education

Department:
Education
REPUBLIC OF SOUTH AFRICA

National Curriculum Statement Assessment Guidelines

for General Education and Training (Intermediate and Senior Phases)

Life Orientation

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 LIFE ORIENTATION LEARNING AREA

This document provides guidelines for assessment in Life Orientation 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 Life Orientation. The assessment guidelines for the Foundation Phase will be a separate document.

This document should be read in conjunction with the *Life Orientation National Curriculum Statement (NCS) Grades R–9 (Schools); 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 Life Orientation, White Paper 6,* and other current Assessment Policies.

The purpose of the guidelines is to assist teachers in effectively assessing Life Orientation in the Intermediate and Senior Phases in the General Education Band by using different forms of assessment, assessment tools, techniques and methods.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

Assessment in the National Curriculum Statement is regarded as an integral part of teaching and learning and should be part of every lesson and teachers should plan assessment activities to complement learning activities. The informal daily assessment and the Assessment programme should be used to monitor learner progress through the school year.

The Assessment Standards in each Learning Area define the minimum requirement for achieving the Learning Outcome at a specific Grade. We teach towards a Learning Outcome and the activities to achieve a certain Assessment Standard(s) or a group of clustered Assessment Standards will vary. At the same time, we can assess in many different ways depending on what we would like to achieve.

Assessment, in general, 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 are 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: Gr. R – 9)

Type of assessment	Description and uses
Baseline Assessment	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.
Formative Assessment	Formative assessment is also called "assessment for learning". The purpose of this type of assessment is to improve learners' ability to learn. Formative assessment is planned so that it provides information about learners that they can use to deepen their understanding and the teacher can use to shape future learning. The information must be used by both teacher and learner in a process of reflection and self-assessment. Thus it improves teaching and learning by giving teachers direction and enables them to adapt to learners' needs.
Summative Assessment	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 judgments about learner performance and can involve high stakes for learners (e.g. Senior Certificate). There is still a place for summative assessment in the NCS – but its role will be reduced.
Diagnostic Assessment	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 then followed by expert guidance, support and intervention strategies.
Systemic Assessment	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 LIFE ORIENTATION LEARNING AREA

Assessment in the NCS should always be seen as integral to teaching and learning. It is therefore important to understand Life Orientation so that the assessment can reflect the Learning Area.

3.1 Learning Outcomes of Life Orientation

Life Orientation deals with the holistic development of the learner throughout his/her childhood and puberty. The central focus is on the development of self-in-society. Life Orientation equips learners with the skills, knowledge, and values which are captured in the assessment standards within each Learning Outcome. This would enable the learner to:

- Make informed decisions regarding personal, community and environmental health;
- Demonstrate an understanding and a commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions;
- Use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his /her world;
- Demonstrate an understanding of, and participate in, activities that promote movement and physical development;
- Making informed decisions about further studies and future career choices.

These five Learning Outcomes of Life Orientation equip learners with real-life experiences in managing their own life in a well-informed and responsible manner. The approach to assessment should therefore be practical so that learners develop through experience, by acquiring knowledge, life skills and values necessary for living in a democratic and changing society.

When assessing the knowledge, skills and values of learners, the Learning Outcomes of Life Orientation can feature independently or in an integrated manner, but all four Learning Outcomes in the Intermediate Phase and all five Learning Outcomes in the Senior Phase should be assessed in the respective grades.

3.2 Weighting of Learning Outcomes

All five Learning Outcomes in Life Orientation are equally important. However, this does not mean that all Learning Outcomes must be given equal emphasis in every activity. One activity might focus on Learning Outcome 1, another on Learning Outcome 2, etc. But in a series of activities addressing the same context, all five outcomes must be adequately addressed.

The suggested weighting (time allocation) per Learning Outcome below is based on the actual time it would take to teach, learn and assess the appropriate knowledge, skills and values relating to the Learning Outcome in each phase.

The following weightings are suggested for the Intermediate and Senior Phases.

Learning Outcomes	Description	Weighting	
		Intermediate Phase	Senior Phase
1	**Health Promotion** Nutrition, personal hygiene, abuse, Healthy lifestyles, Sexuality, diseases, HIV and AIDS, Safety etc.	13%	15%
2	**Social Development** SA constitution, National symbols, diverse cultures, religions and social relationships.	27%	20%
3	**Personal Development** Self-concept formation, emotions, coping skills and relationships.	27%	20%
4	**Physical Development and Movement** Perceptual motor development, sport and games, gymnastics, physical growth and development, recreation and play	33%	30%
5	**Orientation to the world of work** Information gathering, planning skills, self knowledge, general work and further study and work ethics.		15%

In order to ensure that all learning outcomes are addressed within the limited time allocated to Life Orientation, Assessment Standards may be grouped or clustered. This means ensuring the combination of related Assessment Standards for the development of suitable activities.

More emphasis is placed on Learning Outcome 4 – Physical development and movement – in both phases. This Learning Outcome should be carefully planned; all the foci within the Assessment Standard of this Learning Outcome should be addressed and should the outcome not be regarded as teaching sport skills only.

This Learning Outcome include Assessment Standards that focuses on acquiring basic skills in modified games, gymnastics, athletics, water activities, water safety, rhythmic movement such as rhythmic sequences, national or traditional dances, first aid, outdoor adventure programmes, recreational outdoor activities, physical wellness programmes, fitness programmes, game skills, fair play, gender issues in sport, sport ethics and teams sport. These activities should also be carefully planned over the year so that the time allocated to this movement section is being utilised successfully and effectively. Time should be allocated in each term to this learning outcome.

Learning Outcome 5 – Orientation to the World of Work – is introduced in the Senior Phase.

3.3 HIV and Aids in the Life Orientation Programme

It should also be remembered that the Life Skills and HIV/AIDS Education Programme forms an integral part of Life Orientation. The programme should therefore not be treated as an add-on to the curriculum. All activities of the programme should be assessed, as part of Life Orientation. HIV and Aids is included in the Assessment Standards for Learning Outcome 1 – Health Promotion – for Life Orientation and should be included in the planning and should be implemented.

3.4 Assessment Standards

The Assessment Standards are statements that break the Learning Outcomes down into more detail and they describe criteria by which to judge how well learners are able to achieve the Life Orientation Learning Outcomes. The Assessment Standards are written in a set of levels, called Grade Level 4, Grade Level 5, and Grade Level 6 and so on. As a learner shows work of higher and higher quality in a particular Learning Outcome, we will record progress in terms of these levels.

These level descriptors, going from left to right across Grade Levels, are very condensed statements and by themselves they can give a reader only a limited sense of level. Therefore, in the Learning Areas Statement (pp. 32–59), the Assessment Standards are supported by illustrative examples of what learners might be doing at each particular level. These illustrative examples strengthen the description of the level, and allow a teacher to distinguish more clearly between one level and another. The illustrative examples are headed by the phrase "Achievement is evident when the learner, for example..."

These illustrative examples are not policy. Their purpose is to provide an idea of how the learner *could* achieve the Assessment Standards across the grades. When planning assessment tasks, teachers should engage in developing their own activities that will help learners develop competence in the Assessment Standards.

Learning Outcomes and Assessment Standards provide the content to be assessed and the criteria for assessment.

Assessment Standards describe the minimum (40%) level at which learners should demonstrate the achievement of a Learning Outcome and the ways or range (breadth and depth) of demonstrating the achievement.

3.5 Knowledge, Skills and Values in the Life Orientation Assessment Standards

Knowledge includes concepts. Together, knowledge, concepts, skills and values point to the possible content which will be taught to help learners achieve Assessment Standards.

When unpacking the Grade 4 Learning Outcome 1 and Assessment Standard the following knowledge, skills and values can be noticed:

Learning Outcome 1	Assessment Standard	Knowledge	Skills	Values
Health promotion: The learner will be able to make informed decisions regarding personal, community and environmental health	Investigates menus from various cultures and suggests plans for healthy meals	Menus and eating styles of various cultures. Healthy meals	**Investigating** skills; **Planning** skills.	**Healthy lifestyle;** Respect for various cultural practices.

When unpacking the Grade 8 Learning Outcome 2 and Assessment Standard the following knowledge, skills and values can be noticed:

Learning Outcome 2: Social Development				
Assessment Standard (Grade 8): Explain how to use democratic processes to address a local problem.	**Knowledge** Democracy, examples of democratic processes, understanding of relevant local problem. **Skills** Explanation skills, application of knowledge, problem-solving. **Values** Taking action to address problems, acting democratically.	**Possible Content** What is democracy, democratic processes e.g. elections, environmental impact assessments, legal action as a group or individual, civil society (mass) action, lobbying various levels of government, volunteering, working through existing NGOs, knowledge of local problems e.g. lack of healthy food, air pollution, sanitation (toilets and clean water), illegal dumping of hazardous waste, lack of safe play areas or recreational facilities …	**Possible Integration** Social Sciences, LO 2 *(Investigate issues)*	**Critical Outcomes** **CO 1** (solve problems) **CO 2** (team work) **CO 4** (use information) **CO 5** (communicate) **Developmental Outcomes** **DO 2** (participate as responsible citizens)

4. CONTINUOUS ASSESSMENT IN THE LIFE ORIENTATION LEARNING AREA

Continuous assessment (CASS) in Life Orientation is school-based and must be managed and designed by the Life Orientation teachers using the National Curriculum Statement Grades R to 9 and these National Assessment Guidelines. Continuous assessment (CASS) involves assessment activities that are undertaken intermittently during the year using a variety of forms of assessment (strategies for collecting evidence) to ensure a fair and representative sampling of the Learning Outcomes and Assessment Standards covered in Life Orientation.

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, teachers are dependent on assessment to improve their practice, and should it therefore be an ongoing process. 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. We, as teachers and parents, 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.

Continuous assessment (CASS) is school-based and must be managed and designed by the Life Orientation Learning Area teachers using the National Curriculum Statement (GET: Grades R to 9), the National Policy on Assessment and Qualifications for the General Education and Training Band (Schools), as well as these National Assessment Guidelines.

In Life Orientation continuous and ongoing assessment is an integral part of teaching and learning. Planning, recording and reporting are integral to assessment. As stated in the National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (2007), paragraph 11, assessment is planned for with the Learning Programme. The Life Orientation teacher must plan for assessment when drawing up their Work Schedules, as well as their Lesson Plans.

4.1 The Characteristics of Continuous Assessment (CASS)

The characteristics of CASS can be found on page 53 of the Life Orientation Learning Area Statement (NCS Policy: 2002). It covers all the outcomes-based education assessment principles and ensures that assessment:

- takes place over a period of time and it is ongoing
- supports the growth and development of the learners
- provides feedback from learning and teaching
- uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional, and cultural)
- allows for summative and formative assessment
- is gathering valid information about learner progress and performance
- requires a variety of tools to be used when evaluating the evidence of learner performance
- can be used by the teacher to improve their learning

CASS comprises two different, but related activities: informal daily assessment and a formal Programme of Assessment for Life Orientation.

Both formal and informal assessments are used in CASS, but the formal tasks or activities are recorded for purposes of progression and promotion. 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.

Formal and informal assessments are done throughout the year for progression and promotion purposes in the whole General Education and Training band.

4.2 Formal Assessment

Formal assessment is carried out to obtain reliable records that will enable the teacher to determine a learner's overall competence in the Learning Outcomes and Assessment Standards. Collectively over the year the formal assessment tasks should enable the teacher to make informed, valid judgments about various levels of performance and learner competence in Life Orientation.

An assessment task is described as:

'an assessment activity or activities that is/are designed to assess a range of skills and competencies.'

Learner performances in formal assessment tasks are to be used to determine progression or promotion to the next grade. Formal assessment tasks can range from being fairly short in time (with content that can be completed within a period) to being considerably longer, (involving a number of activities that may take several weeks to complete). Over the year the formal assessment tasks in a learning area must reflect various forms of assessment and assess a variety of skills, informed by the assessment standards in that grade. The formal assessment tasks should be weighted collectively in order to engage with all the LOs & ASs for the grade.

When you select a form, please consider:

- The learner should be given multiple opportunities using a variety of forms of assessment in order that the Assessment Standard is sufficiently and successfully addressed. If the Assessment Standard requires of the learner to "investigate", forms of Assessment would possibly be "projects, case-studies or action research activities" for instance.
- What do you want to assess? The form should suit the knowledge, skills and values to be assessed
- Forms of assessment should be age and grade appropriate.
- Assessment in this learning area must comprise cognitive as well as Physical Assessment in order to develop the learner holistically. Therefore, an assessment task must consist out of more than one activity in Life Orientation.
- The assessment task should be integrated with the learning outcomes within this learning area
- A practical demonstration – addressing the assessment standards in Learning Outcome 4 – should be included with each assessment task.

Example of an assessment task of a term:

- Design and make
- Oral presentation
- Practical demonstration

Both informal and formal assessment form part of CASS, but the results from formal tasks are what are recorded for purposes of progression and promotion. Informal assessment is important too, 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.

In Grades 4–8 CASS comprises 100% of the final Life Orientation mark or level of achievement. Formal recorded tasks are used to determine progression to the next grade.

Table 1: Number of formal recorded assessment tasks for Grades 4–8

Term	**1**	**2**	**3**	**4**	**CASS**
Task (No)	1	1	1	1	4
CASS 100%					

The **four recorded assessment tasks** over the year should give learners an opportunity to engage with the full scope of the Learning Outcomes and Assessment Standards within Life Orientation. The assessment tasks should give learners the opportunity to explore varied knowledge, skills and values embodied with the Life Orientation Learning Area over the year.

Within Life Orientation for Grade 9, CASS will consist of **three recorded assessment tasks** for the first three terms. The CTA will be administered during the fourth term in addition to the 3 tasks that the learner would have completed.

Table 2: Number of formal recorded assessment tasks for Grade 9

Term	**1**	**2**	**3**	**4**
Task (No)	1	1	1	CTA
		CASS		Performance based task and Pen and paper task (controlled)
75%				**25%**

Examination or controlled test may be used as one form of assessment in each of the formal assessments planned for each term in Life Orientation. The reason for this is to cover other Assessment Standards which cannot be included in the planned Assessment task. CASS consists of 1 formal recorded assessment task per term, which means that there will be four formally recorded assessment tasks in a year.

Learners have to complete at least four formal assessment tasks and related activities per grade.

Table 3: Example of annual assessment plan of Life Orientation assessment, Grades 4–8

Term	1	2	3	4	CASS
Task (No)	1	1	1	1	4
	Design and make oral presentation	Project	Test	Research (investigation) and presentation	**80%**
	20%	**20%**	**20%**	**20%**	
	+	+	+	+	
	Practical participation (Physical Education)	Practical participation (Physical Education)	Practical participation (Physical Education)	Practical participation (Physical Education)	**20%**
	5%	**5%**	**5%**	**5%**	
%	**25%**	**25%**	**25%**	**25%**	**100%**

It is only the formal assessment task that is systematically recorded as collection of evidence in the teacher's portfolio.

Learners have to complete at least **four formal assessment tasks and related activities per grade.**

Practical participation: Physical Education task
The Physical education task is made up of movement activities and should focus predominantly on Learning Outcome 4. This task extends across the terms of the school year and should address all the Assessment Standards prescribed for Learning Outcome 4 per grade.

The forms of activity are: games, gymnastics, fitness, dance and in the senior phase orienteering and outdoor activities are added. The learners must experience a variety of these activities for the year. Each Assessment task addressing Lo 1.2.3. and LO 5 (included for Grades 7 and 8) should add up to m20%. 5% is allocated to the Physical Education task to give a total of 25% per term. Over four terms the CASS mark adds up to 100% for Grades 4–8

In Grade 9 three formal tasks should be completed up until the end of the third term. Each Assessment task addressing Lo 1.2.3. and 5 should add up to m20%. 5% is allocated to the Physical Education task to give a total of 25% per term. Over three terms the CASS mark adds up to 75% The externally set CTA will be completed during the fourth term (par. 48 of the Policy). This adds up to 25%.

Table 4: Example of an annual assessment plan for Life Orientation for Grade 9

Term	1	2	3	4
Task	1	1	1	1
	Case Study	Interviews Structured questions Questionnaires	Investigation/ Design and make	**CTA** Performance-based task and pen-and-paper task
	20%	**20%**	**20%**	
	+	+	+	
	Practical participation (Physical Education)	Practical participation (Physical Education)	Practical participation (Physical Education)	
	5%	**5%**	**5%**	**5%**
%	**25%**	**25%**	**25%**	**25%**

Practical participation: Physical development and movement

In **Grade 9 three formal tasks** should be completed up until the end of the third term. The externally set **CTA** will be completed during the fourth term (par. 48 of the Policy). In the senior phase one task or test could equal one assessment task.

CASS = 75%
CTA = 25%

Example of assessment tasks for Learning Outcome 4	
Grade 4	**Grade 8**
Physical Education Task 1 **Focus:** Athletics **Mark allocation:** 20 **Duration:** 10 weeks Run 20 metres; 30 metres, 40 metres Perform high jump and long jump Throw cricket ball Determine development of own skill of performance **Assessment criteria:** Active participation Technique Understand and perform basic skill	**Physical Education Task 1** **Focus:** Fitness **Duration:** 9 weeks **Mark allocation:** 20 Walking/running Strengthening and suppleness activities Duration and strength Record progress **Assessment criteria:** Active participation Technique Share recording processes
Physical Education Task 2 **Focus:** Invasion games **Mark allocation:** 20 marks **Duration:** 9 weeks Throwing ,catching and dribbling ball skills Running, stopping and dodging skills Active participation in modified game **Assessment criteria:** Active participation Technique Posture awareness	**Physical Education Task 2** **Focus:** Adventurous recreational outdoor activities **Duration:** 9 weeks **Mark allocation:** 20 Plan basic outdoor activities Participates in adventurous outdoor activities **Assessment criteria:** Planning Active participation Display knowledge of outdoor activities

Physical Education Task 3 **Focus:** Rhythmic movement (Dance)/Swimming safety **Mark allocation:** 20 marks **Duration:** 12 weeks Perform 3 different locomotor dance steps rhythmically to music (e.g. running, skipping, galloping) Perform dance sequence with partner Rhythmic synchronizing to music... Execution with awareness of posture (upright posture, focus and **Water activities** Walk in water Identify safety measures playing in water or swimming/ Explain safety measure in and around a pool/water/dam Name 5 facts when entering water for the first time **Assessment criteria:** Active participation Rhythmic execution Posture awareness Water safety	**Physical Education Task 3** **Focus:** Gymnastics/Gender equity in sport **Duration:** 12 weeks **Mark allocation:** 20 Plan Gymnastics sequence using different techniques of rotation Backward roll; forward roll Balance: e.g. front balance stand, lunge handstand; and elevation (e.g. crouch jump, stretch jump) Investigates gender issues in a variety of sport (Research) **Assessment criteria:** Planning Active participation Improvement of technique Information sharing
Physical Education Task 4 **Focus:** Gymnastics **Mark allocation:** 20 marks Gymnastics Perform two different locomotor activities, rotation activation (bunny jump with ½ turn, cartwheel); elevation (basic jumps e.g. star jump, leap jump) and balance (bridge stand; shoulder stand Participation Performing basic gymnastics skills Technique Participation	**Physical Education Task 4** **Focus:** Target games **Duration:** 9 weeks **Mark allocation:** 20 Designs target games using different apparatus e.g. balls, ropes, bats and hoops Play target games **Assessment criteria:** Design Active participation Improvement of technique Knowledge of target games

Note:
- The order in which the different movement activities are presented in a grade is not prescribed – teachers may change the order
- Gymnastics and ball skills need more time than the other activities
- These are four different marks over the year, but should all be added up to determine the mark out of 20%
- Grade 9 to complete CTA in fourth term.

4.3 Informal Assessment

Learner progress should be monitored during daily learning activities. This informal daily monitoring of progress can be done through formative question and answer sessions; formative reflection, observations, short assessment tasks completed during the Lesson by individuals, pairs or groups or homework, class work, exercises. Lesson planning should incorporate such informal assessment tasks and activities.

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, parents and other stakeholders. 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.

4.3.1 How to implement informal assessment

It is important to remember that informal assessment is not an unstructured unplanned activity. Informal assessment usually probes the levels of learning taking place in the classroom. Questioning is one of the more common ways to assess informally. Open-ended questions lead to further questions, both from the learners to the teacher and from learners to other learners. Critical questions lead to further thought and extended responses. The process results in learners and teachers:

- thinking more deeply about their own thinking and knowledge
- realising their strengths and weaknesses in their skills and knowledge
- self expression
- having dialogue and collective reflection

Through mere observation of learners, important information can be gathered from informal assessment. The teachers can observe how the learners do their tasks and what they are struggling with. The teachers can also observe how the learners work together and how the learning tasks could be changed to maximise learning.

Through informal assessment in Life Orientation teachers are provided with opportunities to unlock and develop learners' potential in important skills, knowledge, values and attitudes such as self assertiveness, leadership skills, creativity and innovation, attitude towards the Learning Area as a whole, attitude towards certain sections of the Learning Area, attitude towards healthy living and exercise, making informed decisions, respect for self and others, a broad religious knowledge etc. To develop such, learners can be provided with expanded opportunities, extended tasks, extra work in certain areas for specific learners who have vested interest in that, play roles they show interest in, in order to develop what is in them.

The purpose of informal assessment is mainly formative and for this real on it is important that time is set aside to reflect on the results gathered by the assessment. During reflection the teacher should discuss the assessment with the learners and the questions like the following can be asked:

- What does the assessment task show about what I have learned?
- How can I improve my learning?

The teachers should also think about how they could improve their teaching to enhance learning.

Some ways of recording informal assessment may include:

- A *teacher notebook* with one learner per page. Notes can me made on informal observations of learners as they carry out specific tasks, problems that they encountered, misconceptions they had, etc these can be used later to verify results from formal assessments and may be placed in the learner portfolio when appropriate
- A *simple checklist*. Some activities in the classroom have various stages. A teacher can have a checklist – refer to example below.

Work Project: Environmental health				
Name	Completed reading to start project	Completed proposed procedure for open-ended task	Completed checklist and complied a list of environmental problems in given area	Submitted final report
Maxam, N	15/02	18/02	19/02	19/02
Sitzer, J	15/02	17/02		
Nel, G	15/02	19/02	18/02	18/02
Ngondo, L	15/02			

In this way teachers can keep track of the learning that is taking place, which learners are lagging behind and need extra support, and which learners are ahead and need expanded opportunities

- *A poster size grid with one learner per square.* Teachers can keep the chart private or put it up in the classroom. When something worth recording arises, they write it into the appropriate learners' square on the grid with the date. This can be easily monitored.

These are not the only ways to keep records of informal assessment, they are some suggested methods. Different teachers may think of methods that are unique to their own learning contexts using the resources that are unique to them. Some teachers have very large classes and it may seem a daunting task for them to informally assess all learners on a daily basis. In such cases it is possible to reduce the amount of time spent on informal assessment while still maintaining a quality level of teaching.

4.3.2 CASS in relation to formative and summative assessment

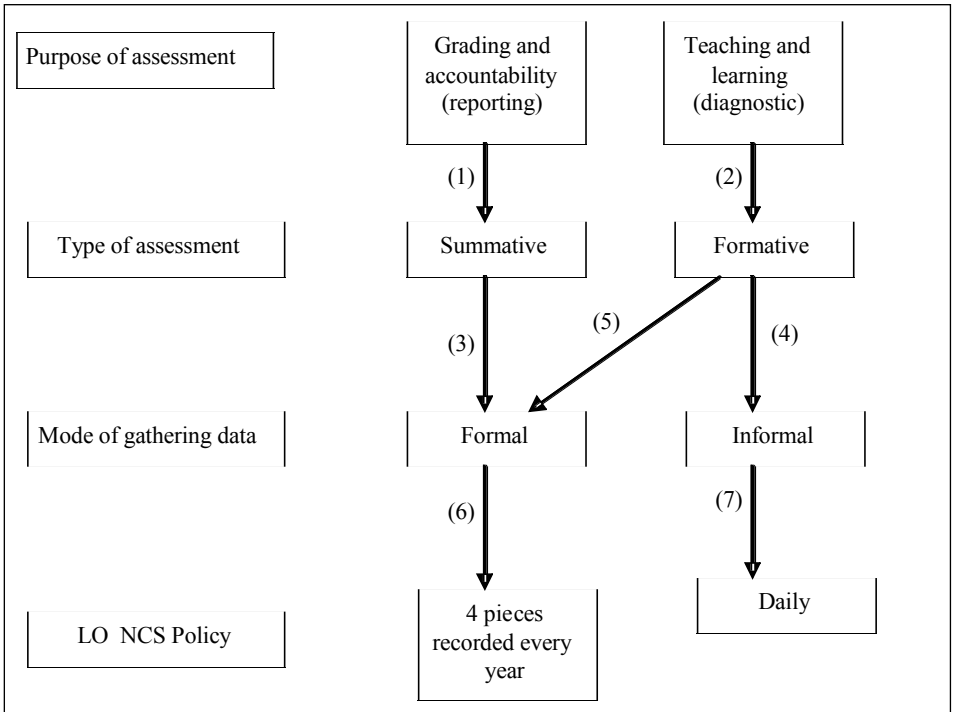
Information gathered formally can have two uses – formative uses and summative uses. For example, a teacher may use the results of a formal test to identify learners' strengths and weaknesses and to shape future teaching and learning. However, the results from the same test may be recorded formally and used for progression purposes.

Information gathered informally is not used for summative purposes; it is only used for formative purposes. For example a teacher's observation of a learner during a group activity is an informal assessment that can be used to shape future teaching and learning, but it is not used for grading purposes.

The term "informal assessment" does not mean the same thing as the term "formative assessment". Informal assessment refers to the style or mode of gathering information about learners while formative assessment refers to the **use** that is made of any information whether it was gathered formally or informally. Similarly the term "summative assessment" does not mean the same thing as "formal assessment".

Tasks for summative use must be formally recorded because the results have important consequences and so we must have reliable evidence to back up the decision. If a task is only for formative use, then assessment of learner performance may be less formal.

Summative, formative, formal and informal assessment



(1) Assessment t hat is used for grading and accountability purposes is called summative
(2) Assessment that is used for teaching and learning purposes is called formative
(3) Information/data for summative assessment is gathered formally
(4) Information/data f or formative assessment may be gathered informally
(5) Information/data for formative assessment can also be gathered from formal assessment
(6) NCS policy requires teachers to record 8 formal pieces of assessment each year as part of CASS
(7) Informal assessment is also part of CASS, it may or may not be recorded, but it is conducted daily.

4.4 Progression in Grades R–8

Ideally all learners in Grades R–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 is put in place to support such learners.

4.5 Continuous and External Assessment in Grade 9

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

Within Life Orientation, CASS will consist of 3 tasks that is 1 task per term for the first three terms. The CTA will be administered during the fourth term in addition to the 3 tasks that the learner would have completed.

Table 5: Formal recorded assessment for Grade 9

Term	**1**	**2**	**3**	**4**
Task (No)	1	1	1	CTA
	← CASS →			Performance-based task and pen-and-paper task (controlled)
75%				**25%**

The formal assessment tasks consist of various activities, measured by different forms of assessment. Learners should be continuously measured against the criteria drawn from the Assessment Standard to determine their progress as they move towards achieving the Learning Outcomes.

The Assessment Policy does not stipulate how the marks for the formal assessment tasks should be weighted in order to obtain a final term and/or year mark for each learner. Hence it is up to the teacher to decide the amount of marks that each assessment task will contribute towards the final year mark. It is possible to weight all of the tasks equally (i.e. 25% for each assessment task), however, teachers may wish to make some count more than others depending on the amount of work involved, and other factors.

Teaching, learning and assessment are intertwined, and it should be recognised that not everything that is taught has to be assessed formally.

Only formally assessed tasks need to be recorded.

4.5.1 Common Tasks for Assessment (CTA) in Grade 9

The Common Tasks for Assessment (CTA) is an external assessment tool to be used in all schools with all grade 9 learners (hence the word "common"). Common Tasks for Assessment may be set at national, provincial, district or cluster level, are conducted at school level, and are moderated externally. The CTA enables the Department of Education to maintain an acceptable standard of education throughout South Africa as it promotes a common standard setting throughout all the schools and helps to ensure consistency in teacher judgments. Since it is externally moderated, it also helps to hold teachers accountable for the work that they are doing in the classroom. This in turn helps to ensure that the school-based assessment tasks properly assess competencies and achievements and increases the accuracy of the assessment process. Another advantage of the CTA is that it provides teachers with examples of the kind of assessment and work that should be done in the classroom. As a result, it strengthens the capacity for school-based continuous assessment and helps to ensure that learners receive appropriate expanded opportunities. CTAs also help the Department of Education to sample learner performance against the learning outcomes.

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 examination conditions such as prevail for the National Senior Certificate and schools will follow a national timetable. The performance-based tasks should be designed in such a way that they are completed or administered over a period of time and not as a once-off event.

Performance based-tasks 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 as groups.

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 the externally set Common Tasks for Assessment (CTA).

Hence, for grade 9 Life Orientation, CASS will consist of 3 assessment tasks that are 1 tasks per term, while the CTA will be administered during the forth term in addition to the 3 tasks that the learner would have completed.

Formal Assessment Framework in Grade 9				
Term	**1**	**2**	**3**	**4**
Task (No)	1	1	1	CTA
	← **CASS** →			

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

Formal Assessment Framework Grades 4–9		
Grade	**CASS Component School-based**	**Common Tasks for Assessment Externally set**
Grades 4 to 8	100%	Not applicable
Grade 9	75%	25%

4.5.1.1 Administering the CTA

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 aligned to the school's timetable. This means that the school should not stop teaching because it is time for CTA administration. Again a new school timetable is not required.

The CTA usually consists of two books, the teacher's and the learner's guide.

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 guide has some clear instructions and activities for the learners to do.

4.5.1.2 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 valued.

In a CTA, the teacher will:

- contextualise the CTA
- discuss the flow chart with the 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

4.5.1.3 Writing of the CTA

Example of a task in the CTA

Learning Outcome 3: The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Assessment Standard:

- Analyse and reflects on positive personal qualities in a range of contexts
- Responds appropriately to emotions in challenging situations
- Explains what has been learnt from a challenging personal interaction by critically reflecting on own behavior

TASK ONE		
The Uniqueness of each Individual within Various Relationships		
Time: 40	**Individual**	**Marks: 20**

You will be assessed on your responses to the following issues:

- Your understanding of the term "self-concept"
- Improving your own self-concept
- Recognising factors that may damage the way you feel about yourself
- Improving and developing someone else's self-concept

In questions 1.1–1.3 you will be assessed according to the following criteria:

- Demonstration of understanding of concepts
- Ability to explain concepts

For 1.1–1.3. Read the following paragraph and answer the questions which follow.

Your self-concept (Definition)

Your self-concept is how you see yourself. If you are satisfied with yourself, your self-concept will be positive; you will have self-esteem and accept yourself. If you are dissatisfied with what you see about yourself, your self-concept will be poor; you will have little self-esteem and have difficulty accepting yourself as you are. Your self-concept consists of a number of components. The main ones are:

- *The physical self (body image), i.e. how you feel about your physical attributes*
- *The social self, i.e. how you think others see you*
- *The ideal self, i.e. how you really would like to be*
- *The self as I am, i.e. how you see yourself now*
- *The academic self-concept, i.e. how you see yourself as able to cope with schoolwork*
- *The emotional self-concept, i.e. what emotions you see as being ones you possess.*

Source: *Burns, R. Lifecraft Series, Book 1 Page 7*

1.1. Explain the following in your own words. Make sure you give some idea of what clues would help you to know if someone fits each definition:

1.1.1. Positive self-concept **(2)**

1.1.2. Negative self-concept **(2)**

1.2. Describe ways in which the following people can support you in building up your own positive self-concept:

- Your family
- Your friends
- People at school (teachers, coaches, classmates etc.) **(4)**

1.3. Explain how people in your neighbourhood, school or at home can have a negative influence on the way you feel about yourself. (4)

1.4. Read the passage which follows and then answer the questions set.

For question 1.4 you will be assessed according to the following criteria:

- Evidence of analysis and planning
- Ability to speak tactfully to Someone
- Ability to deal with the issues and give good advice

Lindi pulled her shirt out of her skirt, and then tucked it in again. She sighed. Somehow, no matter what she did, she just couldn't seem to look cool. And when her mother said "You look very nice, my sweetie" as she walked out of the house, she knew she had got it all wrong again!

Crossly she pushed her hand through the hair that she SO hated and pulled her shirt, once again, out of her skirt. Funny how her very own sister Somehow managed to be cool but she just didn't. Ever.

As part of her plan to be cool she hadn't done her Maths homework. But now she felt that that might have been a mistake too. She was really struggling with this section. She knew that if she just copied the right answers off the board it would still not be enough. She actually needed help but if she asked for it then that would look nerdy (meaning to be silly/stupid).

She walked slower and slower. But even a slow walk meant that she was getting nearer to school. And now it was important for her to have someone to talk to as she walked along. People on their own are losers, she thought.

"Hi, Lindi!"

She spun around eagerly – whew, a friend to save her!

But it was only Sizwe. A loser like herself.

Two losers.

Great! Now she had more issues! What's better, she wondered? To walk along with him? Or to wait for someone who is actually OK to be seen with?

1.4.1. What does this passage tell you about Lindi's self-concept? Use the bullets in the paragraph "Your Self Concept" in the box above as the headings to help you. Use the table below to help you.

Headings from Article	Evidence about Lindi from the reading passage
The physical self (body image), i.e. how she feels about her physical attributes	
The social self, i.e. how she thinks others see her	
The ideal self, i.e. how she really would like to be	
The self as she is i.e. how she sees herself now	
The academic self-concept, i.e. how she sees herself as able to cope with schoolwork	
The emotional self-concept, i.e. what emotions she sees as being ones she possesses	

1.4.2. What advice would you give Lindi to help her improve her self-concept? Imagine you are speaking to her directly and give her a list of 3 useful tips. Make sure your advice is given in a friendly and helpful way which will not upset her.

(1.4.1. and 1.4.2. will be assessed together to give a total of 8 marks)

Total: 20 marks

4.5.1.4 Marking the CTA (memorandum)

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:

TASK ONE

The Uniqueness of each Individual within Various Relationships – "Self-concept"

- This task consists of 4 questions. It is a pen-and-paper test. Individual work is required.
- 40 minutes is allocated to this activity.
- In this task the learner understands of self-worth, dignity, self-concept and sense of the rights of a unique individual are assessed.
- Introduce the topic of self-concept in order to stimulate class discussion and input by learners – check that they have a basic understanding of "self-concept".
- Let them read the paragraph given for questions 1.1.–1.3. and then encourage discussion of the various component elements of self-concept.
- Encourage talking and listening to each other.
- Some learners will find it difficult to talk or write about their own feelings and values. Stimulate discussion of these issues. Be sensitive and empathetic towards all learners.
- Learners must show respect for each other's points of view.
- Draw their attention to the fact that question 1.4 will need them to refer directly to the "theory" given in the extract in the first box. Explain clearly that they MUST show how they identify things about Lindi using the headings given. They do not need to write out their findings about Lindi in full. They must show evidence of their analysis.
- Several resource documents could be referred to and activities encouraged stimulating further thinking and inputting by the learners.

Assessment focus
The learners will demonstrate the following knowledge, skills, values and attitudes:

Knowledge	Skills	Values and attitudes
Understands the concepts: • Self-concept • Individual worth • Dignity • Individual and group rights	• Able to express own ideas in writing or verbally • Distinguish between positive and negative attitudes • Able to identify ways to develop and enhance self-worth.	• Able to motivate answers, whether negative or positive • Celebrate the importance of one's belief in one's own abilities

1.1.1. Positive self-concept

Any relevant factors should be accepted, not only those noted here.

Possible answers:

Children with a positive self-concept will be relaxed in any situation, be well-nurtured physically and emotionally, be energetic, positive and optimistic, be able to rely on themselves, be sociable and assertive.

- They will also be eager to try new challenges and learn from them.
- Assertive behaviour is when we know we are right and we say SO, and we do what we want to firmly and calmly.
- Assess the activity according to the rubric supplied below **(any 2)**

1.1.2. Negative self-concept

Any relevant factors should be accepted, not only those noted here.

Possible answers:

Someone with a negative self-concept will be the opposite of someone with a positive self-concept.

- They are lethargic, listless, anti-social, dissatisfied with everything and everybody; they display passive behaviour, allowing people to 'walk over them'.
- They really want to say 'no' to something, but are too timid, or afraid that it would cause trouble.

(any 2 marks)

Rubric for 1.1.1. and 1.1.2.

Level	**1**	**2**	**3**	**4**
Marks	**0**	**0**	**1**	**2**
Criteria				
Self-concept	The learner is unable to provide an explanation or the learner repeats exactly what is stated in the paragraph	The learner is able to use the text to attempt an explanation, but does not provide clear explanations.	The learner gives an acceptable explanation in his/her own words.	Learner gives a very clear explanation and is able to motivate her/ his opinion.

Question 1.2: Contribution by others to self-concept

Any 5 relevant factors should be accepted, not only those noted here.

Possible answers:

1. Your family
2. Friends
3. People at school

Supportive people encourage and praise achievements; give support in time of trouble or failure; support and assist with physical and emotional wellbeing. They give encouragement with school work/sport etc and support where assistance is needed. They support throughout challenging, emotional trauma, e.g. death or failure. They encourage social participation and communication. **(5 marks)**

Level	1	2	3	4
Marks	0–1	2	3	4
Criteria				
Family	The learner is not able to identify any supporting factors/or the learner identifies one factor only.	The learner identifies two supporting factors. These may overlap or be poorly articulated.	The learner identifies three distinctly different supporting factors. Points clearly expressed.	The learner identifies four to five supporting factors. A wide range is exposed and illustrations are provided.

Question 1.3: The community can contribute to destroying one's self-image:

Any relevant factors should be accepted, not only those noted here.

Possible answers:

Name calling – this could be direct or done behind one's back – also referred to as labelling or stereotyping.

- Exclusion from social/team participation or opportunities.
- Rejection or belittling of contributions.
- Concentrate on one's failures.
- Making unfair comparisons with others.

(4 marks for the above-mentioned facts or any relevant facts given)

Level	1	2	3	4
Marks	0–1	2	3	4
Criteria				
Community	The learner is not able to identify any factors that destroy self-concept/or the learner identifies one factor.	The learner clearly identifies two destructive factors.	The learner identifies three destructive factors. These should be fully described.	The learner identifies four to five destructive factors and articulates these clearly.

Question 1.4.: Improving self-concept

Any relevant factors should be accepted, not only those noted here.

Possible answers:

NB: Must show evidence of using all 6 headings to organise data about Lindi

1.4.1

Headings from Article	Evidence about Lindi from the reading passage
The physical self (body image), i.e. how she feels about her physical attributes	Lindi feels negative about how she wears her clothes and about her hair
The social self, i.e. how she thinks others see her	The social self: She thinks others will see her as a loser as she doesn't have someone 'cool' to walk to school with; she thinks it's "cool" not to do homework; she tries to adjust how she wears her clothes to look cool; she thinks her sister is more cool than she is
The ideal self, i.e. how she really would like to be	Whether its via clothes, hair, work ethic or friends Lindi would like to find the formula which gives her a positive self-concept
The self as she is i.e. how she sees herself now	She has a negative self-concept – sees herself as a "loser", unpopular and unsuccessful; she rejects her mother's positive remark
The academic self-concept, i.e. how she sees herself as able to cope with schoolwork	She is struggling with Maths but unwilling to ask for help (although she does admit here that this is a problem)
The emotional self-concept, i.e. what emotions she sees as being ones she possesses	Rejects goodwill expressed by both mother and Sizwe; compares self unfavourably with sister – has a "victim/loser" approach. Is mature enough to be looking for solutions and asking questions however.

1.4.2. Advice which Lindi could be given

3 pieces of advice to be given. Appropriate register to be used – tactful and encouraging Lindi to find her own solutions.

Physical: Encourage her to find her OWN style with regard to dressing and hair e.g. what looks better on you – shirt tucked in or left out; what about hair length and style?

Social: Set own goals re social self: e.g. identify who she thinks are winners. Decide if their lives/values etc are what she really wants in the song run; look for others who are needy like herself – could she have anything to offer in fact?

Ideal: Encourage her to list all the things about herself that work and work outwards from there to set up the "ideal"; define realistic targets for her

As she is now: Help her to be analytical about what she feels about herself right now; use the "self-concept" table as a guide

Academic: Encourage her to be analytical and realistic about the formula she needs for success

Emotional: Encourage her to identify her emotions and account for them; encourage her to be observant about the emotional state and well-being of others

Important general considerations:

- Feeling good about oneself
- Positive attitude towards bodily image, even though there are shortcomings
- One is not concerned as to how one is observed by others
- Has goals in life and attempts to achieve these
- Has a self-talk session and applies that to everyday life
- Avoids being rude, or avoids threatening or violent behaviour
- Does not bully peers
- Doesn't allow people to 'walk over them'
- Avoids any form of passive behaviour

Overall Assessment Grid

Level	**1**	**2**	**3**	**4**
Marks	**0–1**	**2–3**	**4–5**	**6–8**
Criteria	**Note:** this is a global assessment which combines 4.1 and 4.2 into a total out of 8			
Improving your self-concept	Incomplete or inadequate analysis of Lindi's position. Barely meets criteria of suitable register and suitable type of advice – if at all.	Shows slight insight into Lindi's problems. Offers Some advice which is either not presented very tactfully, or which is not likely to make a powerful difference. Could be only 1 good piece of advice or two or three bits which are, for example, poorly expressed.	Shows fair insight into Lindi's problems. Offers suitable advice. Weaknesses could be that the analysis is sketchy in parts or that the register or suggested solutions do not quite match the need e.g. too bossy and/or simplistic.	Completes table fully showing good insight and attention to detail. Sees more than just the superficial about Lindi. Advice is both good and well-worded – showing tact and offering tips which Lindi would feel like trying and which, if implemented, could in fact be helpful.

Total: 20 marks

4.5.1.5 Recording of CTA

This is an exemplar of a CTA Recording Sheet. Schools can draw their own.

CTA RECORDING SHEET								
Grade 9 **Date: _____**				**School:_____**				
No	**Names of learners**	**Uniqueness of each individual**	**Dealing with crime**	**The practice of UBUNTU**	**Life Skills-making informed choices**	**Human movement and fitness**	**Total**	
		Task 1:	**Task 2:**	**Task 3:**	**Task 4:**	**Task 5:**		
		Individual task	**Group task**	**Individual and group**	**Individual task**	**Group task**	**CTA total**	**Converted mark**
		Max: 20	**Max: 20**	**Max: 20**	**Max: 20**	**Max: 20**	**100**	**25**

4.5.1.6 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.

4.6 Promotion at Grade 9 Level

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 and Mathematics offered;
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%).

4.7 Condonation at Grade 9 Level

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).

Condonation (paragraphs 92–94) the organisation of both the learners' and the teachers' portfolios are described

4.8 Planning Formal Assessment Tasks

Planning for assessment happens at all three 3 levels of planning: Learning Programme, Work Schedule and Lesson Plan. Each Life Orientation teacher should as part of his/her portfolio, have a Teacher Assessment Programme, with the Learning Programme, Work Schedule and Lesson Plan for each Grade (See paragraphs 20, 21 and 53 of the Policy). The assessment programme will indicate the details of assessment for the specific Grade. The programme will comprise the formal assessment tasks and should cover all the Learning Outcomes.

Planning for assessment happens at all 3 levels of planning:

- Learning Programme
- Work schedule and
- Lesson Plan

4.8.1 Planning for assessment at Learning Programme level

Planning for assessment in Life Orientation at the Learning Programme level should take into consideration the overall knowledge, skills and values the learners are expected to acquire in that phase. The Learning Outcomes and Assessment Standards in Life Orientation clearly indicate what learners should know and be able to do. The four formal assessment tasks will have to reflect the knowledge, skills and values to be assessed.

Forms of assessment best suited to the Learning Area should be used. The following forms are preferred although they are not the only ones that can be used:

- Projects
- Tests
- Practical participation and demonstration
- Simulation
- Presentation (oral and written)
- Case study
- Demonstration
- Interviews
- Questionnaires

- Posters
- Assignments
- Survey

The Learning Programme should also

- List the key resources they are likely to need
- Consider the context in which they are taught
- Indicate the time that will be required for appropriate and authentic assessment. Teachers should ensure that tasks are fairly distributed so learners are not overburdened.

4.8.2 Planning for assessment at Work Schedule level

When Life Orientation teachers of a particular Grade meet to plan their work schedules, they need to plan the formal assessment tasks that the learners will do for the year as part of the work schedule.

When teachers plan assessment at this level, they should consider the following questions:

A. What is the purpose of assessment in the task?

As a teacher one always want to find out how your learners are progressing and how you could assist them to improve learning. For this reason all assessment is to a greater or lesser extent always formative.

B. Which Learning Outcomes and Assessment Standards will be assessed by the task?

The NCS policy document states that all Learning Outcomes and Assessment Standards need to be actively pursued. This means that at the end of the year you should have taught towards all Learning Outcomes addressing all Assessment Standards. For this reason it is advisable to assess all Assessment Standards, but it is not necessary to include all Assessment Standards in formal assessment tasks. Learners are assessed against all Assessment Standards, but not all are formally recorded.

C. Which task(s) will the teacher do in his/her class?

The Teacher Assessment Plan for Life Orientation, which is part of the work schedule, should reflect the 4 formal assessment tasks in one year. When conceptualising the plan with the four assessment tasks for the year, consider the full scope of content (SKVs), Learning Outcomes with Assessment Standards and the different forms of assessment.

D. What will the focus of the assessment task be?

Examine all the Learning Outcomes and the Assessment Standards and spread them over the four / three assessment tasks required. It is recommended that, if possible, all Assessment Standards should be assessed and formally recorded. You must decide which knowledge, skills and values you will focus on, as was identified at the Learning Programme planning level. It becomes easier when a task covers a number of

Assessment Standards and various forms of assessment are used. The assessment tasks over the year should reflect the full scope of the Learning Area capturing learner competence in the core essence of LIFE ORIENTATION. The contexts of the schools and the learners in the grade should also be considered when developing or selecting foci. LIFE ORIENTATION is a practical Learning Area that equips learners with real life skills for personal development and the development of the community. The tasks should contribute to personal development and adaptation to societal norms and values.

E. Which forms of assessment will suit the contexts?

Across the four/three assessment tasks for the year teachers should use varied forms of assessment. Ensure that the forms selected suit the task and learners' context. The verbs, knowledge, skills and values used in the Assessment Standards usually determine the form of assessment to be selected.

When you select a form, please consider:

- That you have to use three to five different forms and they should come from the list identified at the Learning Programme planning level.
- What do you want to assess? The form should suit the knowledge, skills and values to be assessed.

F. When will the assessment task be done and how long will it take?

The teacher should discuss with his/her colleagues when the different tasks should be done. The load on the learners should be considered so that tasks from the different Learning Programmes should not take place at the same time, but should be spread over the year. If learners need to do research allow time (holiday/long weekend) so that all learners can go to a library or interview people. The NCS requirements for notional time spent in LIFE ORIENTATION should also be considered. Another alternative can be that teachers hand out an assessment plan to the learners at the beginning of the year and also remind the learners when the time is due. This will give learners enough time to plan their work.

4.8.3 Planning for assessment at Lesson Plan level

When Grade teachers develop a Lesson plan, they must integrate assessment to the teaching and learning plan. Formal assessment tasks are planned at the Lesson Plan level.

Step 1: Develop the Assessment task

Read this in conjunction with the example below. When teachers plan the formal assessment tasks for their particular class, they should start with the activity as stated in the teacher assessment plan. When developing individual tasks for formal recorded assessment, the following could be useful in structuring your Life Orientation assessment task,

- Unpack the selected Life Orientation Assessment Standards, it will give you all the vital information you need; the skills, knowledge, values (SKVs) to be assessed. Make links between these and the context.

- When unpacking the Assessment Standards, consider the most appropriate form of assessment.
- Develop the teaching and learning activities that compose the assessment task, providing clear guidelines to the learners of what they are required to do. Indicate resources for all activities. The assessment task should:
- Be appropriate to the age of the learners
- Consider what barriers to learning exist and how can they be optimised and
- Consider which resources are available to learners and teachers

Examine all the different elements/smaller activities that the assessment task consists of and consider the following for each activity;

- Who assesses (peer, self, teacher) Peer assessment and self-assessment should preferably only be applied in informal assessment. The teacher should assess during informal and formal assessment.
- Role of the teacher and role of the learners
- Form of assessment. The form of assessment should be noted at this level as it is decided at work schedule level.
- Type of evidence collected (e.g. discussion from first activity which is kept in learner portfolio; written presentation for second activity; project for third activity)
- Appropriate scoring procedure or the criteria that will be used to evaluate the final product e.g. provide the learners with a rubric (where applicable) for discussion. The criteria are sourced mainly from the focus, which is the core content as well as from the Assessment Standards.
- Context. The context is noted as it was considered at the work schedule level.

Note: This planning will highlight the various roles of the teacher throughout the assessment task. This should go into the teacher portfolio as it provides important details and information on the task.

They should also consider the context of the class, e.g.:

- Which barriers are present
- The levels of enthusiasm and commitment in the class
- Where is the school situated, and what resources are accessible to learners and the teacher

Step 2: 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. co-operation and sections that the teacher will assess, e.g. factual correctness, effort, etc.

Step 3: Evaluate evidence on learner performance

Appropriateness of evidence – Is the evidence gathered reflecting learner competence in the Life Orientation outcomes? Does it provide information about learner competence linked to the Life Orientation Learning Outcomes and the Assessment Standards in the task? Teachers need to ensure that their evaluation is focused on Life Orientation competencies and to ensure that side issues (e.g. presentation, language) do not override.

Step 4: Make a decision on learners' achievement

From all the available evidence including any teacher observation and the scoring criteria (e.g. a rubric) the Life Orientation Teacher will make a professional judgment about learner competence against the LOs and ASs assigned for the task.

An example of a rubric to assess the Assessment Task for Grades 4 to 6	
Level	**Level descriptor**
1 (Not achieved)	Incorrect response or no response
2 (Partly achieved)	Incomplete response
3 (Achieved)	Gave the expected response
4 (Outstanding)	Gave the expected response and presented supportive information

Table illustrating the link between marks and levels of performance		
Levels of performance	**Percentages**	**Description**
1	1–34%	Not achieved
2	35–49%	Partially achieved
3	50–69%	Achieved
4	70–100%	Outstanding/Excellent

Table illustrating the link between marks and levels of performance for Grades 7–9		
Levels of performance	**Percentages**	**Description**
7	80–100	Outstanding achievement
6	70–79	Meritorious achievement
5	60–69	Substantial achievement
4	50–59	Adequate achievement
3	40–49	Moderate achievement
2	30–39	Elementary achievement
1	0–29	Not achieved

Step 5: Record learner performance

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 Standards used in formal 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. The formal assessment tasks are kept in the learner's portfolio.

The learners' portfolios, as described in the National Policy on Assessment and Qualifications, are described as a collection of all formal assessment tasks as well as selected informal assessment tasks. The informal assessment tasks only support the formal assessment tasks.

Making a decision on a learner's achievement: From all the available evidence (as depicted in the example above) and teacher observation, the Life Orientation teacher will make a professional judgment about learner competence against the Learning Outcomes and Assessment Standards assigned to the task.

Recording sheets selected by the Life Orientation teacher must include the following:

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

Step 6: Reporting on learner performance

The Life Orientation teacher is responsible for reporting on learner progress to all relevant stakeholders (learners, parents, bursary holders, interested parties, etc):

- The form of assessment used
- The levels at which learners have attained the outcomes set
- Comments on learner achievement for all Learning Outcomes (LOs) – developed from Assessment Standards showing what the learner is competent in and where there are gaps
- The time period on which the teacher is reporting

Step 7: Reflect on the learning process

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

4.9 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 teacher should also have a **formal programme of assessment** for the year (also called a **Teacher Assessment Plan**) which is derived from the **Work Schedules** and indicate the details of assessment per grade (see section 3.5.2).

This is in turn used to draw up a **School Assessment Plan**, which is a compilation of all the Teacher Assessment Plans.

5. PORTFOLIOS

5.1 Teachers' Portfolios

- All teachers are expected to keep a portfolio containing all documents related to assessment. It is the teachers' responsibility to ensure that the information in their assessment portfolios is kept up to date.
- 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 upon request at all times for moderation and accountability purposes.

ANNEXURES

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ANNEXURE 1

Glossary

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

Alternative assessment – An alternative assessment is one which is different from those assessments which we normally give students (i.e. true, false, matching, essay questions, standardised tests, etc.) They are "untraditional", (i.e. drawing a picture, making a video of a particular skill etc.) On many occasions this type of assessing allows students to create a product that the teachers will have to grade (usually using a rubric). Group activity is usually associated with this.

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

Assessment forms – The most appropriate means of assessing and determining how well learners are learning

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

Assessment strategies – The approaches taken to assess a learner's performance by using a number of assessment forms appropriate to the task and level of the learners' understanding.

Assessment Task – This is an assessment activity that is designed to assess a range of skills and competencies. For example, 1 task is:

- an assignment
- a test
- an exam which may include 1, 2 or 3 papers

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.

External assessment – Any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, co-ordinated by Provincial Education Departments and the Department of Education either collectively or individually

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 learners' 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

Programme of Assessment – A yearlong grade-specific formal plan of assessment for a Learning Programme/Learning Area/Subject.

Record Sheet – Record of learner performance in formally assessed tasks expressed as national codes, marks and/or percentages. May or may not include comments. The use of comments is essential in the Foundation Phase.

Rubric – A rubric is a rating scale and list of criteria by which student knowledge, skills, and/or performance can be assessed

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).

ANNEXURE 2

Various Forms or Types 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.

Teaching and Learning activities that may be used as forms of assessment

Activity	How to use kind of activity this for assessment purposes.
Performance-based tasks	This type of assessment requires learners 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.
Investigation activities	Investigation activities are one type of performance activity that engages learners in some form of systematic inquiry of a phenomenon. A well-planned investigation can provide assessment evidence for the three assessment standards in NS LO1. This learning outcome LO1 is about investigating relationships and solving problems in the natural world. The progression table and the examples in the NCS illustrate the criteria for assessing investigations and problem-solving at various levels. The NCS (page 8) describes at least four kinds of problems to investigate and solve: problems of making, problems of observing, surveying and measuring, problems of comparing, and problems of determining the effect of certain factors.
Projects	Like investigation activities, projects allow for a holistic assessment of learners' abilities to apply knowledge, skills and values in a relevant context. They are substantial tasks in which learners illustrate or apply knowledge that they have gained in class. Learners can build models, and compile reports, essays or posters and even give presentations. Teachers can assess different stages of the project separately, or the entire project. 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.
Research	A research task involves the collection of data and/or information to solve a problem or to understand a particular set of circumstances and/or phenomena. While the problem that focuses the research task is well defined, the nature of the data collected will determine the solution to the problem.
Assignment	Assignments like projects and investigations, allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. However, they are normally shorter and more focused than investigations and projects and are used for specific tasks.
Test	Tests usually consist of a range of questions. Learners are required to respond to questions within a specified time. They are useful to assess knowledge recall. They test understanding and comprehension. If questions are carefully phrased, they can also test application of knowledge. Since they are generally easy to mark reliably they are a good way conduct summative assessment (especially for LO2 & 3), however, they can be a very useful formative tool too.
Practical demonstration	Practical demonstrations can be separate to, or a part of performance-based assessments which involve the teacher actually observing the learner demonstrate a specific practical skill (e.g. measure the voltage of a cell, use a thermometer to measure temperature). They can be very useful for assessing how learners draw on knowledge and values to carry out practical skills.

Case studies	Case studies are a detailed description of a specific situation or phenomenon. The description can either be real or made up by the teacher. They can be taken from books, newspapers, magazines, videos or radio. Case studies enable the teacher to assess whether learners can apply knowledge, skills and values to an unfamiliar context. Coupled with good structured questions, these can be easily used for summative purposes. Used with groupwork, however, teachers can also use them effectively for formative purposes.
Role-play	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-centered. This kind of assessment allows for assessment of expressive skills and is also very useful for assessing values. Role plays can also be used to assess application of knowledge from one context to another. Generally role-plays are better used for formative assessment purposes in the Life Orientations. However, if used together with a project or an assignment, they can be used effectively for summative purposes.
Simulation	Simulations can come in different forms. They normally involve the learner in a situation that simulates reality (e.g. a learner can get into flight-simulator and play the role of a pilot). In the Life Orientations learning area, they would usually involve teachers setting up a situation that simulates reality and then assessing learners as they play a specific role under those conditions (e.g. learners may simulate a mining extraction process using microchemistry kits). Simulations often involve role playing and can be used for formatively assessing application of knowledge, skills and values in different contexts but can be designed to suit summative purposes too.
Translation tasks	In translation tasks, learner interprets information provided by the teacher and expresses it into a different form in order to show their understanding. (For example, translating line graphs into text descriptions and vice versa, extrapolating from patterns in tables and graphs to predict how one variable will change). This type of task is especially suited to assessing LO2 AS (interpreting information) summatively.
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. Learner responses may be written down, or recorded onto a tape recorder or video/DVD player and analysed at a later stage if necessary. Interviews can be used for formative or summative purposes, but they may take a lot of time unnecessarily if a teacher has a very large class.
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 can be used extensively in performance based assessment.
Questionnaires	A questionnaire is a structured written interview consisting of a set of questions. When teachers don't have enough time to interview every learner in sufficient detail, they can use a questionnaire to elicit the same information in a written rather than verbal form. Questionnaires can also be used to acquire information about attitudes, but the can also be used to gauge the prior knowledge of learners or to find out specific details about a group of learners (e.g. age, home language, etc.).
Structured questions	Structured questions can be used in tests, questionnaires, interviews and assignments. They are questions that have a stem, and number of questions relating to the stem.

Concept mapping	This kind of tasks involves learners making a list of concepts and then arranging them in a hierarchical way so that the most inclusive concepts are at the top and the least inclusive concepts are lower down. The concepts are linked via short propositions that define the relationships between them. Concept maps are a best used as a formative assessment tool. They can be used for summative assessment too but unless one has very clear criteria, the marking can be subjective.
Mind mapping	A mind map is similar to a concept map but not the same. Mind maps start with a central concept in the centre of a page and then branch out with links to less inclusive concepts. Mind maps do not necessarily contain labels for the links though. Like concept maps, they are a best used as a formative assessment tool because marking them can be very subjective.
Brainstorming	Brainstorming involves learners using their brains on a situation to produce a storm of creative ideas (e.g. acid rain has been falling in our area, brainstorm some of the probable local causes of it). It is usually done in groups, sometimes learners can be required to report back after a brainstorming session. It is useful as a formative assessment tool, but is not really used frequently for summative assessment.
Functional writing	This is a specific writing task. You can establish the criteria beforehand and then set a functional writing task that learners need to respond to. Functional writing can be used to assess knowledge, some skills and values.
Essays	In essay tests learners are required to construct a written response that would be several sentences to several pages in length. Essays can be used effectively for formative and summative assessment.
Creative writing	Creative writing is a kind of essay that normally provides good evidence of learners' creativity, and can also reflect what knowledge and skills they have developed. Creative writing is also a good form of assessment to use when you want to assess values. But it is not a form of assessment that is used frequently in the Life Orientations learning area.
Spoken language *(oral presentations)*	Oral presentations usually require learners to give a speech on a relevant topic. This can either be done with a poster or a written report that must be handed in. Oral presentations can provide good insight into learners' knowledge and their values. If used with critical questions to guide the oral presentations, you can also gain insight into the skills being developed. They can be used effectively for formative or summative assessment.
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.

- **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 of a specified length. They are 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 e.g. dribbling of a ball in between skittles, participation in a team game, performing simple gymnastics activities.

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, Learning Disabled, 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.

ANNEXURE 3

Unpacking Foms of Assessment

Assessment can be done using different forms or types. These forms of assessment are really different kinds of activities that we can ask the learners to do, in order to show us their competence. Thereafter we must decide whether the activity will serve a formative or summative purpose. Teachers should select the form of assessment depending on the purpose of the assessment. The chosen forms must provide a range of opportunities for learners to demonstrate attainment of knowledge, skills, values and attitudes. The following forms of assessment are recommended, to support the development of assessment tasks specifically in the Life Orientation Learning Area:

- Investigation activities
- Projects
- Research
- Assignments
- Practical demonstration
- Tests
- Case studies
- Simulations
- Role-play
- Interviews
- Questionnaires
- Structured questions
- Mind mapping
- Concept mapping
- Brainstorming tasks
- Functional writing

It is of utmost importance that the form of assessment used should match the outcomes being assessed. Otherwise the assessment may not be valid (i.e. it may not measure what it is supposed to measure). For example, teachers should not try to measure science practical skills solely with a written paper and pencil test, this is an invalid assessment. The form of assessment should suit the purpose of the assessment. By answering the following questions, a teacher can decide what type of activity best suits the assessment at hand.

- **What type of knowledge (reasoning, memory or process) or skill am I actually trying to assess?**
- What should my learners know?
- At what level should my students be performing?
- **Which form of assessment will best allow my learners to demonstrate their abilities in the skills/knowledge?**

- **Projects**

Description

A project is any piece of work in which knowledge, skills and attitudes occurs which leads towards competence in the specific outcomes. It can be any task done by learners involving collecting, analysing and/or evaluating data and information. It would result in the synthesing of the findings into a product which could be reported, modeled or performed by the learners.

The task should always be measurable.

Example

Learners are given the following project on career choices:

"Think about your future, using any role models from the community to assist you to decide on your career".

"My Study choices "
Grade 9:
Learning Outcome 5 Assessment Standard 2
Motivates own career and study choices.

Teaching and Learning activities

The educator can use the following activities to achieve this outcome:

- The class can be divided into groups.
- The groups will develop a questionnaire to interview any exemplary person from their community about his/her career path.
- The groups will gather information on the specific career consulting/collecting information.
- Learners will present their finding to their own groups.
- The information needs to be summarized for presenting to the whole class.
- Learners take notes of the group discussions in the class. (Educator ensures that learners practice note-taking skills e.g. writing down of key words).
- Each learner gives a written report on the similarities and differences of the presented careers.
- Learners should state what they have learned from these findings to help them with their future plans.

What the learners should produce:

- Access information and present it;
- Questionnaire;
- Group notes on presentation;
- Report/presentation on my future

Rubric

The following rubric can be used as a marking tool. In this example the 4 levels of performances of the learners are described having determined what the ideal performance should be. The ideal performance will be described in detail and represented by level four.

Example of a Rubric to assess the learning outcomes addressed in the project				
Criteria	**Not achieved Level 1 (0–40%)**	**Partially achieved Level 2 (41–49%)**	**Achieved Level 3 (50–69%)**	**Outstanding Level 4 (70–100%)**
Developing a questionnaire	Very little planning	Some attempt being made	Questionnaire has being developed	The questionnaire is pertinent; it has categories to extract the info about a career path. The questionnaire is short and to the point, it is easily analysed and serves the intended data capturing purpose.
Gathering information	No or irrelevant information	Some information available	Information available but not all	The information to show that a person in the community can have an influence on a career is clear.
Note taking during presentation	No notes have been taken	Sketchy notes have been taken	Key words have been taken	Ability to take detailed notes, nothing is omitted and captures the essence of the presentation.
Cooperative skills	Hardly participate in all activities	Participate sometimes in all activities	Participate but there is room for improvement	Participate fully in all activities
Report on similarities and differences as reflecting their future plans	Not able to extract any lesson/benefit from the comparison of similarities and differences regarding future plans.	Not yet able to see the relevance of how this comparison will affect their career planning in the future.	Is able to make some links to career plans. But needs more time to make the links meaningful.	The learner is able to make a clear comparison between the similarities/ differences shown by the activity.

- **Design and making**

Description

Designing is making the actual product using creative processes to achieve a certain competency. Making is the end product of a design.

Example

Grade 7

Learning outcome 1 Assessment Standard 1

Proposes ways to improve the nutritional value of own personal diet.

Teaching and Learning activities

The following is an example of a Design and Making activity:

- Make a collage/poster, which describes your own personal diet.
- Describe yourself by using pictures, photos, drawings and writing on your poster.
- You are required to do the following on your poster:
  - Describe your taste and dietary habits
  - Indicate the nutritional value

What the learners should produce:

- Poster
- Indicate how you can improve on your own personal diet

Example of a Rubric to assess the learning outcomes addressed in the design and making task				
Criteria	**Not achieved Level 1 (0–40%)**	**Partially achieved Level 2 (41–49%)**	**Achieved Level 3 (50–69%)**	**Outstanding Level 4 (70–100%)**
Personal details	Is not able to use pictures and drawings to express self.	Has used pictures and drawings but only to begin to make sense of the difference between strengths and weaknesses.	Uses pictures and drawings to express self and can identify strengths and weaknesses.	Uses and pictures and drawings to show that he/she is clear about identifying strengths and weaknesses.

- **Written Tests and Tasks**

Description

Written tasks or tests can be given after the completion of learning and teaching of a piece of work. Tests focus on measuring the level of achievement relative to the LO. Although the primary focus could be on knowledge and understanding, the values and attitudes are also important.

Written tasks/tests can also be given with the other forms of assessment. An important purpose of a test is to measure and thereby ensure that the learner has mastered the required knowledge and concepts that will enable the learner to engage in and master a required skill. The successful mastering of the skill then relies on the correct knowledge and concepts being in place to facilitate the learning process.

Remember that a test is only one of the assessment tools that should be used.

Example

Grade 5

Learning Outcome 2 Assessment Standard 2

Performance Indicator: Discusses instances of stereotype, discrimination and bias, and presents a plan with them in own local context.

Teaching and Learning activities

This test will consist of two sections.

Sections	Allocation
Section 1	
Multiple-choice questions (See example 1)	20%
Choose the correct word (See example 2)	10%
Short questions (See example 3)	10%
Match the concepts (See example 4)	10%
Fill in the missing word (See example 5)	10%
Section 2	
Essay type question (See example 6)	20%
Case study (See example 7)	20%
Total	100%

Example 1: Multiple-choice questions

Choose the correct answer by circling the number on the answer sheet.

You can become an alcoholic by:

i) Eating healthy food
ii) Going to parties every weekend
iii) Drinking and abusing alcohol
iv) Drinking fruit juices and energisers

Example 2: Choose the correct word (True or False)

Fill in True or False next to the correct number.

The smoke of cigarette may cause lung cancer. (True/False)

Example 3: Short questions

Choose the correct word in the brackets by writing down the number only.

(HIV/Bacteria) causes Aids.

Example 4: Match the concepts
Match the words in Column A to the concepts in Column B:

Column A	Column B
Dagga	Seeing scary things which are not there
Beer	An infectious disease
Cigarettes	A drug you can inhale or inject
Cocaine	May lead to lung cancer
Hallucinations	Something you can smoke
Tuberculosis	An alcoholic drink
HIV/AIDS	A sexually transferred disease

Example 5: Fill in the missing word
Choose a paragraph about a pertinent topic. Take out ten words. Provide a list of 15 words for learners to choose from to fill in the missing words.

Example 6: Essay type question
Write a letter to your friend urging him not to try drugs. Describe to him:
i) The consequences of drug use/and abuse.
ii) Outline the positive results of taking up sport as a hobby.

Explain to your friend why you think choosing a healthy lifestyle is a better choice.

Example 7: Case study
Present a case study of how you can develop safety measures to promote personal and public safety by participating effectively in programmes promoting safety.

What the learners should produce
A completed test/report.

- **Practical demonstrations**

Description
Active participation where learners have the opportunity to master practical skills , at their own pace and have fun. Remember that active participation and basic skill coaching/teaching followed by gradual progression of activities is of utmost importance.

The knowledge and application of the rules and technique should be added in games activities.

Physical education
Modified games
Skills: throwing, catching, rolling, striking, bouncing, T-ball or mini cricket, bucket ball, ("Crows and Cranes"), rounders, adapted game skills combination e.g. netball, soccer.

Athletics
Running/sprint 20, 30, 50 metres, 100, 200, 400 metres, cricket ball throws, javelin ,shot putt, high jump, long jump; Also participation in adapted athletics ,activities should be encouraged.

Gymnastics
Running, galloping, walking, skipping, shoulder stand, bridge stand, handstand, head stand, straddle jump, leap jump, crouch jump, stretch jump, forward roll, backward roll, and cartwheels.

Dance
Participating in folk and traditional dances. Choreograph own dances for senior phase learners.

Fitness activities
Participating in sequences which have the following skills: strength, endurance, flexibility
Participating in outdoor adventure and orienteering activities

Example

Grade 9

Learning Outcome 4 Assessment Standard 4

Critically evaluates and executes a game plan for individual or team sport.

Learning and Teaching activities
The task consists of the following two activities:
- Critically evaluate a game plan
- Executing or participating in the activity

What the learners should produce:
- Master the following basic movements:
  - Drawing up a game plan for an individual or team sport
  - Executing or participating in the different skills required

Rubric

Example of a Rubric to assess the learning outcomes addressed in the practical demonstration				
Criteria	**Not achieved Level 1 (0–40%)**	**Partially achieved Level 2 (41–49%)**	**Achieved Level 3 (50–69%)**	**Outstanding Level 4 (70–100%)**
Knowledge of Rules	Little or no Knowledge displayed.	Some concepts understood but not able to apply holistically.	Knowledge mastered to an acceptable level.	Knowledge mastered to the level of excellence. Transfer of knowledge visible.
Action (Movement)	The learner shows very little efficiency in any of the moves that are required in the game of action cricket.	The learner shows some efficiency in half of the required moves.	The learner shows efficiency in most of the moves. The actions are mostly correct and well controlled.	The learner shows efficiency in all the required moves, running, bowling, throwing, batting, and catching. Uses the required actions for each of the moves.

Evaluate own movement	Clearly a lot of assistance, serious work and practise are required to help learner improve.	These actions still need to be improved upon and control of the actions developed. Needs some assistance.	Learner can display all the movements and can identify strengths and weaknesses.	Learner is clear about identifying strengths and weaknesses Shows proficiency in the game. Has the talent to become a cricketer.
Appreciation	Hardly any enjoyment of the game displayed.	Participated and enjoyed some of the activities.	Participated and appreciated, but there is room for improvement.	Appreciated and enjoyed the game thoroughly.

- **Research/Investigation**

Description

The aim of action research is to get involved in real world, problem-posing situations in order to change and improve the situation.

Action research consists of the following broad steps:

- Identification – Defining the problem
- Planning
- Review literature on the problem
- Team work – Collaborative or participatory function of the learners
- Action, i.e. collection of data through questionnaires or interviews
- Monitoring, evaluation
- Reflection on the results or findings of the research
- Making decisions on intervention to resolve the problem

Example

Communicable diseases

Learning Outcome 1 Assessment Standard 3

Investigates personal and social factors that contribute to substance abuse and suggests appropriate responses and rehabilitation options.

Teaching and Learning activity

Learners do action research on the use and effects of alcohol, cigarettes and dagga on 14–16 year olds in your school. Learners will:

- Write the preparation and planning of the research on one page.
- List references and resources to be used for literature review (Newspapers, library, etc.).

The teacher must state how the class will be divided into teams.

Learners

- Collect and then analyse the gathered information and describe it in a report.
- Interpret and evaluate information – Classify and analyse. (Look for patterns by putting similar information together.)

- Draw conclusions.
- Develop an intervention strategy to improve or change the situation and reflect on their actions all the time.

What the learners should produce:

- Planning and preparation schedule;
- Record of information that was accessed;
- Interpret information in a report;
- Present an intervention strategy.

Rubric

The following rubric is a variation in the design of a rubric. In this example the criteria in the activity are assessed and then related to the achievement of the Learning Outcome(s). The activity planned should allow learning for competency to take place. This rubric allows scoring and can be used to give direct feedback to the learner in the form of developmental comments.

Example of a Rubric to assess the learning outcomes addressed in the research task				
Criteria	**Not achieved Level 1 (0–40%)**	**Partially achieved Level 2 (41–49%)**	**Achieved Level 3 (50–69%)**	**Outstanding Level 4 (70–100%)**
Preparation and planning	Very little prep/ planning evident.	Prep/plan attempted needs input.	Prep and plan clear, still room to improve.	Competent. Nothing to improve upon.
Collection of information	Very little of required info collected.	Some info gathered still need more.	Has enough info to complete research.	All required info collected.
Interpretation	No own interpretation evident.	Some own ideas but not enough to be effective.	Has own ideas and uses them effectively.	Own ideas are very rich and very effective.
Evaluation	Unable to evaluate.	Makes an attempt to make sense.	Reasonable evaluation made.	Able to evaluate and make comment on the evidence.
Classifying	Very weak attempt at classifying.	Has made an attempt to classify.	Is able to classify a fair portion of the evidence.	Is able to classify all the information correctly.
Analysis	Not able to break down the data at all.	Has made some attempt to break down and make sense of the data.	Is able to analyse and make good sense of most of the data.	Analyses all of the data accurately.
Intervention strategy	No clear strategy at all.	Show evidence of trying but does not have a workable strategy.	Strategy is evident and thinking is evident, with some reasonable success.	A clear strategy used to improve the situation markedly.
Reflective thinking	Not able to learn from thinking about the experience.	Shows evidence of trying to change after thinking about the action.	Clearly reflects on issues and makes adjustments.	Easily uses reflective thinking to improve and develop the situation.
Conclusion	Has not drawn a conclusion about what was done.	Shows an attempt to draw together his/her ideas on the findings.	Has a reasonable conclusion only missing a few points.	Has drawn together the findings using own ideas and input very effectively.

ANNEXURE 4

An example of a Report Card for the Intermediate Phase

Explanation of National Codes			
1	**2**	**3**	**4**
Not Achieved	Partially Achieved	Satisfactory Achievement	Outstanding/Excellent Achievement
1–34	35–49	50–69	70–100

Learning Areas	**Result**	**Comments**
English – Home Language		
Afrikaans – First Additional Language		
Sesotho – Second Additional Language		
Technology		
Natural Sciences		
Technology		
Life Orientation		
Economic and Management Sciences		
Social Sciences		
Arts and Culture		

	Signature	**Date**	**Comments**
Principal			
Teacher			
Parent			

School stamp

ANNEXURE 5

Recording Sheet

An example of a Learning Area recording sheet														
Learning Area: _____ Grade: ____ Class: ____														
Date of recording														
Learning Outcome(s)														
	Learner's result												**Comments**	**Final rating**
Name of learner														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														

Level 1 = 1–34%; Level 2 = 35–49%; Level 3 = 50–69%; Level 4 = 70–100%

ANNEXURE 6

Progression Schedule

Example of a Progression Schedule																
Number	Admission number	Learners in alphabetical order per class Surname and first names	Male/Female	Date of birth	Number of years in phase	Learner's Progress										Progression (codes) RP/NRP
						Home Language	First Additional Language	Second Additional Language	Mathematics	Arts and Culture	Life Orientation	Economic Management Sciences	Social Sciences	Natural Sciences	Techology	

Teacher: ..... Date: .....

Number placed in next grade: .....

Certified correct:

Principal: ..... Date: .....

Approved:

School Management Developer: ..... Date: .....

ANNEXURE 7

Defining the Skills in the Assessment Standards

Investigate – to examine a problem, statement, etc. carefully, especially to discover the truth: conduct an inquiry or investigation of...

Explore – to search and discover (about something): make plain and comprehensible

Explain – to make something clear or easy to understand by describing or giving information about it:

List – a record of short pieces of information, such as people's names, usually written or printed with a single item on each line and often ordered in a way that makes a particular item easy to find

Recognise – identify somebody or something seen before; acknowledge somebody's achievement

Discuss – to talk about a subject with someone and tell each other your ideas or opinions:

Interpretation – an explanation or opinion of what something means

Participate – to take part in or become involved in an activity

Evaluate – to judge or calculate the quality, importance, amount or value of something:

Identify – to recognize someone or something and say or prove who or what they are:

Compare – to examine or look for the difference between two or more things; to judge, suggest or consider that something is similar or of equal quality to something else

Apply – to have a connection or be important

Consider – to spend time thinking about a possibility or making a decision give careful consideration to show consideration for; take into account

Demonstrates – to show; to make clear provide evidence for; stand as proof of; show by one's behaviour, attitude, or external attributes show or demonstrate something to an interested audience

Reflection – give evidence of a certain behaviour

Apply – be pertinent or relevant or applicable to have a connection or be important

Performs – to do an action or piece of work

Debate – to discuss a subject in a formal way to try to make a decision about something

In conclusion

Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply skills. Assessment should also help students to make judgments about their own performance, set goals for progress and provoke further learning.

Assessment should not be regarded as an add-on, It is an integral part of planning, teaching, learning, recording and reporting.

ANNEXURE 8

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