informally and formally. And, as learners, teachers and parents we are interested in finding out how the learner is progressing in the 8 learning areas in terms of their development of skills, knowledge and values.

CASS is a school based assessment process of gathering valid and reliable information about learner performance (on an ongoing basis). It involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms that ensure a fair and representative sampling of the Learning Outcomes and assessment standards covered in Languages. In Languages, all speaking, listening, reading/viewing, writing, thinking and reasoning, and grammar should be assessed on an ongoing basis. CASS supports the growth and development of learners, and provides constant feedback to learners while gathering evidence of their achievement in the Assessment Standards of the Languages Learning Outcomes.

Continuous assessment (CASS) in Languages must be managed and designed by the Languages teachers using the National Curriculum Statement (GET: Grades R to 9) and this national assessment guideline.

##### **4.1 Characteristics of Continuous Assessment**

The characteristics of CASS can be found on page 107 of the Languages Learning Area Statement (NCS Policy). It covers all the outcomes-based education assessment principles and ensures that assessment:

- takes place over a period of time and it is on-going
- supports the growth and development of learners
- provides feedback from learning and teaching
- allows for the integrated assessment
- uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional and cultural)
- allows for summative assessment

#### 4.1.1 Continuous Assessment Framework

A simplified framework illustrating the difference between Grade 9 and the other Grades in the Intermediate and the Senior Phases is provided below.

**Table 1: CASS framework**

Grade	CASS component school-based	Common Tasks for Assessment externally set
Grades 4 to 8	100%	Not Applicable
Grade 9	75%	25%

#### 4.2 Continuous Assessment for Grades 4–8

In Grades 4–8 CASS comprises 100% of the final Languages mark or level of achievement. In languages, all the formal recorded assessment tasks over the year should give learners an opportunity to cover the full scope of the Learning Outcomes and assessment standards within Languages Learning Area. The assessment tasks should give learners the opportunity to explore varied knowledge, skills, values embodied in the Languages Learning Area over the year.

Formal recorded tasks are used to determine progression to the next grade.

##### Number of formal recorded assessment tasks

**Table 2: Number of formal recorded assessment tasks for Grades 4–6**

Learning Area	Term 1	Term 2	Term 3	Term 4	Term 5
Home Language	2	2	2	2	8
1 <sup>st</sup> Additional Language	2	2	2	2	8
2 <sup>nd</sup> Additional Language ( <i>optional</i> )	1	1	1	1	4

**Table 3: Number of formal recorded assessment tasks for Grades 7–8**

Learning Area	Term 1	Term 2	Term 3	Term 4	Term 5
Home Language	3	2	3	2	10
1 <sup>st</sup> Additional Language	2	2	2	2	8
2 <sup>nd</sup> Additional Language ( <i>optional</i> )	2	1	2	1	6

### 4.3 Continuous and External Assessment for Grade 9

In Grade 9, the CASS component consists of tasks undertaken during the school year and counts 75% of the final Grade 9 mark or level of achievement. The other 25% is made up of externally set assessment tasks or Common Tasks for Assessment.

**Table 4: Number of formal recorded assessment tasks for Grades 9**

Learning Area	Term 1	Term 2	Term 3	Term 4	Total
Home Language	3	2	3	CTA Administration	8
1 <sup>st</sup> Additional Language	2	2	2		6
2 <sup>nd</sup> Additional Language ( <i>optional</i> )	2	1	2		5

#### 4.3.1 External assessment in Grade 9 – Common Tasks for Assessment

CTA is only applicable to Grade 9. It makes up 25% of the final mark for Grade 9 learners.  
**NB: Refer to previous Languages CTAs.**

The CTA, in all Learning Areas, should consist of both performance-based tasks and pen-and-paper tasks. The pen-and-paper task will be conducted under controlled conditions and schools will follow a national timetable. The performance-based tasks should be designed in such way that they are completed or administered over a period of time and not as a once-off event.

These performance-based tasks should form an integral part of the normal teaching and learning school programme. These could be done in the classroom or as homework. These tasks could include projects, oral, pen-and-paper activities. Learners would, for instance, be required to do tasks as individuals, in pairs and some in groups. ALL Grade 9 learners in ALL schools will be assessed through the CTA in all the 8 Learning Areas including the additional languages, during the fourth term.

The languages CTAs should be carefully designed and weighted to cover as many (if not all) Learning Outcomes as possible. It should give learners opportunities to research and explore the learning area in an exciting and varied manner. It should include practical or performance assessment tasks. It should ensure that learners cover a variety of forms of assessment.

##### 4.3.1.1 Administration of CTA

CTA is externally set and moderated and administered at schools level over a period of specified time, i.e. the last quarter of the year. It is important that the administration of the CTA be planned carefully. This should form an integral part of the normal teaching and learning school programme and must be aligned to the school's timetable.

The CTA usually consists of two books, the teacher's guide and the learner's book. Learning Area-specific guidance is included in the teacher's guide. These give detailed information needed to administer each task of the CTA and should be read by the teacher before CTA administration is started. This will enable the teacher to integrate and find opportunities in the timetable for this integration. The learners' book has some clear instructions and activities for the learners to do.

The CTA in Languages is conducted under a central idea/ theme that is relevant to the current debates and covers knowledge and skills required of a Grade 9 learner as provided in the Languages Learning Area Statements.

#### **4.3.1.2 *Roles and responsibilities of the teacher***

Learners bring valuable experiences into the classroom. The teacher's role is to initiate discussion and reflection, in which learners' prior knowledge is acknowledged, and then valued.

In a CTA, the teacher will:

- ❖ contextualise the CTA
- ❖ discuss the flow chart with learners
- ❖ explain the criteria for assessment to all learners before the commencement of each activity
- ❖ guide brainstorming sessions
- ❖ organise manageable groups
- ❖ help allocate group roles
- ❖ ensure that activities are completed within specified time frames
- ❖ supervise the process
- ❖ intervene and troubleshoot where and when necessary
- ❖ be responsible for the inclusion of tasks and the various forms of assessment in the learners' portfolios
- ❖ engage interactively with learners
- ❖ Distribute the worksheets provided to learners per activity
- ❖ Mark the relevant sections of the CTA

#### **4.3.1.3 *Marking the CTA***

As learners complete tasks, teachers at the school should mark these and provide immediate feedback to the learners. Therefore teachers would have enough time to finalise the CTA and provide final results before the end of the school year. Note that the CTA constitutes 25% of the final result.

Different tools can be used for marking a CTA. These are some of the tools that are mostly used:



INFORMATION SHEET	
Tools for judging evidence	
<b>Checklists</b>	These are useful for assessing products and processes against a list of criteria
<b>Rating scales</b>	Allow you to assess and record the levels of achievement quickly and accurately. Numbers, symbols or words can be used. <b>Rating scales are often combined with a checklist of criteria and are also used in rubrics.</b>
<b>Rubrics</b>	Consists of criteria and levels of competency (performance). Each level has clear descriptors against each criterion.
<b>Marking memoranda</b>	Marking memoranda set 'model answers' which can be used as baseline information against which learners' work is assessed.
<b>Observation sheets (with criteria)</b>	Observation sheets are similar to checklists, but they are used when observing learners. Observations allow the teacher to focus on what the learners are doing and how they are behaving in a particular activity or context.

#### *Notes on rubrics*

A rubric is a tool for assessing learner performance that:

- ❖ describes a continuum of performance quality that ranges from poor to excellent
- ❖ consists of a set of criteria that defines a task in its entirety and by which a task will be evaluated
- ❖ Assessment criteria are derived from LOs and ASs
- ❖ Criteria are statements of what the learner must know or can do

It is advisable for teachers to generate rubric criteria from Assessment Standards. These criteria should form part of learners' instructions to enable them to know exactly what is expected of them.

Also note that the national codes for recording and reporting must not be confused with an assessment tool, i.e. rubrics need not necessarily include 4 and 7 level descriptors per criterion as per the code allocated to Grades R–6 and Grades 7–12 respectively. The national codes are used only for recording the assessment tasks (overall work).

Rubrics provided in this Assessment Guideline are just examples. They need not necessarily be used as is; they can be adjusted to suit the nature of the assessment piece to be assessed.



## 4.4 Informal and Formal Assessment

CASS comprises of two different but related activities: informal daily assessment and formal programme of assessment. Both informal and formal assessment is used in CASS, but it is formal assessment tasks that are recorded for purposes of progression and promotion (see paragraph 83–91 of the *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band*.) Informal assessment is very important, but is not used for formal recording. It is used for formative purposes to support teachers in their daily planning and to assist teachers in making professional judgments on learner performance.

### 4.4.1 Informal daily assesment

Informal daily assessment is the monitoring of learners' progress not in an unsystematic way. It can be done through observations, discussions, learner-teacher conferences, informal classroom interactions, etc. Informal daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners to find out how learning is progressing. Informal daily assessment is used to provide feedback to learners and to improve teaching and need not be recorded. Informal assessment is particularly useful to assess the attitudes of learners and those skills that are difficult to assess in a formal task.

Self-assessment, peer assessment and group assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered. The results of these assessment activities are not formally recorded for promotion purposes but may be considered when a teacher has to make a professional judgement about the progress of a learner.

### 4.4.2 Formal assessment

This section reflects different approaches to the assessment process as determined by the various Learning Areas. Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a Phase/Grade/Learning Area/in a particular Learning Outcome. 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-enforcement 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.

#### 4.4.2.1 *Formal assessment tasks*

The Policy: Assessment and Qualification for The General Education and Training Band – Schools describes an assessment task as an assessment activity or activities that is/are designed to assess a range of skills and competencies. In Languages, an assessment task can comprise of one or more assessment activities. For example a performance-based task might involve a research project that includes a questionnaire, interviews and a written report. Groups or individuals would engage in a number of assessment activities that support the design of the questionnaire and the preparation of the final report.

Assessment tasks, by their definition, range from being fairly short in time and content that can be completed within a period, to being considerably longer, involve a number of activities and take longer to complete. It is most important that the assessment tasks are appropriate for the age and Grade of the learners being assessed. Assessment Standards will inform the appropriateness of the assessment tasks. The results from the assessment of these tasks will be used for formal recording of the learners' progress. Further guidance on assessment tasks can be found in the *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band*, on pages 13 and 14.

The assessment task(s) in Languages must reflect varied forms of assessment and assess a variety of skills (informed by the Assessment Standards in that Grade). Some assessment tasks will involve more than one form of assessment and possibly a number of assessment activities that support the form/forms of assessment used. The assessment tasks must be weighted to collectively engage with all the LOs & ASs for the Grade.

Assessment tasks provide learners with an opportunity to demonstrate their acquired competencies in various Languages levels. Collectively over the year the assessment tasks should enable the teacher to make informed judgments about various levels of performance and learner competence in Languages.

In addition to daily assessment, teachers should develop a year-long Formal Plan (Programme) of Assessment for each Grade. In Grades 4–8 the Plan (Programme) of Assessment consists of tasks undertaken during the school year. The marks allocated to assessment tasks completed during the school year will be 100%. In Grade 9, the Plan (Programme) of Assessment consists of tasks undertaken during the school year and counts 75% of the final Grade 9 mark. The other 25% is made up of externally set assessment tasks. The marks achieved in each assessment task in the Formal Plan (Programme) of Assessment must be recorded and included in formal reports to parents and School Management Teams.

## 4.5 Aspects to Consider when Designing Formal Assessment Tasks in Languages

These are just features that need to be considered when designing an assessment task. There are some features that are a must for each assessment task, and some that are complementary. It is therefore noble for language(s) teachers to have all these features in mind when designing an assessment task.

### 4.5.1 What is the purpose of this assessment task?

Teachers need to have a bigger picture of why they are choosing a particular assessment task over others. The purpose of an assessment task will give rationale to why learners are being assessed. An assessment task should always be aimed at addressing community, national and international problems thereby equipping learners with lifelong skills that will help them to explore different options that will tackle societal problems. As a teacher one always wants to find out how your learners are progressing and how you could assist them to improve lifelong learning.

It is therefore crucial to organise or design an assessment task such that it will eventually afford learners an opportunity to tackle current challenges that are daunting the world at large. For an example, an assessment task can be developed to address myths around HIV and AIDS, Corruption vs Poverty Alleviation, Social Integration, Gender Sensitivity, Economic Development, Tourism, Sports, Technology, Globalisation, etc.

### 4.5.2 Does the task truly match the outcome(s) you're trying to measure?

This is a must. Each assessment task should have a clear indication of what outcome(s) will be measured. **(Refer to 3.4 for details.)**

### 4.5.3 Is the task a worthwhile use of instructional time?

Each assessment task needs to have time indication that will guide both teachers and learners as to what time will be spent performing that assessment task. Time allocation to each assessment task will help teachers to have an informed idea on weighting such tasks. In Languages, time allocation will differ depending on the nature of the assessment task that learners will engage in. Some of the assessment tasks may be time-consuming, so it stands to reason that time should be well-spent.

### 4.5.4 Does the assessment use engaging tasks from the "real world?"

The assessment task should capture the learners' interest well enough to ensure that they are willing to try their best. Does the task represent something important that learners will need to do in school and in the future? Many learners are more motivated when they see that a task has some meaning or connection to life outside the classroom.

**4.5.5 Are the tasks fair and free from bias?**

Is the task an equally good measure for learners of different linguistics, genders, cultures and socio-economic groups represented in your school population? Will all learners have equivalent resources – at home or at school – with which to complete the task? Have all learners received equal opportunity to learn what is being measured?

**4.5.6 Will the task be credible?**

Will your colleagues, learners and parents view the task as being a meaningful, challenging and appropriate measure?

**4.5.7 Is the task feasible?**

Can learners reasonably be expected to complete the task? Will you and your learners have enough time, space, materials and other resources? Does the task require knowledge and skills that you will be able to teach?

**4.5.8 When will this task be done?**

The teacher should discuss with his/her colleagues when the different assessment tasks should be done. The load on the learners should be considered that all assessment tasks for different Languages level(s) and other different learning programmes should take place at the same time but should be spread over the year. If the learners are in a hostel it should be planned to take place over the holidays so the learners have time to interview their grandparents.

**4.5.9 Consider the contexts of the schools and the learners in the Grade**

The task should be appropriate to the age of the learners. In a way, assessment task should consider the whole language profile of the learner. It may not be possible to assess all learners at the same time. Smaller groups of learners can be targeted on a daily basis. This is particularly applicable when assessing learners via observations. In practice, teachers will only be able to provide feedback to a few learners per day. In other instances, some learners will need to be assessed more often than others, depending on the rate of progress each individual learner makes. This is more so if learners have language competency problems.

**4.5.10 Clear instructions that will be given to learners**

This is very crucial. In Languages Learning Area, the type of assessment tasks set will obviously depend upon achieving the intended learning outcome. It is therefore important for learners to understand clearly why they are being asked to undertake a particular assessment task and what is expected of them. A clear statement of the expected Learning Outcomes for the task to be assessed will help. A clear statement can be generated from the assessment standards that explain clearly how learners will be assessed. This will help learners to focus their efforts with ease. In other words, learners need to be given clear instructions in a simpler language that they won't struggle to understand.

Whether the learner has any choices in how to respond (e.g., oral report, written report), needs to be stated.

#### **4.5.11 How are learners going to be assessed?**

An educator should ensure that assessment methods and criteria, which are linked to the Learning Outcomes for the task, are clear to learners. Learners should understand how they will be assessed, and how they will be able to achieve the intended Learning Outcomes.

For example, when assessing an investigation task, it is important to be clear whether it is the outcome of the project or the process of working in the group that is being assessed, or both. This should be reflected in the assessment standard(s) and tasks. If learners are to be assessed on how they contributed in a group, their tasks should include some analysis of this, which is usually separate to any final product/ assignment (e.g. peer or self assessment tasks, reflective portfolio).

However, it should be noted that, in Languages, the process is as important as the product. Teachers must therefore dedicate time to the assessment of the processes learners go through while they are busy developing the product. This is not to say the final product does not get assessed, but to indicate that assessment of the product in Languages usually takes place after the teacher has assessed the process applied to produce the final product. This principle of assessment is applicable to all six Learning Outcomes in the Languages Learning Area Statement.

#### **4.5.12 What scoring criteria will be used?**

Each assessment task should be clearly marked so that learners know what each task is worth marks wise. Learners need to be provided with a checklist, rubric, etc, that will enable them to know exactly what each assessment task is worth. However such gesture needs to be carefully designed such that teachers need not end up providing responses to learners.

#### **4.5.13 Forms of assessment in Languages**

##### **Number and forms of assessment required for Formal Plan (Programme) of Assessment**

The requirements for the Formal Plan (Programme) of Assessment for Grades 4–9 are summarised in Table 2 and 3 (p.8). If a teacher wishes to add to the number of assessment tasks, he or she must motivate the changes to the head of department and the principal of the school. The teacher must provide the Plan (Programme) of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the learning areas in each Grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**NB:** Refer to table 2–4 for required number of formal recorded assessment tasks for various grades.

#### 4.5.14 What form(s) of assessment will suit this task? (refer to Annexure 1 for details)

Assessment can be done using different forms of assessment. Teachers can select forms of assessment depending on the nature and purpose of what they want to assess. Chosen assessment forms will also depend on a specific language level and must provide a range of opportunities for learners to demonstrate attainment of knowledge, skills, values and attitudes.

It is of utmost importance that the forms of assessment to be used should be appropriate for the Learning Outcomes being assessed. (Refer to NCS policy documents for different language levels.)

The National Curriculum Statement Grade R–9: Languages list the following aspects of learning and teaching as peculiar to the Languages Learning Area. These are:

- ▶ Text-based approach (response to text)
- ▶ Process approach to writing (creative, functional or transactional writing)
- ▶ Reading strategies
- ▶ Reading and writing in an Additional Language
- ▶ Communicative approach (spoken language)

In the previous assessment policy guideline, Languages had five categories within which various forms of assessment were used for various assessment tasks. Namely:

- ▶ Creative writing
- ▶ Functional writing
- ▶ Spoken language
- ▶ Response to text
- ▶ Investigation

(NB: Also refer to **Annexures 2 & 3** attached.)

## 5. MANAGEMENT OF ASSESSMENT

Each school must have a **School Assessment Plan**, which outlines how CASS is planned and implemented.

It includes:

- How records are kept, stored and accessed
- Assessment codes
- Internal verification
- Moderation
- Frequency and method of reporting
- Monitoring of assessment process
- Training of staff

Each school should also have a **School Assessment Programme**, which is a compilation of all Grade assessment plans

Each teacher must have an **Assessment Programme**, which is derived from the **Work Schedule** and indicate the details of assessment per Grade.



## 5.1 Gather Evidence on Learner Performance

Some of the things that a teacher should consider about the evidence he/she is going to collect:

- How will the teacher gather the evidence in a fair, reliable manner?
- Teacher needs to reflect on Tools used to gather evidence – are they appropriate to the tasks/ SKVs being assessed
- How much assistance will learners need?
- Will they work in pairs or groups? How will individuals be monitored?
- Who will assess? Will there be certain sections that they will assess each other, e.g. cooperation and sections that the teacher will assess, e.g. factual correctness, effort.

### Evaluate evidence on learner performance

Appropriateness of evidence – Is the evidence gathered reflecting learner competence in the Languages outcomes? Does it provide information about learner competence linked to the Languages LOs and ASs in the task? Teachers need to ensure that their evaluation is focused on competences and side issues (eg. presentation, language) do not take over.

EVALUATING EVIDENCE GATHERED FROM ASSESSMENT TASK	
Evidence generated	Evaluating the evidence
<b>Activity 1:</b> <ul style="list-style-type: none"> <li>• Mind maps and lists generated by groups can be put into the learners' exercise book.</li> <li>• Teacher's notes from observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher reviews mind-maps generated by groups to see scope, gaps, evidence or misrepresentation.</li> </ul>
<b>Activity 2:</b> <ul style="list-style-type: none"> <li>• Research reports produced by learners – which contain evidence of their research, understanding, and the suggestions for feasible use in the communities studied.</li> <li>• Teacher observes learners as they work through given materials – research skills and levels of participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Research reports – Teachers review for presentation, coherence – able to follow each heading and write coherently, grasp of factual information, valid, and motivated recommendations.</li> </ul>
<b>Activity 3:</b> <ul style="list-style-type: none"> <li>• Peer assessment rubrics</li> <li>• Teachers' notes from group debates – how groups present arguments reflect.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners assess their peers – presentation, factual knowledge, understanding of impact to people and environment.</li> </ul>

## 5.2 Record

Record the learner's performance against the assessment task commenting on the knowledge, skills and values embedded in the assessment standards. Teachers will only report against the Assessment Tasks. Each learner's performance is recorded as a mark and/or code for the assessment task, along with an indication of the Learning Outcomes being addressed. Comments may be written for support purposes when and where appropriate.

**Making a decision on learners achievement:** From all the available evidence (as depicted in the example above) and teacher observation, the Languages teacher will make a professional judgement about learner competence against the LOs and ASs assigned for the task.

**TASK 1:**

Teacher examines all the evidence learners produced from the assessment task, and looks at the evidence against the LOs and ASs for the assessment task, he/she then make a professional judgement on learner competence.

**Record learner performance: National Policy on Assessment and Qualifications for Schools in the General Education and Training Band, page 20**

Recording sheets selected by the Languages teacher(s) must include the following:

- Names of learners
- Date of assessment task
- Forms of assessment used
- Learning Outcomes/Assessment Standards covered in the task
- Learner achievement in code or percentage against the assessment task,
- Supporting comments, which clarify and expand on assessment given. The comments should be developed from and reflective of competence in Assessment. The completed tasks should also be kept in the learners' exercise book. All evidence of learner engagement could be kept as evidence in the teachers' portfolio.

Name of learner	Term one		Term two		Term three	
	Task one Project	Task two				
	LO 2 AS LO 3 AS					
	<b>3</b>					
Lucy	Understanding of concepts but unable to interpret with depth and apply.					
	<b>4</b>					
Duncan						

### 5.3 Reporting in Grade 7–9

The national codes together with either the descriptors or percentages provided in the table below 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

**Schools should issue learner reports to the parents by the end of the last day of the fourth term.**

The completed progression schedule should then be submitted to the District Office at the end of the year. When learners qualify for condonation, the school will make a recommendation to the District Manager who will grant final approval.

### 5.4 Reflection

Reflect on the learning process **and follow up with interventions** where necessary. If learners are experiencing serious difficulties in achieving the Assessment Standards, you may need to seek additional support with **follow-up interventions**. Reflect on how the learners performed and why. Adjust your teaching and assessment accordingly. Follow-up interventions may include:

- Creating more opportunities for learning
- Giving learners more examples
- Building on prior activities
- Giving learners more exercises to achieve certain skills

Reflect on your practice and consider if the form of assessment and tools you used gathered the evidence you wanted to gather.

***Process questions to reflect on***

- ▶ Does the evidence collected reflect learner competence?
- ▶ Is the form of assessment used appropriate for the information to be gathered?
- ▶ Does informal assessment corroborate formal assessment?

## **5.5 Progression, Promotion and Condonation**

### **5.5.1 Progression in Grades 4–8**

Ideally all learners in Grades 4–8 should progress with their age cohort.

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

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).

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.

If a learner needs more time to achieve the Learning Outcomes, 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.

### **5.5.2 Promotion at Grade 9**

A learner is promoted from Grade 9 on the basis of demonstrating competences that reflect a balanced spread over all 8 learning areas, and which have been assessed through a continuous assessment programme and an external summative assessment component.

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 Languages offered and Mathematics;
- b) At least an "elementary achievement" or level 2 rating in the other language; and
- c) At least a "moderate achievement" or level 3 rating in four other Learning Areas

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

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

### **5.5.3 Condonation at Grade 9**

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.

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

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

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

## 5.6 The Teacher's Portfolio

A teacher's portfolio is a compilation and recording of all the tasks for school-based assessment. This means that it is a collection of all the assessment tasks, assessment tools, recording tools, the annual Programme of Assessment and Learning Area record sheets.

A teacher should keep a portfolio to enable him/her to monitor his/her progress and that of individual learners and to plan for the next step in the learning experience. Any additional pieces of evidence should be included in the teacher's portfolio.

- ▶ All teachers are expected to keep a portfolio containing all documents related to assessment. It is teachers' responsibility to ensure that the information in their assessment portfolios is kept up to date.
- ▶ A teacher assessment portfolio may be a file, a folder, a box, or any other suitable storage system.
- ▶ 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.
- ▶ Teachers should as part of their planning provide an indication of the Learning Outcomes and Assessment Standards assessed in each task.
- ▶ The formally recorded assessment tasks should be clearly marked or indicated in the teacher's portfolio. Stickers, coloured paper, etc. may be used for this purpose.
- ▶ Teachers' portfolios should be available on request at all times for moderation and accountability purposes.



## ANNEXURES

### **ANNEXURE 1**

Various Forms of Assessment

### **ANNEXURE 2**

Components of Languages

### **ANNEXURE 3**

Examples of Assessment Task Sheets

## ANNEXURE 1

### Various Forms of Assessment

The following section describes the various forms/types of assessment that could be used by the teachers to assess learning achievement. The different learning areas have identified a variety of these forms.

#### ■ Forms of assessment

##### ● Tests

Tests could be used for summative or formative purposes. They usually consist of a range of questions. Learners are required to respond to questions within a specified time. Tests are usually used to assess the recall of information and cognitive skills such as problem solving or analyses etc. For a paper and pencil test, objective tests and essay tests could be used.

**The objective tests** could include multiple choice, matching, true or false, short answer completion etc.

##### **Alternative response questions**

True/False; Yes/No questions

##### *Possible uses:*

- ▶ Recall of information
- ▶ Ability to discriminate

##### **Multiple-choice questions**

Multiple-choice questions consist of an incomplete statement or a question, followed by plausible alternative responses from which the learner has to select the correct one. Outcomes involving higher order analytical skills are probably more validly assessed by means of free-response assessment instruments such as extended response questions, but multiple choice questions can be useful if carefully constructed.

##### *Possible uses:*

- ▶ Recall of information
- ▶ Check understanding; analysis

##### **Assertion/reason questions**

These questions consist of an assertion and supporting explanation. The learner has to decide whether the assertion and explanation are true, and if true, whether the explanation is a valid reason for the assertion. One possible use is to assess learners' ability to weigh up options and to discriminate.

##### **Essay response items**

These items require that learners a response that would be several sentences to several pages in length.



***Hints for the teacher***

The following suggestions would strengthen the construction of essay items:

- ▶ Construct the item to elicit the identified skills to be assessed. For example if the purpose is to assess reasoning the following item stems could be used; Compare, indicate the cause and effect, *Summarise, Generalise, Make inferences, Classify, Create, Apply, Analyse, Synthesize, Evaluate etc.*
- ▶ Write the item so that learners clearly understand the task i.e. avoid ambiguity. Another way to clarify to the learners the nature of the task is to indicate the scoring criteria. This indicates to the learners what you will be looking for when grading the answers.

Avoid giving learners options as to which essay questions they will respond to. The following is a checklist for scoring essays:

- ▶ Is the answer outlined prior to testing learners
- ▶ Is the scoring method (i.e. whether it is holistic or analytical) appropriate?
- ▶ Is the role of writing mechanics clarified? I.e. it should be made clear to the learners whether they will be penalised for spelling errors, incorrect sentence structure etc.
- ▶ Are items scored one at a time?

- **Types of assessment**

- **Performance-based assessment**

This type of assessment emphasises the learners' ability to use their knowledge and skills to produce their work. This includes presentations, research papers, investigations projects, demonstrations, exhibitions, singing, athletics, speeches, musical presentations, etc.

Learners are required to demonstrate a skill or proficiency by asking the learners to create, produce or do something, often in a setting that involves real world applications. The educators should not only assess the end product but also the process that the learners use to complete the task.

When learners are required to complete a task, the description of a task should:

- ▶ include outcomes to be assessed
- ▶ include description of what the learners are required to do
- ▶ indicate group or individual help that is allowed
- ▶ indicate the resources needed
- ▶ indicate the role of the teacher
- ▶ indicate the administrative process
- ▶ indicate the scoring procedure or the criteria that will be used to evaluate the final product

The following checklist could be used to evaluate the design of performance-based tasks.

- ▶ Does the task include an integration of knowledge, skills and values?
- ▶ Does it address a variety of outcomes?
- ▶ Is the task based on real life context?
- ▶ Is the task doable?

- ▶ Are multiple solutions possible?
- ▶ Is the nature of the task clear?
- ▶ Is the task challenging and stimulating to the learners?
- ▶ Are criteria for scoring included?

### **Interviews**

An interview is probably the oldest and best-known means of eliciting information directly from learners. It combines two assessment methods, namely observation and questioning. An interview is a dialogue between the assessor and the learner, creating opportunities for learner questions.

#### ***Possible uses:***

- ▶ A range of applications using different forms of questions, particularly open-ended questions

### **Questionnaires**

A questionnaire is a structured written interview consisting of a set of questions relating to particular areas of performance. Unlike a personal interview, it is administered and judged under standard conditions.

#### ***Possible uses:***

- ▶ Assessment of outcomes particularly concerned with attitudes, feelings, interests and experiences

### **Structured questions**

A structured question consists of a stem (which describes a situation), followed by a series of related questions. The stem can be text, a diagram, a picture, a video, etc.

#### ***Possible uses:***

- ▶ Recall of information
- ▶ Application of knowledge and understanding
- ▶ Analyses
- ▶ Debates
- ▶ Arguments

### **Assignments**

Assignments are problem-solving exercises with clear guidelines and a specified length. More structured and less open-ended than projects, but they do not necessarily involve strict adherence to a prescribed procedure and they are not concerned exclusively with manual skills.

#### ***Possible uses:***

- ▶ Problem-solving around a particular topic.

### **Case studies**

A case study is a description of an event concerning a real-life or simulated situation, usually in the form of a paragraph or text, a video (description of the picture for the blind/captions for the deaf), a picture or a role-play exercise. This is followed by a series of instructions to elicit responses from learners. Individuals or small groups may undertake case studies.

**Possible uses:**

- ▶ Analyses of situations
- ▶ Drawing conclusions
- ▶ Reports on possible courses of action

**Practical exercises/demonstrations**

This is an activity that allows learners to demonstrate manual and/or behavioural skills. The assessment may be based on the end-result of the activity (the product), or the carrying-out of the activity (the process), or a combination of both.

**Possible uses:**

- ▶ Demonstration of skill

**Projects**

A project is any exercise or investigation in which the time constraints are more relaxed.

Projects are:

- ▶ Practical
- ▶ Comprehensive and open-ended
- ▶ Tackled without close supervision, but with assessor guidance and support

Projects can involve individuals or a group of learners. The assessor directs the choice of the project, usually by providing the learner with a topic or brief for the investigation.

**Possible uses:**

- ▶ Comprehensive range of skills can be assessed
- ▶ Integration of activities

**Role-plays**

Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played. Such assessments are open-ended and are person-centred.

**Possible uses:**

- ▶ Assessment of a wide range of behavioural and inter-personal skills

**Simulations**

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or not practicable to assess under actual conditions.

**Possible uses:**

- ▶ Assessments of actions under 'safe' conditions, e.g. operating machines which could be dangerous or where the breakdown of such a machine will cause a halt in production or endanger lives.

**Aural/Oral questions**

These are mainly used to generate evidence on learners' ability to listen/sign, interpret, communicate ideas and sustain a conversation in the language of assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about student's learning. Oral questions can be used to assess:

- ▶ Interpretation of ideas
- ▶ Expression of ideas
- ▶ Completion questions/short answer questions
- ▶ Accommodations for the Deaf, Blind, LD, etc.

**Observations**

This is the type of assessment that is commonly used by the teachers without consciously thinking about it. The teachers constantly observe learners informally to assess their understanding and progress. Teachers watch learners as they respond to questions or as they study. The teacher listens to them as they speak and discuss with others. Observation is also used extensively in performance based assessment and other formal techniques.

- **Self-report assessment**

In self assessment learners could be asked to complete a form or answer questions to reveal how they think about themselves, or how they rate themselves. Attitude surveys, socio-metric devices, self-concept questionnaire, interest inventory are some of the examples that are used in self-report assessment.

The teacher's choice of methods/technique depends highly on what is to be assessed. The following are some of the forms of assessment:

<ul style="list-style-type: none"> <li>● Project work</li> <li>● Collage</li> <li>● Tests</li> <li>● Research project</li> <li>● Assignment</li> <li>● Investigation</li> <li>● Survey</li> <li>● Debate/argument</li> <li>● Role-play</li> <li>● Interview</li> <li>● Drama</li> <li>● Written presentation e.g. reports, essays</li> </ul>	<ul style="list-style-type: none"> <li>● Panel discussion</li> <li>● Construction</li> <li>● Music/songs</li> <li>● Poetry/Rhymes</li> <li>● Story telling</li> <li>● Sculpture/paintings</li> <li>● Drawings/graphs</li> <li>● Mind mapping</li> <li>● Game design</li> <li>● Physical activities</li> <li>● Practical demonstration</li> <li>● Model making/plans/designs</li> </ul>	<ul style="list-style-type: none"> <li>● Maps</li> <li>● Posters</li> <li>● Charts</li> <li>● Tables</li> <li>● Presentation</li> <li>● Oral presentation</li> <li>● Worksheets</li> <li>● Questionnaires</li> <li>● Cassettes</li> <li>● Exhibitions</li> <li>● Conferencing</li> <li>● Self-reporting and answers by learners</li> </ul>
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## ANNEXURE 2

### Components of Languages

#### Oral/spoken/signed activities

LO 2 (Speaking) depicts a range of expected activities and styles for oral, spoken and signed activities. LO 1 (Listening) – with its emphasis on listening and making meaning through a layering of ideas – further emphasizes this skill.

#### *Possible types:*

Listening comprehension, prepared speeches; eulogies; unprepared speeches; debates; role-play, panel discussions; interviews; dramatisation; demonstrations, conversation.

#### Response to text

The work to be covered under this heading includes:

- a) Assessment tasks/projects that are part of literature study.
- b) A range of short analysis tasks e.g. comprehension etc are typical micro exercises.

#### *Possible types:*

Creative, open-ended projects – both written and oral; discussions, dramatisations; a range of analysis exercises, utilising a range of sources.

Target LOs – depending on the nature of the task, all six Languages Learning Outcomes can be used.

#### Functional writing (both long and short)

Clarity of expression, good logical development and the achievement of a basic or functional communication goal are core competencies of Functional Writing. A wide range of basic communication exercises should help learners develop this key skill.

#### *Possible tasks:*

Agendas and minutes, Reports (both long and short), Reviews, Business Letters, Classified advertisements, E-mails, CVs. Obituaries

Target LOs 4, 5 & 6

#### Creative writing

Imaginative and comprehensive exploration of a topic or response to a given stimulus is a core competency of creative writing. Creative writing can be assessed through long and short compositions.

#### *Possible assessment tasks:*

*Longer:* Narrative, Descriptive, Discursive, Argumentative, Reflective, Expository Writing.

*Shorter:* Dialogue, Poetry, Playlets, Songs, Personal Letters, Advertisements, Diary entries, Posters, E-mails, Jingles, Slogans.

Target LOs 4, 5 & 6

**Investigation task**

Learners will be expected to perform a range of research-related micro and macro assessment tasks.

**Possible types:**

A micro task would involve a small, contained project. A macro task is a longer one, which encompasses a broad range of skills.

Target LOs – depending on the nature of the task, all six Languages Learning Outcomes can be used.

Category	Target LOs	Possible Assessment Tasks
<b>Responding to text</b>	Major LOs 3 Supporting LOs 1, 2, & 4–6	<b>Macro texts:</b> Novel, Short stories, Folklore, Drama, Poetry, Film.  <b>Micro texts:</b> Newspaper texts, Magazine articles, Advertisements, Pictures, Cartoons etc.
<b>Spoken texts</b>	Major LOs 1&2 Supporting LOs 4–6	Listening comprehension, Prepared and unprepared speeches; Eulogies, Debates; Role-play, Forum discussions; Interviews; Mime, Dramatisation; Demonstrations, Conversation.
<b>Functional writing</b>	Major LOs 4–6 Supporting LOs 1–3	Letters, Advertisements, Diary entries, Agendas and minutes, Reports, Posters, e-mails, CVs, Jingles, Slogans.

Category	Target LOs	Possible Assessment Tasks
<b>Creative writing</b>	Major LOs 4–6 Supporting LOs 1–3	<b>Longer pieces:</b> Narrative, Descriptive, Discursive, Expository, Argumentative Reflective.  <b>Shorter pieces:</b> Poetry, Paragraphs, Dialogue, Playlets, Songs.
<b>Investigation</b>	All LOs	Questionnaire (formulate questions); Identify sources, Identify and solve problems, Create mind-maps.

## ANNEXURE 3

### Examples of Assessment Task Sheets and Rubrics – Assessment of the Language Components

#### 1. Spoken language

##### 1.1 *Definition*

Spoken language refers to activities that develop the learners ability to apply spoken or signed communication strategies appropriately, to a specific purpose and a defined situation.

##### 1.2 *Suggested tasks and rubrics*

The boxes below show some additional criteria that could be applied to each of the tasks. Rubrics have been included to assist the teachers with the assessment of the tasks. They are generic examples and are not necessarily tailor-made for any of the suggested tasks. These examples of tasks would require more specific criteria for assessment that could be found in the NCS Policy documents for Languages, under the prescribed Assessment Standards. The additional criteria ('additional evidence when assessing') provided in the boxes would also assist teachers in this regard.

##### *Listening comprehension*

Listening comprehension assesses the learner's ability to understand and interpret spoken text. This is a very important activity. Learners are exposed to so many visual stimuli that very often, listening skills are under-developed and should therefore be re-enforced.

Some forms of assessing listening:

- ▶ The educator could read a text to the class and ask a series of questions to which the learners would respond orally. The questions should assess both memory and interpretation.
- ▶ Learners could be required to respond to a pre-recording of a text, or a radio commentary to show their understanding and interpretation.
- ▶ Listening comprehension could be assessed in the context of a discussion as well as in a written form.

##### ***Additional evidence when assessing listening comprehension:***

- ❖ Answers show that the passage/discussion was understood.
- ❖ Critical thinking about the passage/discussion topic is evident
- ❖ Factual details about the passage/discussion topic can be recalled.
- ❖ Response to other speakers shows key points grasped



**Prepared speech**

This activity requires learners to undertake some form of research or investigation as a preparatory activity. The results of this, the product, would then be presented in spoken or signed form, preferably with some supporting resources such as visual aids. The preparation would be a vital aspect of the assessment.

Some suggested topics:

- ▶ Research items of similarities and differences culturally and/or socially, e.g. weddings, funerals, etc.
- ▶ Impact of HIV/AIDS on the young people of South Africa.
- ▶ The influence of the media on teenagers, e.g. reality TV, radio adverts, newspaper headlines
- ▶ Eulogy at the funeral of a special friend.
- ▶ Information highway – the global village.

**Additional evidence when assessing prepared speech:**

This is a prepared speech in which the following are demonstrated –

- ❖ Some form of research should be evident
- ❖ A shape (introduction, body and conclusion)
- ❖ Clear logical links with topic
- ❖ An argument or point of view that triggers a thoughtful response in others
- ❖ Clearly enunciated ideas showing awareness of audience and purpose
- ❖ Learners should be encouraged to use appropriate body language but wild gesticulation should be avoided

**Report**

For this activity the learner would be required to deliver a report that would be based on an event that had taken place. This might be a report of a sports game, burglary, accident, rape, abuse, etc. Important facts such as 'who', 'when', 'where' and 'what' would be provided.

**Additional evidence when assessing a report:**

- ❖ A factual account
- ❖ Interesting content
- ❖ Delivered in a suitable register for the audience
- ❖ Of a suitable length

**Debate**

Learners are divided into two teams. There is a chairperson as well as an opening speaker for each team, who present opening arguments. The topic is then opened to the team who debate the two opposing points of view.

Some suggested topics:

- ▶ Capital/corporal punishment should be revisited.
- ▶ Industrialization is ruining our conservation.
- ▶ First world countries should take care of developing countries.

***Additional evidence when assessing a debate:***

Ensure that:

- ❖ Emotive and persuasive language is used
- ❖ Its purpose is to sway opinion, using reliable source material.

***Unprepared speech***

Although this activity suggests no preparation, a short preparation time, which depending on the nature of the exercise could vary from five to fifteen minutes, should be given. During this time learners would jot down their ideas and develop an outline for the speech.

Some suggested topics

- ▶ Memorable moments.
- ▶ Proposing a toast/giving a speech at a birthday or wedding, etc.
- ▶ I get angry when.....
- ▶ My role models in life
- ▶ My biggest regret.

***Additional evidence when assessing an unprepared speech:***

- ❖ Some sense of structure
- ❖ Appropriate to the purpose
- ❖ Register and tone appropriate to the audience
- ❖ Short but effective

***Role play***

This involves one or more learners enacting a situation without a formal written script.

Some suggested scenarios:

- ▶ Your principal has retired. A famous pop star applies for the position. Your group is the interview panel. Role-play the situation.
- ▶ You have just opened your guesthouse in your neighbourhood. Two foreign visitors arrive. Impress them with various interesting tourist spots.
- ▶ Role-play a conflict between a teenager and his/her parents.

***Additional evidence when assessing role play:***

- ❖ Situation is clearly shown
- ❖ Characters are clearly differentiated
- ❖ Language is appropriate to the situation portrayed
- ❖ Role-play shows a possible course of action in a particular situation.

***Demonstration***

Learners would be required to talk the audience through a demonstration of a task that has some sequence, or set of procedures to be followed. In this type of speaking task, the learner will bring props and use these to provide a structure. e.g. an explanation of how to do/make something.

Some suggested topics

- ▶ In pairs invent a simple device that could improve our lifestyle or simplify certain chores such as a gadget for preventing people from snoring. The simple device can either be built or diagrams can be drawn. The talk should include input on how to build the gadget, materials to be used and then a demonstration of how it operates.
- ▶ Demonstrate how to make a delicious cold dish/ make an item for an art and craft stall or how to build a go-kart.

***Additional evidence when assessing a demonstration:***

- ❖ Clear accurate explanation
- ❖ Maintain the interest of the audience
- ❖ Use of props adds to presentation

***Forum discussion***

Learners are given time to plan and conduct a discussion on a given topic to which the rest of the class listens. It is an informal discussion, a sharing of ideas and opinions, conducted in public. The educator or a competent learner can act as chairperson.

Suggested topics

- ▶ The effect of natural disasters on our local communities.
- ▶ How our community could combat crime.
- ▶ Safe entertainment for learners in our community.
- ▶ Teenagers and drug abuse – a possible solution.
- ▶ Violence on TV. Does it affect viewers?

***Additional evidence when assessing forum discussion:***

The speakers should:

- ❖ explore a range of ideas
- ❖ listen to one another
- ❖ concede points when necessary
- ❖ not interrupt other speakers
- ❖ make logical links between points
- ❖ keep to the topic

***Dramatisation***

This is a role-play or enactment of a scene in which a script is used. Learners could dramatised excerpts from genres chosen for literature study or write their own original scripts.

Suggested activities

- ▶ In groups re-enact a selected scene from folklore, a short story, a novel or drama that conveyed conflict, humour or sadness. Write your own dialogue based on the actual text.
- ▶ In small groups or pairs, dramatised poems or stories that you have studied using actions, expressive voices and the sharing of the lines among the group, to convey the meaning of the poem or story.

***Additional evidence when assessing dramatisation:***

- ❖ Sense of theatre
- ❖ Adapting one genre to another
- ❖ Enacting original dialogue
- ❖ Performance in keeping with the spirit and intention of the original
- ❖ Vivid characterisation with simple props
- ❖ Use of effective props to create setting

***Conversation***

Conversation is free discussion in which learners share ideas and exchange points of view.

Suggested topics:

- ▶ Current events
- ▶ Controversial issues: in the community, nationally and internationally
- ▶ Conversations in a variety of social contexts
- ▶ Conversations/discussions about themes in literature.
- ▶ Response to extended reading.

***Additional evidence when assessing conversation:***

Learners can –

- ❖ converse freely
- ❖ listen to each other
- ❖ share ideas
- ❖ maintain discourse
- ❖ give shy learners opportunities to speak

***Reading aloud***

A learner should be able to read a passage (prepared and unprepared) using voice projection, fluency, expression and other strategies for spoken presentations.

Some suggested forms of assessment

- ▶ Suitable short extracts could be read to the educator or to the educator and class.
- ▶ Prepared reading: extracts could be read from texts the class is studying or any text the learner has prepared.
- ▶ Unprepared reading: learners may be called upon to read aloud in the class context and assessed on some of the above criteria.
- ▶ In groups learners could prepare presentations of reading aloud and present this to the class.

***Additional evidence when assessing reading aloud:***

- ❖ Understanding of the passage is demonstrated
- ❖ Passage is fluently read
- ❖ Voice is projected
- ❖ Words clearly enunciated
- ❖ Good use of pause
- ❖ Maintenance of audience rapport.
- ❖ Choice of extract takes audience into account
- ❖ Length of extract appropriate

## Example of an Assessment Rubric for Home Language: Prepared Speech

Spoken Language Home Lang (30)	Level 4	Level 3	Level 2	Level 1
<b>Content Research</b> Shape logical argument	<b>8–10</b> Impressive use of source material. Structure and style well crafted. Thought-provoking selection of material and a logical argument.	<b>5–7</b> Sufficient evidence of research. Adequate attention to structure and style. Somewhat thought-provoking selection of material. Generally logical arguments.	<b>3–4</b> Some evidence of research. Flawed in terms of structure and style. Very little thought-provoking text; some illogical arguments	<b>1–2</b> Inadequate preparation. Minimal attention to structure style and language. Illogical arguments; audience left uninspired
<b>Use of voice enunciations</b> <b>Use of language Posture</b>	<b>8–10</b> Lively original and inspiring speaker with excellent voice control and body language. Excellent command of the language.	<b>5–7</b> Clearly a competent speaker with adequate voice control and body language. Language used appropriately.	<b>3–4</b> Capable speaker with lapses in audibility and voice control and insufficient use of gestures. Some in appropriate use of language.	<b>1–2</b> Inappropriate register and poor enunciation. Inappropriate use of gestures Inappropriate use of language
<b>Audience awareness</b>	<b>5–6</b> Remarkable confidence and effective audience rapport.	<b>3–4</b> Demonstrates confidence and good audience rapport.	<b>2</b> Adequate confidence and audience rapport.	<b>1</b> Very little audience rapport.
<b>Use of notes and visual or other aids</b>	<b>4</b> Effective use of notes and supporting aids	<b>3</b> Good use of notes and supporting aids	<b>2</b> Frequent reference to notes. Some supporting aids used.	<b>1</b> Key cards ineffectively used No supporting aids.

**NB.** When assessing other spoken language include the 'additional evidence', in the rubric in the first row; e.g. for reading aloud, understanding and fluency would replace content.

**Example of an Assessment Rubric for Additional Languages: Prepared Speech**

Spoken Language Additional Lang (20x2 =40)	Level 4	Level 3	Level 2	Level 1
<b>Content and planning</b>	7–8 Well planned and very informative. Evidence of good language usage.	5–6 Good planning and fairly informative. Sufficient language control.	3–4 Very little evidence of planning and somewhat informative. Insufficient language control.	1–2 No evidence of planning and therefore uninformative. Inadequate language control.
<b>Register Use of voice Enunciation</b>	7–8 Appropriate register and good voice projection. Good enunciation.	5–6 Appropriate register and fairly clear enunciation.	3–4 Lapses in register and enunciation.	1–2 Inappropriate register and poor enunciation.
<b>Audience awareness Key cards and supporting aids</b>	4 Good use of gestures and engages well with audience. Uses key cards and supporting aids effectively.	3 Appropriate use of gestures and some audience rapport. Uses key cards and supporting aids well.	2 Fairly appropriate use of gestures and some audience rapport. Key cards and supporting aids ineffectively used.	1 Inappropriate use of gestures and very little audience rapport. Key cards and supporting aids ineffectively used.

**NB.** When assessing other spoken language include the 'additional evidence', in the rubric in the first row; e.g. for reading aloud, understanding and fluency would replace content.

## 2. Writing skills

The next four types of assessment are dependent on writing skills.

### 2.1 *Process writing*

When learners engage in writing skills, process writing should be applied.

For each piece, the educator should ensure that the learners work through the following steps:

- ▶ **Pre composing:** This includes group, class or pair discussion of aspects related to the topic as well as reading and research on the set topic. Purpose and audience should be taken into consideration
- ▶ **Planning:** Learners should mind-map or create a framework in which all possibilities relating to the topic are explored. From this mind-map/framework, the learner can make a selection of ideas to pursue in the composition.
- ▶ **First draft:** This where the learner focuses on the criteria given with the assignment and writes his/her first attempt.
- ▶ **Editing and proofreading:** Either in discussion with the educator or with a peer or group, the learner re-works the composition and corrects any grammatical errors. This is an important step and it is necessary to impress upon learners that the re-shaping of the piece ensures a better product.
- ▶ **Fair copy:** This is the finished piece, which will be assessed. Some of the rough work including mind maps etc. should be attached to the final piece to show the steps that have been followed.

### 2.2 *Response to text*

#### ***Definition***

This type of writing will form a response to written or spoken text (remember the latter will also include listening skills) as well as to interaction with other learners.

These activities can be divided into the following categories:

- ▶ Texts that rewrite the original in a new form e.g. paraphrasing, summary, précis
- ▶ Critical response to non-literary or fictional text
  - ❖ Response to verbal text such as newspapers articles and editorials, magazine articles
  - ❖ Response to non-verbal text such as posters, advertisements, cartoons and photographs
- ▶ Critical response to literature e.g. critical analysis of novels, short-stories, folklore, poetry, drama and film.



***Assessment of this component***

Three genres (types of literature) for the Home Language and two genres for the Additional Language are to be studied. The genres should include novel, short story, drama, poetry etc.

Assessment will depend very largely on the type of text that is required. If it is a response to text in the form of a report or a review, emphasis will be on the successful analysis of the text, expression of a point of view and the sustaining of a reasoned argument. If it is a summary, a paraphrased passage or a précis, the emphasis will be on the accurate analysis of essential detail, synthesised and reproduced in a new format. Language structures and conventions will be of particular importance.

Assessment and comments should be directed not only at the use of language, but particularly at the achievement of the type of text required by the activity or task.

Where any written text is being produced in a group situation, it is important for the teacher to circulate and observe the contribution towards the creative process that is made by individual learners within the group. More comprehensive data can be built up with each successive group assessment activity.

***Some examples of task sheets***

*Task 1: Summary* (individual written work)

Brief: Summarise the final chapter of the novel that has been studied this term in about 25 to 30 lines.

The following steps should be followed

- ▶ Identify and select the main ideas or events and list them in order
- ▶ Using keywords or key phrases list the sub-topics that support the main ideas and events
- ▶ Using the above framework, construct sentences, grouped in paragraphs
- ▶ Rework and edit this draft paying particular attention to the assessment criteria.

***Assessment hints for the teacher:***

- ❖ Try to provide the extract in handout form so that learners can underline, circle and make marginal notes on the original.
- ❖ Assess the framework. Guidance given can assist with the structuring of the final product.
- ❖ Instead of a linear framework, learners could also use mind maps, set out clearly.
- ❖ Final draft of summary should be written under supervision. Circulate and give general guidance where necessary

## Example of a Rubric for Summary Writing in Home Language

Assessment Criteria (20/2=10)	Level 4	Level 3	Level 2	Level 1
<b>Main ideas</b> <b>Sub-topics</b> <b>Key words</b>	7-8 Learner is able to select main idea and key words that display a high degree of relevance	5-6 Learner is able to select main idea key words that display a degree of relevance	3-4 Learner is able to select main idea and key words that display limited relevance	1-2 Learner is unable to select the relevant main idea and key words.
<b>Structural organisation</b> <b>Paragraphing</b> <b>Sentence construction</b>	7-8 Learner is able to synthesise/integrate information showing a high degree of coherence and logical development. Correct sentence structure.	5-6 Learner is able to synthesise/integrate information showing adequate coherence and logical development. Mostly correct sentence structure	3-4 Learner is unable to synthesise information. Generally correct sentence structure.	1-2 Learner is incoherent and illogical. Incorrect sentence and structure
<b>Language usage</b> <b>Clarity of expression</b> <b>Appropriate use of language</b> <b>Vocabulary</b> <b>Punctuation and spelling</b>	4 Learner shows excellent use of vocabulary Language usage mainly correct. Spelling and punctuation correct	3 Learner shows wide range of vocabulary, mostly correct language structure, spelling and punctuation	2 Learner shows limited use of vocabulary, generally correct language structure, spelling and punctuation	1 Learner shows poor use of vocabulary. Incorrect language use, spelling and punctuation

**Example of a Rubric for Summary Writing in Additional Languages**

Assessment Criteria (20/2=10)	Level 4	Level 3	Level 2	Level 1
<b>Main ideas Sub-topics Key words</b>	7-8 Learner is able to select main idea and key words that display a degree of relevance	5-6 Learner is able to select main idea key words that display some relevance	3-4 Learner is able to select main idea and key words that display limited relevance	1-2 Learner is unable to select the relevant main idea and key words.
<b>Structural organisation Paragraphing Sentence construction</b>	7-8 Learner is able to synthesise/integrate information showing a degree of coherence and logical development. Mostly correct sentence structure	5-6 Learner is able to synthesise/integrate information showing adequate coherence and logical development. Some correct sentence structure	3-4 Learner is unable to synthesise information. Much incorrect sentence structure	1-2 Learner is incoherent and illogical. An inability to structure sentences
<b>Language usage Clarity of expression Appropriate use of language Vocabulary Punctuation and spelling</b>	4 Learner shows a wide range of vocabulary., Language usage mainly correct. Spelling and punctuation mainly correct	3 Learner shows a range of vocabulary, some correct language structure, spelling and punctuation	2 Learner shows limited use of vocabulary, much incorrect language structure, spelling and punctuation	1 Learner shows poor use of vocabulary, an inability to use language correctly, Very flawed spelling and punctuation

*Task 2: Response to an advertisement (group work)*

Brief: Respond critically to the advertisement that has been given to your group

The questions will depend on the particular advertisements that have been selected but could include the following examples:

- ▶ Identify the target group at which the advertisement is aimed
- ▶ Motivate your answer by making reference to the advertisement
- ▶ What non-verbal images does the advertiser use to manipulate his target group?
- ▶ Why would these images be successful?
- ▶ Comment on the use of colour. Why do you think these colours were chosen and how do they contribute to the overall message
- ▶ Comment on the body language of the people in the advert. Does it support the advertiser's message?

Brief: Part 2 (Group work) – Plan and present a group presentation of your discussion, assigning sections to each group member.

***Additional evidence when assessing a response to advertisements:***

- ❖ Roles should be assigned to group members and all should participate without trying to dominate.
- ❖ The scribe should record the outcome of the discussion for the report-back
- ❖ Interpretation of non-verbal communication such as selection of particular images, use of symbols, use of colour, body language.
- ❖ Awareness of manipulation in adverts

***Assessment hints for the teacher:***

- ❖ Circulate during the group discussions and practice sessions. The groups need monitoring and guidance and this is also an opportunity to observe and assess learners and the input that they make.
- ❖ Allow for peer assessment during the presentation section and take discussion of their assessment after each presentation. (Encourage comment that is critical and fair, and discourage destructive remarks)

*Task 3: Critical response to poetry (group work)*

Brief: Part 1 (group work) – Critically respond to the poem that has been given to your group by discussing the set questions.

These questions will depend on the particular poems that have been selected but could include the following examples:

- ▶ What is the poet's intention or message? Quote a line from the poem that supports your answer.
- ▶ How would you describe the mood of the poem? Quote a line that captures this mood

This could be followed by questions directed at the structure and rhyme scheme; use of figurative language such as simile, metaphor and onomatopoeia; the use of descriptive language such as adjectives and adverbs, punctuation, etc.

**Brief:** Part 2 (group work)

- ▶ Plan and present a group presentation of your discussion, assigning sections to each group member.
- ▶ Plan and present a dramatic group poetry presentation that shows your interpretation of the poem. Make use of individual and choral speaking, movement and gesture as well as sound effects if necessary.

***Assessment hints for the teacher:***

- ❖ Roles should be assigned to group members and all should participate without trying to dominate.
- ❖ The scribe should record the outcome of the discussion for the report-back
- ❖ The dramatic presentation must pay attention to:
  - Communication of mood and meaning
  - The artistic effect of the visual presentation as created by movement and gesture
- ❖ The effective use of voice in the spoken delivery
- ❖ Avoid handling aspects such as use of language in isolation. Always relate them to the poem as a whole and encourage learners to appreciate their effect on either the mood or the meaning of the poem.
- ❖ Circulate during the group discussions and practice sessions. The groups need monitoring and guidance and this is also an opportunity to observe and assess learners and the input that they make.
- ❖ Allow for peer assessment during the presentation section and take discussion of their assessment after each presentation. (Encourage comment that is critical and fair, and discourage destructive remarks)

*Task 4: Critical response to literature*

Brief: Part 1 – After having read the set novel/short story, in your groups have a discussion on character study under the following headings:

- ▶ Who is the main character?
- ▶ Briefly discuss his/her role in the story
- ▶ Select four character traits that s/he reveals either through actions or interaction with other characters
- ▶ Discuss incidents where these character traits are revealed and substantiate your points with suitable quotations from the text

This will be followed by a group report-back in which each member of the group should participate.

Select one of the traits displayed by this character and using dramatisation, present a short scene to illustrate your argument.

Brief: Part 2 – This is for individual written work under supervision.

Using the same text (novel/short story) select another major character, other than the main character and do the following:

- ▶ Identify three character traits displayed by this character
- ▶ Discuss each trait in a paragraph and give an example of an incident or incidents where this trait is revealed
- ▶ Provide a brief quotation for textual support

***Additional evidence when assessing a literature task:***

- ❖ Learners should be able to interpret text and analyse character
- ❖ Learners should be able to show awareness of relationships and how these are affected by the actions of the characters.
- ❖ They should be able to extract and interpret only the relevant facts or information needed from a text.
- ❖ Learners should show the difference between their own writing and quoted text.

***Assessment hints for the teacher:***

- ❖ Circulate during the group sessions to offer guidance. Record anything of note.
- ❖ Be enthusiastic and become involved; show the learners that language can be fun; that there is room for enjoyment within a structured learning environment.
- ❖ Allow peer assessment of the presentations, followed by constructive discussion and critique.

**Example of a Rubric for Response to Literature in Home Language**

Assessment Criteria (40/2=10)	Level 4	Level 3	Level 2	Level 1
<b>Critical response to literary effect of text- style, theme, setting, figurative language, character.</b>	10–12 Learner displays a high degree of critical thinking in response to literary effects	7–9 Learner displays a degree of critical thinking in response to most literary effects	4–6 Learner displays a some critical thinking in response to some literary effects	1–3 Learner is unable to respond critically to most literary effects
<b>Formulating opinions into a reasoned argument; justification; Use of quotes for support. Reaching consensus</b>	10–12 Learner meets these criteria fully and in a most effective way.	7–9 Learner meets most of the criteria	4–6 Learner only meets some of the criteria	1–3 Learner is unable to meet these criteria
<b>Structural organisation Paragraphing Sentence construction</b>	7–8 Learner is able to show a high degree of coherence and logical development. Sentence construction is correct.	5–6 Learner is able to show adequate coherence and logical development. Sentence construction is mostly correct.	3–4 Learner displays limited coherence and logical development Sentence construction is generally flawed.	1–2 Learner is incoherent and illogical. Sentence construction is incorrect.
<b>Clarity of expression Appropriate use of language Vocabulary Punctuation and spelling</b>	7–8 Learner shows excellent use of vocabulary, correct sentence structure. Language usage mainly correct. Spelling and punctuation correct	5–6 Learner shows wide range of vocabulary, mostly correct sentence and language structure, spelling and punctuation	3–4 Learner shows limited use of vocabulary, generally correct sentence and language structure, spelling and punctuation	1–2 Learner shows poor use of vocabulary, incorrect sentence and language structure, spelling and punctuation

## Example of a Rubric for Response to Literature in Additional Languages

Assessment Criteria (30/2=10)	Level 4	Level 3	Level 2	Level 1
<b>Critical response to literary effect of text-style, theme, setting, figurative language, character.</b>	10–12 Learner displays critical thinking in response to literary effects	7–9 Learner displays some critical thinking in response to most literary effects	4–6 Learner displays a limited degree of critical thinking in response to some literary effects	1–3 Learner is unable to respond critically to most literary effects
<b>Formulating opinions into a reasoned argument; justification; Use of quotes for support. Reaching consensus</b>	10–12 Learner meets these criteria in full.	7–9 Learner meets most of the criteria	4–6 Learner only meets some of the criteria	1–3 Learner is unable to meet these criteria
<b>Structural organisation Paragraphing Sentence construction</b>	7–8 Learner is able to show a degree of coherence and logical development. Sentence construction is correct.	5–6 Learner is able to show adequate coherence and logical development. Sentence construction is mostly correct.	3–4 Learner displays limited coherence and logical development. Sentence construction is generally flawed.	1–2 Learner is incoherent and illogical. Sentence construction is incorrect.
<b>Clarity of expression Appropriate use of language Vocabulary Punctuation and spelling</b>	4 Learner shows good use of vocabulary, correct sentence structure. Language usage mainly correct. Spelling and punctuation mainly correct	3 Learner shows a range of vocabulary, generally correct sentence and language structure, spelling and punctuation	2 Learner shows limited use of vocabulary, many examples of incorrect sentence and language structure, spelling and punctuation	1 Learner shows poor use of vocabulary, incorrect sentence and language structure, spelling and punctuation



### 2.3 *Functional writing*

Functional writing includes diary entries, letters, agenda and minutes, reports, newspaper/magazine articles, advertisements; CVs, e-mails, jingles, slogans.

#### ***Definition***

Clarity of expression, good logical development and the achievement of a basic or functional communication goal are core competencies of Functional Writing. It is more structured than Creative Writing and the purpose is functional, rather than creative, although creativity would not be absent.

#### ***An example of a task sheet***

Brief: Creating an advertisement – In a group create an advertisement to advertise either a beauty product, a soap powder or an energy drink. Include the following:

- ▶ A name for your product
- ▶ A slogan
- ▶ A jingle using the tune of a well-known song, to which the group has put their own words. Ensure that the jingle makes use of powerful verbs, interesting adjectives and adverbs and try to include some onomatopoeia and alliteration and at least two similes and a metaphor

Products

Prepare a presentation of the advertisement making use of appropriate gesture, movement, dance and sound effects. (Musical instruments may be used)

#### ***Additional evidence when assessing a functional writing preparatory task:***

- ❖ Originality and use of imagination
- ❖ Effective use of movement and sound
- ❖ Effective use of non-verbal communication

Individually, create your own advertisement on a poster. Apply the criteria mentioned above, and simply indicate the tune to which your jingle would be sung. Your jingle should be about eight lines long. Make use of colour and illustrations to put across your message.

#### ***Additional evidence when assessing a functional writing preparatory task:***

- ❖ Originality and use of imagination
- ❖ Effective use of descriptive writing
- ❖ Effective use of emotive writing

***Assessment hints for the teacher:***

- ❖ Bear in mind that assessing adverts for different media will use different criteria
- ❖ Ask group members to bring examples of magazine advertisements as stimuli for this activity.
- ❖ Circulate during the group sessions to offer guidance. Record anything of note.
- ❖ Be enthusiastic and become involved; show the learners that language can be fun; that there is room for enjoyment within a structured learning environment.
- ❖ Allow peer assessment of the presentations, followed by constructive discussion and critique.
- ❖ Assess the individual posters focussing on all the criteria for creative writing.

***An example of a task sheet***

Brief: Writing an agenda and minutes for a meeting

The class is going to undertake projects either to serve the school or the community. The class will be divided into groups and each group should select a service that they can perform. e.g. operational clean-up, caring for the elderly/sick, taking care of schools/neighbourhood/animals at the SPCA

The following tasks should be undertaken:

- ▶ Each member of the group should draw up an agenda for the first meeting. The group should then discuss the agendas, in terms of the service they would like to perform and select the most suitable agenda.
- ▶ At the different meetings that follow each group should select a person to chair the meeting. Each member should also take a turn in taking minutes during the meeting and present these against a set format e.g.
  - ❖ Purpose of meeting
  - ❖ Time
  - ❖ Members present
  - ❖ Apologies
  - ❖ Matters arising
  - ❖ Matters discussed/specify items
  - ❖ Recommendations
  - ❖ Date of next meeting

***Additional evidence when assessing a functional writing task:***

- ❖ The agenda should be a concise framework for a discussion.
- ❖ Despite the brevity it should be clear and points should follow in a logical sequence.
- ❖ The minutes should be based on the selected agenda and should be written in clear, concise language.
- ❖ An acceptable format should have been adhered to.
- ❖ Understanding is established
- ❖ Salient points of the discussion are captured

***Assessment hints for the teacher:***

- ❖ Circulate during the group sessions to offer guidance. Record anything of note.
- ❖ This can be followed up in further group discussions where, after a discussion and concurrence with the group, members take turns to draw up the agenda for the next meeting and then act as secretariat for that meeting.

**Example of an Assessment Rubric for Functional Writing in Home Language**

Functional Writing (20)	Level 4	Level 3	Level 2	Level 1
<b>Correctness of format and appropriate length</b>	4 Total adherence to format Correct length	3 Good adherence to format Appropriate length	2 Partial adherence to format Inappropriate length	1 Very limited adherence to format Far too long/much too short
<b>Correct structure, tone, style, register, spelling, punctuation</b>	8–10 Fully appropriate structure and tone Integrated variation of sentence types Clear and lucid use of language with few errors	6–7 Predominately appropriate structure and tone Complete sentences with mostly correct use of grammar, punctuation and spelling Variation of sentence types used	3–5 Partially inappropriate structure and tone Incomplete, rambling sentences. A number of grammatical, spelling and punctuation errors	1–2 Completely inappropriate structure and tone Weak sentence structure, spelling, grammar and punctuation
<b>Use of language</b>	6 Total adherence to topic Achieves purpose successfully	4–5 Adheres largely to the topic Achieves purpose	2–3 Mentions the topic but doesn't successfully achieve purpose	1 Only slight reference to the topic but doesn't achieve purpose
<b>Adherence to topic</b>				

**NB:** Criteria should be varied according to the type of assessment task. For instance in the case of writing an advertisement, where creativity is important, refer to the Creative Writing rubric for guidance. 'Originality in handling the topic' could possibly replace 'correctness of format'. 'Original use of language' could be added to the criteria referring to style, register, spelling, etc.

### Example of an Assessment Rubric for Functional Writing in Additional Languages

Functional Writing (20)	Level 4	Level 3	Level 2	Level 1
	4	3	2	1
<b>Correctness of format and appropriate length</b>	Complete adherence to format Appropriate length. <b>8–10</b>	Good adherence to format Fairly appropriate length. <b>6–7</b>	Partial adherence to format Inappropriate length. <b>3–5</b>	Very limited adherence to topic Far too long or short. <b>1–2</b>
<b>Structure, tone, style, register</b>	Appropriate structure and tone. Variation of sentence types.	Mostly appropriate structure and tone. Complete sentences.	Inappropriate structure and tone. Incomplete sentences.	Completely inappropriate structure and tone. Weak sentence structure.
<b>Spelling punctuation</b>	Good use of language grammar, spelling and punctuation with few errors	Few grammatical, spelling and punctuation errors	Many grammatical, spelling and punctuation errors	Numerous spelling, grammatical and punctuation errors
	<b>6</b>	<b>4–5</b>	<b>2–3</b>	<b>1</b>
<b>Adherence to topic</b>	Complete adherence to topic. Achieves purpose fully.	Adheres to topic with minor deviations. Achieves purpose partially.	Mentions the topic with no adherence to it. Purpose not achieved.	Completely off the topic. Purpose not achieved at all.

**NB:** Criteria should be varied according to the type of assessment task. For instance in the case of writing an advertisement, where creativity is important, refer to the Creative Writing rubric for guidance. 'Originality in handling the topic' could possibly replace 'correctness of format'. 'Original use of language' could be added to the criteria referring to style, register, spelling, etc.

## 2.4 *Creative writing*

Creative writing should always be inspired by some form of stimulus, be it written text, non-verbal text such as a picture or video or music or even verbal interaction. It is often beneficial to precede individual creative activities with similar group activities; for example group poetry writing and presentation should precede individual poetry writing. This strengthens prior learning and widens individual learner's creative field of reference. They also approach the task with more confidence as they have already practiced and applied the skills within the security of a group.

When assessing these texts, although the emphasis will be on the creativity, individuality and imaginative aspects of the writing, the other aspects related to language structures and conventions should apply. Comments by the teacher should not be restricted to language features only but should praise learners for their imaginative use of language and concept.

### ***Definition of creative writing: longer pieces***

This is imaginative writing in response to a stimulus. The purpose in each case is defined and criteria assigned according to that purpose. It includes narrative, descriptive, discursive, expository, argumentative, and reflective writing.

### *Narrative writing*

In narrative writing learners relate a story.

Examples of possible topics:

1. You arrive home one night and find the door standing wide open.... Narrate what happened as if you were telling your friend at school the next day.
2. You have to baby-sit a five year-old relative. You decide to write and illustrate a story to keep him/her entertained. Write the story.
3. Your parents are suspicious about your activities during the weekend. Narrate a convincing story about what you have been doing.

### ***Additional evidence for assessing narrative writing:***

- ❖ Introduction catches the interest of the reader
- ❖ An appropriate setting is created
- ❖ Characterisation is convincing
- ❖ Sequence of events is logical
- ❖ Pace is maintained throughout the story
- ❖ Events build to a climax
- ❖ The conclusion brings the story to a satisfying end/opens other possibilities

*Descriptive writing*

In descriptive writing learners write a descriptive passage e.g. describing a person, feelings and emotions, experiences, a place or an event.

Examples of possible topics:

1. Think about your favourite place. Use your five senses and describe this place to your reader.
2. The photograph on your table is of an important person in your life. Describe this person and in the course of your description, explain why he/she is so important to you.
3. When you remember that day, a number of pictures flash into your mind and you experience again the feelings you felt then. Describe this day in your life explaining your response to it.
4. Describe a recent cultural/religious ceremony in which you took part or attended. Imagine that you are describing this to an elderly relative who was unable to attend.

***Additional evidence when assessing descriptive writing:***

- ❖ Clear word pictures evoking sight, sound, smell, taste and touch i.e. all five senses
- ❖ Creation of mood/atmosphere appropriate to the description.

*Discursive writing*

In discursive writing learners are expected to provide a complete and balanced discussion of a subject. Both sides of an issue should be considered, advantages and disadvantages discussed and finally a personal point of view is expressed.

Examples of possible topics:

1. In our rainbow nation, there are many cultures. Some people argue that clinging to a particular tradition divides the nation but others think that retaining traditions adds to the diversity of South Africa. Write an essay in which you present both arguments (i.e. both for and against) retaining many cultures in South Africa.
2. Extra mural activities like sport, drama, debating etc are generally seen in a positive light. Many parents, however, worry that attention paid to extra-murals takes away the time to study. Write an essay in which you present both points of view.
3. Although abortion is legal in South Africa, there are still many people against it. Write an essay in which you present both points of view.

***Additional evidence when assessing discursive writing:***

- ❖ Both side of the argument presented
- ❖ Opinions are substantiated by examples or facts
- ❖ There is sufficient evidence for both sides

*Argumentative writing*

In argumentative writing, learners deal with differing or conflicting opinions or ideas on a topic. Learners are expected to give and motivate a personal opinion, backed up by facts or examples. In order to be persuasive the argument should be presented in a clear and logical manner. It is less objective than Discursive Writing.

Examples of possible topics:

1. Peer pressure is said to be one of the major factors in teenage drug abuse.  
Do you agree? Write an essay in which you agree or disagree with the statement.
2. Continual educational programmes and articles on HIV/AIDS will eventually have the desired effect – all South Africans will practise safe sex.  
Do you agree? Write an essay in which you present your point of view.
3. Advertising is a curse. All it does is make people spend more money on things they do not need.  
Do you agree? Write an essay in which you defend or attack advertising.
4. Some people argue that the death penalty should be re-instated.  
What do you think? Write an essay in which you present your point of view.

***Additional evidence when assessing argumentative writing:***

- ❖ a clear, logical argument is presented
- ❖ emotive language is controlled
- ❖ opinions are supported by facts and/or examples

*Expository writing*

In expository writing learners give their own personal opinion set on a particular topic, backed up by facts and a clear, logical explanation.

Examples of possible topics:

1. As a teenager, you are probably far more comfortable with technology than your mother or father. Write an essay in which you explain why teenagers have a different approach from their parents to all forms of technology.
2. You are an ardent sports fan. Choose your favourite sport and explain both the game and your attitude to it.
3. Which type of music is your favourite? Write an essay in which you explain your particular choice of music.
4. As we travel along the roads, we often see people selling articles that they have made. Do you make articles to sell or have a hobby? Write an essay in which you explain your interest in your hobby and how you produce your articles.



***Additional evidence when assessing expository writing:***

- ❖ Mainly factual text
- ❖ Clearly formulated opinions
- ❖ Clear, logical explanation
- ❖ Knowledge of topic evident

***Reflective writing***

In reflective writing learners reflect on experiences around a given topic. Learners need to be guided to be able to engage in rational thinking during their self-reflection.

Examples of possible topics:

1. If you think back about your childhood, how does it seem to you? Would you describe it as happy, exciting, miserable, or a mixture?  
Write an essay in which you assess your childhood.
2. We often define who we are through our relationships with others. Which are the most important relationships you have experienced? How have they shaped your life? Write an essay in which you reflect on the significance of these relationships.
3. As a teenager, you are on the threshold of adult life. Given what you know about yourself, the knowledge, skills, values and attitudes you have gained, what do you think life holds in store for you? What future would you map out for yourself? Write an essay in which you explore the possibilities.
4. During the past three years, you and your peers have been the first South African learners to be educated in the Senior Phase according to NCS. As you look back on the three years of OBE schooling, what are your thoughts? Write an essay in which you discuss your impressions of OBE education.

***Additional evidence when assessing reflective writing:***

- ❖ Personal experiences are relevant to the topic chosen
- ❖ Skilful use of tone enhances the writing

Example of an Assessment Rubric for Creative Writing Longer Pieces: Home Language

Creative Writing – (40/2=20)	Level 4	Level 3	Level 2	Level 1
<b>Planning, coherence, introduction and conclusion</b>	7–8 Thorough planning. Effective introduction and conclusion	5–6 Planning evident. Introduction and conclusion adequate for task	3–4 Some evidence of planning, ineffective introduction; weak conclusion	1–2 marks No evidence of planning, no introduction, no conclusion
<b>Originality in handling topic</b>	4 Handling of topic shows originality	3 Handling of topic shows some originality	2 Some attempt at originality but topic generally handled in mundane way.	1 No originality. Muddled handling of topic
<b>Paragraphing, development of topic</b>	7–8 Essay paragraphed well. Logical and effective connectors used between paragraphs. Handling of topic shows originality	5–6 Adequate paragraphing. Topic handled systematically. Logical connectors used between paragraphs.	3–4 Some attempt at paragraphing but little topical unity within paragraphs. Topic handled in mundane way. Few connectors between paragraphs	1–2 Solid writing (no paragraphing). Muddled handling of topic
<b>Register, tone, awareness of audience and purpose Additional evidence or criteria required for this type of writing</b>	7–8 Register used skilfully. Subtle use of tone enhances essay. Purpose of essay fully achieved Fully achieved	5–6 Appropriate register used. Some skilful use of tone. Purpose of essay achieved Achieved	3–4 Register appropriate to purpose but little skill in use of tone. Purpose of essay barely achieved. Barely achieved	1–2 Little awareness of appropriate expression. Purpose of essay not achieved. Not achieved
<b>Vocabulary, sentence structure, idiomatic use of language, spelling, punctuation</b>	7–8 Excellent use of vocabulary; correct sentence structure; spelling and punctuation; mainly correct language usage.	5–6 Wide range of vocabulary; correct sentence structure; few errors in language usage, spelling and punctuation	3–4 Adequate vocabulary; sentences mostly correct; some errors in language usage, spelling and punctuation	1–2 Limited vocabulary; poor sentence structure; errors in language, spelling and punctuation

## Example of an Assessment Rubric for Creative Writing Longer Pieces: Additional Languages (continued)

	Level 4	Level 3	Level 2	Level 1
<b>Creative Writing</b> – (40/2=20)				
<b>Editing and proof reading</b>	4 Clear evidence of redrafting and editing has produced a finely crafted essay. Proof reading has eliminated mistakes	3 Clear evidence of redrafting and editing. Proof reading has eliminated most errors	2 Some evidence of editing on rough draft. Proof reading done but errors not corrected	1 Number of errors and poor handling of topic suggest no editing or proof reading done. Rough draft merely recopied
<b>(30/2=15)</b>	7–8	5–6	3–4	1–2 marks
<b>Planning, coherence, introduction and conclusion</b>	Thorough planning. Effective introduction and conclusion	Planning evident. Introduction and conclusion adequate for task	Some evidence of planning, ineffective introduction; weak conclusion	No evidence of planning, no introduction, no conclusion
<b>Originality in handling topic</b>	4 Handling of topic shows originality	3 Handling of topic shows some originality	2 Some attempt at originality but topic generally handled in mundane way.	1 No originality. Muddled handling of topic
<b>Paragraphing, development of topic</b>	5–6 Essay paragraphed well. Logical and effective connectors used between paragraphs. Handling of topic shows originality	3–4 Adequate paragraphing. Topic handled systematically. Logical connectors used between paragraphs.	2 Some attempt at paragraphing but does not understand principles of paragraphing. Topic handled in mundane way.	1 Solid writing (no paragraphing). Muddled handling of topic
<b>Register, tone, awareness of audience and purpose</b>	4 Register used skilfully. Good use of tone enhances essay. Purpose of essay fully achieved. Fully achieved	3 Appropriate register used. Some changes in tone. Purpose of essay achieved. Achieved	2 Register appropriate to purpose but no change in use of tone. Purpose of essay barely achieved. Barely achieved	1 Little awareness of appropriate expression. Purpose of essay not achieved. Not achieved
<b>Additional evidence or criteria required for this type of writing</b>				

**Example of an Assessment Rubric for Creative Writing Longer Pieces: Additional Languages**

	Level 4	Level 3	Level 2	Level 1
<b>Creative Writing</b> – (30/2=15)	7–8	5–6	3–4	1–2
<b>Vocabulary, sentence structure, idiomatic use of language, spelling, punctuation</b>	Wide range of vocabulary; correct sentence structure; Mainly correct language usage. Little evidence of Home Language structure. Correct spelling and punctuation.	Fairly wide range of vocabulary; correct sentence structure; few errors in language usage. Some evidence of Home Language structures. Spelling and punctuation mainly correct	Adequate vocabulary; sentences largely correct; some errors in language usage; sentence structure patterned on Home Language. Some spelling and punctuation errors	Limited vocabulary; poor sentence structure; language errors. Home Language used
	4	3	2	1
<b>Editing and proof reading</b>	Clear evidence of redrafting and editing has produced a good essay. Proof reading has eliminated mistakes	Clear evidence of editing and redrafting. Proof reading has eliminated most errors.	Some evidence of editing on rough draft. Proof reading done but some errors not corrected	Number of errors and poor handling of topic suggest no editing or proof reading done. Rough draft merely copied

***Definition of Creative writing: shorter pieces***

This activity includes the writing of text such as poetry, paragraphs, dialogue, playlets and songs.

***An example of a task sheet***

Brief: Write a descriptive paragraph or a short descriptive poem

(This method can be used for either the writing of a paragraph or a poem, as the method to be followed is the same.)

The activity should first be done as a class activity then in a group situation and then finally learners would be required to write individual poems or paragraphs. The class exercise would serve as the example, the group activity would practise and reinforce the skills and the individual work would serve as the application.

This particular lesson activity would require posters or pictures to be used as a resource to stimulate the creative process. If coloured pictures or posters are not available, coloured prints used for calendars will also be suitable. Try to select a theme such as animals in the wild or scenes from our environment (the sea, a storm, a desert, a tranquil lake with a waterfall etc.) or any topic that would inspire the senses.

Dictionaries and thesauruses may be consulted.

The class, group and individual activity should all follow the steps listed below, **using different topics each time:**

1. List 5 prominent or interesting objects/nouns in the picture. (Additional Language could list 3)
2. Brainstorm for possible synonyms/replacement nouns.
3. List 5 possible actions or movements (verbs) suggested by the picture. (Additional Language could list 3)
4. Brainstorm for possible synonyms/replacement verbs.
5. Using mind-mapping techniques, brainstorm for possible adjectives and adjectival phrases to describe the objects. (Additional Language could limit this to adjectives only)
6. Using mind-mapping techniques, brainstorm for possible adverbs and adverbial phrases to describe the verbs. (Additional Language could limit this to adjectives only)
7. Within the selection, look for possible use of figurative language.

The next step would be to make selections from all the options explored and construct sentences. The initial selection will change and be reworked as the process continues.

To arrive at the final product, rigorous editing and reformulating needs to be undertaken.

***Additional evidence when assessing short a creative writing task:***

- ❖ Originality and use of imagination
- ❖ Effective use of descriptive writing
- ❖ Effective use of an extended vocabulary
- ❖ Effective use of figurative language

***Assessment hints for the teacher:***

- ❖ Monitor all group discussions and use the opportunity to observe learner performance and record observations.
- ❖ During presentations of the group product allow for peer evaluation and take discussion on the issues that are raised.
- ❖ The individual product should be written under supervised conditions. A selection of pictures could be displayed for general viewing.

**Example of an Assessment Rubric for a Paragraph in Home Language**

	Level 4	Level 3	Level 2	Level 1
<b>Creative Writing – Shorter Pieces Home Lang (20)</b>				
<b>Planning, coherence, introductory sentence/ concluding sentence/ sentence structure, use of connectors</b>	4 Thorough planning. Effective introduction and conclusion. Effective and correct sentence structure. Logical and effective connectors used between sentences	3 Planning evident. Introduction and conclusion adequate for task. Correct sentence structure. Logical connectors used between sentences.	2 Some evidence of planning, ineffective introduction; weak conclusion little topical unity within sentences. Some errors in sentence structure. Few connectors between sentences.	1 No evidence of planning; no introductory sentence, no conclusion; no topical unity; very flawed sentence structure; virtually no connectors used.
<b>Originality in handling topic</b>	4 Handling of topic shows originality	3 Handling of topic shows some originality	2 Some attempt at originality but topic generally handled in mundane way.	1–2 No originality. Muddled handling of topic
<b>Original and imaginative use of vocabulary, figurative language. Use of spelling, punctuation</b>	4 Excellent use of vocabulary; correct spelling and punctuation; mainly correct language usage. Effective use of figurative language.	3 Wide range of vocabulary; few errors in language usage, spelling and punctuation Figurative language used.	2 Adequate vocabulary; some errors in language usage, spelling and punctuation	1 Limited vocabulary; errors in language, spelling and punctuation
<b>Editing and proof reading</b>	4 Clear evidence of redrafting and editing has produced a finely crafted essay. Proof reading has eliminated mistakes	3 Clear evidence of redrafting and editing. Proof reading has eliminated most errors	2 Some evidence of editing on rough draft. Proof reading done but errors not corrected	1 Number of errors not corrected and poor handling of topic suggest no editing or proof reading done; rough draft merely recopied

Example of an Assessment Rubric for a Paragraph in Additional Language

	Level 4	Level 3	Level 2	Level 1
<b>Creative Writing – Shorter Pieces Additional Lang (20)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Planning, coherence, introductory sentence/ concluding sentence/ sentence structure, use of connectors</b>	Thorough planning. Effective introduction and conclusion. Effective and correct sentence structure. Logical connectors used between sentences	Planning evident. Introduction and conclusion adequate for task. Correct sentence structure. Connectors used between sentences.	Some evidence of planning, ineffective introduction; weak conclusion little topical unity within sentences. Some errors in sentence structure. Few connectors between sentences.	No evidence of planning; no introduction, no conclusion; poor sentence structure
<b>Originality in handling topic</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1–2</b>
	Handling of topic shows originality	Handling of topic shows some originality	Some attempt at originality but topic generally handled in mundane way.	Solid writing (no paragraphing). Muddled handling of topic
<b>Original and imaginative use of vocabulary, figurative language. Use of spelling, punctuation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Wide range of vocabulary. Mainly correct spelling and punctuation; mainly correct language usage. Figurative language used.	Range of vocabulary; few errors in language usage, spelling and punctuation	Adequate vocabulary; some errors in language usage, spelling and punctuation	Limited vocabulary; many errors in language, spelling and punctuation
<b>Editing and proof reading</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Clear evidence of redrafting and editing has produced a finely crafted essay. Proof reading has eliminated mistakes	Clear evidence of redrafting and editing. Proof reading has eliminated most errors	Some evidence of editing on rough draft. Proof reading done but errors not corrected	Number of errors and poor handling of topic suggest no editing or proof-reading done; rough draft merely recopied



## 2.5 Investigation

### *Definition of investigation*

An investigation is a performance of a range of research-related micro and macro tasks. A micro task would involve a short, contained project. A macro task is a longer one, which encompasses a broad range of skills. Any investigation should include two aspects, the process and the product.

The product of an investigation should be:

- ▶ based on information obtained from a variety of sources
- ▶ presented in different formats
- ▶ show evidence of selection, assimilation, structured debate, comparison of information as well as interpretation of visual data.

### *Assessment of the investigation component:*

This activity should always be preceded by an information search and would be the result of locating, accessing, selecting and organising information. The information should be interpreted and formulated into a reasoned argument.

As mentioned above, an investigation usually involves two components; the research component, where the learners find out about something or investigate a situation or problem, and the report-back component, where the learners have to do something with what they have found out. The first part can be done individually, in pairs or in groups; the second part is best done individually as evidence for the portfolio.

An investigation can be quite short and simple involving, for example:

- ▶ Looking up the biographical details of an author or facts about the social conditions in the 19th century in a reference book
- ▶ Checking on the dictionary definitions of the same word across three or four different dictionaries in order to discover why there are differences in interpretation or which meaning would best suit the context
- ▶ Finding out whether the code of dress at the school should change or not
- ▶ Exploring the opportunities in the community for learners who might wish to or have to leave school at the end of Grade 9.

The framework of the final product is very important and shows the learner's ability to apply skills such as relevant fact selection against a given framework and it needs to be assessed. The final product, which should include supporting visual data, will be assessed when it is presented either in a written, signing or oral form, either individually or by a group.

These activities need to be well-structured and monitored, not only to ensure that all learners make a meaningful contribution in a group situation, but also to ensure that learners do not present work undertaken by parents or older siblings. This can be achieved if teachers structure research in such a way that:

- ▶ Sections are completed in the classroom, under supervision.
- ▶ It is an extension of activities and skills that have been taught in the classroom.
- ▶ Initial frameworks are assessed, checked for progress and compared with the final product.
- ▶ Learners are monitored and progress is assessed at each step of the way.

### ***Examples of task sheets***

#### *Task 1: A comparative study of schools*

**Please note:** This example need not be followed in its entirety. Teachers could select or adapt sections from the example. It has been set in such a comprehensive way that teacher's are aware of the scope and possibilities of this component, and also to cover as many aspects as possible whilst this exemplar involves conducting an investigation of schools a similar process could be used for investigating other facilities in the area *(to avoid schools being inundated with many groups of learners.)*

Brief of investigation: Conduct an investigation of HOME or high schools in your area in respect of location, history and current status and produce a written product, with visual supporting data, under the following headings:

- ▶ Location
  - ▶ History and current status of each school
  - ▶ Then and now
- ❖ Location (this could be a group activity)

#### Preparatory activities for the investigation on location

- In groups learners study maps of the local area and extract important detail.
- A representative/s of each group visits the actual sites and make notes and sketches. This information is brought back to the group and information from the two sources are synthesised.

#### Products that could be produced include

- A map of the area, preferably drawn to scale, showing proximity to residential areas, public transport routes, access to amenities such as libraries, clinics, sporting facilities and complexes, shops, shopping centres etc.
- A written/verbal interpretation of the map, discussing the advantages and disadvantages of the location of each school and from this comparison motivating a choice of the school best located to serve the community

(This product could also be in the form of an individual response to the group discussions)

***Additional evidence when assessing an investigation task:***

- Maps should be neatly presented and relevant information should be easy to understand.
- Visual information should reflect accuracy and show evidence of working with scale.
- The written/verbal interpretation should be based on the available facts and should be clear and logical.
- Opinions should be substantiated by facts and be unbiased.

***Assessment hint for the teacher:***

- Monitor the group discussion and working sessions very closely to ensure that all learners are making a contribution. Ensure that roles have been assigned and that all learners have a specific task to fulfil.

- ❖ History and current status of each of the schools (This will be a group activity, but it will also include individual representation on behalf of the group)

Preparatory activities for the investigation on the history and current status of the schools

- Each group should develop a questionnaire for the principal aimed at obtaining information about the history of one of the schools in the area. This should include information such as the year in which the school was established, the first principal, number of staff and learners and any interesting or amusing anecdotes or events of note in the history of the schools' existence.
- Each group should also develop a list of questions to be posed at the interview that should include facts about the current situation and facilities at the school, such as type of school, enrolment, number of teachers, number of classes per Grade, resources such as laboratories, libraries and computer centres, sporting and cultural activities offered by the school, community involvement and outstanding achievements.
- The teacher should arrange with the schools concerned for appointments with the principals, or members of the management team to be interviewed by the representatives.
- Representatives per group should be selected by the group to visit the school for the purpose of handing over, for completion, the questionnaire on the school's history and conducting an interview on the current status of the school.
- It is also the task of the rest of the group to find out the current information about their own school using the same questionnaire and an interview.

Products of the investigation

- A questionnaire on the history of the school
- A piece of expository writing should be produced by the group, in which the history of the particular school is recounted. (This could also be an individual product if so required)
- A set of questions for the interviews on the current status of the schools
- A group report should then be compiled where a comparative study is made of the schools, supported by the findings that should be presented in tabular or graphic form. (This could also be an individual product if so required)
- Suggestions to improve the facilities at the other schools. (This product could be an individual response based on individual reasoning and problem solving)
- This section may also be supported by illustrations, diagrams or photographs.

***Additional evidence when assessing an investigation task:***

- Questionnaires and interview questions should be clear and simple.
- Questions should be relevant to the investigation
- Data should be recorded clearly and accurately
- The historical piece should be mainly factual, showing knowledge of the facts and events, but should also include anecdotal narrative that is either interesting or amusing.
- The comparative writing should present a clear and logical argument based on evidence presented in the visual data
- Tables and graphics should be neat, should present the data accurately and be easy to interpret

***Assessment hints for the teacher:***

- Monitor the questionnaire development process; give guidance where necessary and quality assure the products before they are implemented.
- Monitor all discussion sessions in preparation for the writing of the findings and ensure that it is a group effort. Make input on the developing product; encourage revisiting, reworking and editing where necessary.
- Record any observations of note during this monitoring process.

❖ Then and now' (individual activity)

Preparatory activities for the investigation on 'then and now'

- Each learner should draw up a list of leading questions and interview an older relative, preferably from an older generation, to obtain interesting facts about the schools that they attended.

Products of the investigation

- This information should then be used in expository writing in which a comparison is made between schools in earlier years as compared with nowadays. Facts must be used to draw conclusions.

***Additional evidence when assessing this investigation task:***

- Questions should be clear and simple and relevant to the investigation
- Data should be recorded clearly and accurately
- The expository writing should be mainly factual, showing knowledge of the facts and events.
- Opinions should be substantiated by facts and unbiased.

***Assessment hints for the teacher:***

- Learners should work individually, but under supervision. Monitor the question development process; give guidance where necessary and quality assure the products before they are implemented.
- Make input on the developing product; encourage revisiting, reworking and editing where necessary.
- Record any observations of note during this monitoring process.

***Task 2: Changing the dress code at a school***

This task is an example of a shorter, preparatory piece. It is not a full INVESTIGATION of the kind that requires the actual investigation process. It requires the learners to DEFINE the steps needed in an investigation.

Brief: (group work) – Define the steps needed in an investigation to determine whether the dress code of the school should change.

**Preparatory activities**

- ▶ In groups learners discuss the aim of the search and devise a plan of action for gathering information e.g. by interviewing selected learners at different levels in the school as well as staff and parents; developing a brief questionnaire for a wider survey; conducting research on dress codes in other schools, in other countries etc.
- ▶ Tasks are assigned and the developing of investigation instruments (e.g. questionnaires) is supervised.

**Products**

- ▶ Plan of action
- ▶ Examples of questions that could be used for the interviews
- ▶ Examples of questions that could be used in a questionnaire.
- ▶ Type of data to be collected for presentation in graphs or tables that could be used to support arguments. (Actual data will not be required as this exercise defines the steps to be taken in the process.)

***Assessment hints for the teacher:***

- ❖ Monitor all group discussions and use the opportunity to observe learner performance and record observations.
- ❖ Assist with the structuring so that each group targets different learners, or different classes within a Grade to avoid repetition.

Example of an Assessment Rubric for an Investigation in Home Language

Investigation Home Lang (20/2 = 10)	Level 4	Level 3	Level 2	Level 1
<b>Use of language</b>	4 Learner shows excellent use of vocabulary, correct sentence structure; language usage mainly correct. Correct spelling and punctuation	3 Learner shows wide range of vocabulary, mostly correct sentence and language structure, spelling and punctuation	2 Learner shows limited use of vocabulary, generally correct sentence and language structure, spelling and punctuation	1 Learner shows poor use of vocabulary, incorrect sentence and language structure, spelling and punctuation
<b>Locating, accessing information</b>	4 Learner is able to locate and access a number of different types of media	3 Learner is able to locate and access information independently	2 Learner is able to locate and access a limited amount of information	1 Learner is unable to locate and access information independently
<b>Accuracy and relevance of selected information</b>	4 Learner is able to select information that displays a high degree of accuracy and relevance	3 Learner is able to select information that displays accuracy and relevance	2 Learner is able to select information that displays limited accuracy and relevance	1 Information is inaccurate and irrelevant
<b>Organisation of information and development of argument</b>	4 Learner is able to synthesise/integrate information showing a high degree of coherence and logical development of a reasoned argument	3 Learner is able to synthesise/integrate information showing coherence and logical development of a reasoned argument	2 Learner is able to produce a product that shows synthesis of information but is not always coherent and logical. The argument is not always reasoned	1 Learner is unable to synthesise information. The product is incoherent and illogical, lacking a reasoned argument
<b>Presentation of results</b>	4 Learner is able to present results in a very clear, structured and concise manner using a variety of appropriate formats.	3 Learner is able to present results in a clear, fairly structured and concise manner using different formats	2 Learner is able to present the results in a limited number of formats but clarity and structure are weak	1 Learner is unable to present the results in a structured or logical manner

**Example of an Assessment Rubric for an Investigation in Additional Language**

Investigation Additional Lang (20/2 = 10)	Level 4	Level 3	Level 2	Level 1
<b>Use of language</b>	4 Learner shows wide range of vocabulary, correct sentence structure. Language usage mainly correct. Correct spelling and punctuation	3 Learner shows correct use of vocabulary, mostly correct sentence and language structure, spelling and punctuation	2 Learner shows limited use of vocabulary, generally correct sentence and language structure, spelling and punctuation	1 Learner shows poor use of vocabulary, incorrect sentence and language structure, spelling and punctuation
<b>Locating, accessing information</b>	4 Learner is able to locate and access a number of different types of media	3 Learner is able to locate and access information independently	2 Learner is able to locate and access a limited amount of information	1 Learner is unable to locate and access information independently
<b>Accuracy and relevance of selected information</b>	4 Learner is able to select information that displays a high degree of accuracy and relevance	3 Learner is able to select information that displays acceptable accuracy and relevance	2 Learner is able to select information that displays limited accuracy and relevance	1 Information is inaccurate and irrelevant
<b>Organisation of information and development of argument</b>	4 Learner is able to synthesise/integrate information showing a high degree of coherence and logical development of a reasoned argument	3 Learner is able to synthesise/integrate information showing acceptable coherence and logical development of a reasoned argument	2 Learner is able to produce a product that shows synthesis of information but is not always coherent and logical. The argument is not always reasoned	1 Learner is unable to synthesise information. The product is incoherent and illogical, lacking a reasoned argument
<b>Presentation of results</b>	4 Learner is able to present results in a clear, structured and concise manner using a variety of appropriate formats.	3 Learner is able to present results in a fairly clear, structured and concise manner using different formats	2 Learner is able to present the results in a limited number of formats but clarity and structure are weak	1 Learner is unable to present the results in a structured or logical manner

## 7. GLOSSARY OF TERMS

**Active listening** – when a person tries to put themselves in the place of the speaker and listens seriously to what he or she has to say.

**Additional Language** – a language learned in addition to one's home language.

**Additive multilingualism** – when a person learns a language (or languages) in addition to his or her home language. This does not replace the home language but is learned alongside it.

**Aesthetic** – the use of language to create something fine and pleasurable.

**Assessment** – a continuous planned process of gathering information on learner performance, measured against the Assessment Standards.

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

**Assessment Strategies** – the approaches taken to assess a learner's performance that use a number of assessment forms appropriate to the task and level of the learners' understanding.

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

**Code-switching** – switching from one language to another for a purpose (e.g. to include others, to show that one is together with the people one is speaking to).

**Common Tasks for Assessment** – a series of tasks that is 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.

**Criterion-referenced Assessment** – measure how well a student performs against a standard or criterion rather than another student.

**External Assessment** – any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by Provincial Education Departments and the Department of Education either collectively or individually.

**Foreign Language** – a language spoken beyond the borders of South Africa (e.g. French)

**Home Language** – the language which children learn through being immersed in it in their home and/or community. More than one language can be learned in this way, so learners can have more than one home language.



**Integration** – a key design principle of the Revised National Curriculum Statement Grades R–9 (Schools), that requires learners to use their knowledge and skills from other Learning Areas, or from different parts of the same Learning Area, to carry out tasks and activities.

**Language of Learning and Teaching** – the language that is most used in a particular learning and teaching environment; some learners experience learning and teaching in an additional language (not their home language).

**Learning Area Statements** – the statement for each Learning Area that sets out its Learning Outcomes and Assessment Standards.

**Learning Programmes** – programmes of learning activities, including content and teaching methods; these are guided by the Revised National Curriculum Statement Grades R–9 (Schools) but developed by provinces, schools and teachers.

**Literacy** – the ability to read and use written information and to write for different purposes. It is part of a general ability to make sense of one's world.

**Literacies** – there are various kinds of literacy: reading and writing; cultural literacy (understanding the cultural, social and ideological values that shape our reading of texts); critical literacy (the ability to respond critically to the messages in texts); visual literacy (the reading/writing of images, signs, pictures, etc.); media literacy (the reading of newspapers, magazines, television and film as cultural messages).

**Moderation** – the process of verifying results of continuous assessment and the 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 competencies.

**Performance-based task**– this type of assessment emphasises the learner's ability to use their knowledge and skills to produce their work. It requires demonstration of a skill or proficiency by asking the learners to create, produce or do something often a setting that involves real world applications.

**Phoneme** – the separate sounds of a language (e.g. 't', 'th', 'k', 'sh', 'ee/ea' and 'oa' are all phonemes of English).

**Phonemic awareness** – the ability to distinguish between the separate sounds of the language (e.g. in English to identify the same sound in 'bad', 'sad', 'glad', 'mad', and to distinguish between the sounds in 'bed', 'bad', 'bud' and 'bird')

**Phonics** – the relationship between sounds and their spelling. This assists in word recognition when reading and helps one to spell.

**Portfolio** – individual file or folder of each learner's work.

**Programme of assessment** – a yearlong Grade-specific formal plan of assessment for a Learning Programme/Learning Area/Subject.

**Progression** – a key design principle of the Revised National Curriculum Statement Grades R–9 (Schools) that enables the learner to gradually develop more complex, deeper and broader knowledge, skills and understanding in each Grade

**Reading vocabulary** – words which a reader understands in context. Some of these words will be part of the reader's active vocabulary (words they use). Other will be part of their passive vocabulary (words they can understand in context but do not know well enough to use). to recount – to tell about past events in a sequence (e.g. to say or write about what one did last weekend)

**Record sheet** – record of learner performance in formally assessed tasks expressed as national codes, marks and/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 end-of-year 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).

**Text** – any written, spoken or visual form of communication involving the purposeful use of language.



