



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**THE NATIONAL PROTOCOL ON ASSESSMENT
FOR SCHOOLS IN THE GENERAL AND FURTHER
EDUCATION AND TRAINING BAND
(GRADES R – 12)**

21 OCTOBER 2005

A PREAMBLE TO THE NATIONAL PROTOCOL ON ASSESSMENT

In 2004, the Minister of Education, Ms Naledi Pandor requested that a protocol on assessment for schools be drafted. The protocol would regulate recording and reporting in all schools and also reduce the workload of teachers.

Teachers and School Managers should note that:

- a) Starting from January 2006 all schools should implement this National Protocol on Assessment.
- b) The Learner Profiles will be implemented incrementally starting in 2007 in Grades R, 1, 4, 7 and 10.
- c) As from 2007, teachers must provide the annual programme of assessment to the Learning Programme/Learning Area /Subject Head and School Management Team (SMT) before the start of the school year.
- d) The Subject Assessment Guidelines were developed and distributed in 2005 while the Learning Programme and Learning Area Assessment Guidelines will be developed and distributed to schools by April/May 2006. These Learning Programme/Learning Area/Subject Assessment Guidelines will assist teachers in the implementation of this protocol by providing exemplars that focus on practical implications.

As a result of this protocol, an amendment with regards to the recording and reporting codes has been made to the policy on the National Curriculum Statement for Grades R - 9.

The Department of Education (DoE) wishes you success in the implementation of this National Protocol on Assessment. The DoE will monitor implementation and seek your feedback on the implementation of this protocol.

Please forward your comments to:

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ABOUT THE NATIONAL PROTOCOL ON ASSESSMENT

1. The National Protocol on Assessment standardises recording and reporting for schools (Grades R – 12) within the framework of the National Curriculum Statements for Grades R – 9 & 10 – 12. It also provides a regulatory framework for the management of school assessment records and basic requirements for learner profiles, teacher and learner portfolios, report cards and schedules.
2. This protocol should be read with other national regulatory frameworks and guidelines such as White Paper 6, National Language Policy, South African Schools Act and others. Learning Programme /Learning Area /Subject Assessment Guidelines provide information and direction on the implementation of this protocol. These guidelines provide exemplars that focus on practical implications of this protocol for teachers and schools.
3. This protocol provides requirements and exemplars for the design of portfolios, report cards, record sheets, schedules, and learner profiles. The Department of Education, the Provincial Departments of Education and schools are responsible for developing a recording and reporting system that is aligned with the requirements specified.
4. Schools should develop the Learning Programme/Learning Area/Subject Record Sheets and Report Cards using the specified criteria. The exemplars attached in *Annexure A and B* are therefore illustrative. In the case of learner profiles, the Provincial Departments of Education are responsible for providing schools with pre-printed files or folders. However, the security of the learner profiles and the updating of required information rest with the school management. The Department of Education is responsible for developing forms or record sheets for the

schedules and the Provincial Departments of Education will provide these to the schools either electronically or in hard copy.

ABOUT ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

5. Assessment is a process of collecting, synthesising and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. Outcomes-based education forms the foundation of the curriculum in South African schools and the assessment framework of the National Curriculum Statement (NCS) for Grades R - 12 (schools) is based on the principles of outcomes-based education.
6. Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment. The intention of this protocol is to regulate how evidence of learner performance is recorded and reported.
7. Classroom assessment should be both informal and formal. In both cases feedback should be provided to learners to enhance the learning experience.
8. Informal assessment is the daily monitoring of learners' progress. This is done through observations, discussions, learner-teacher conferences, informal classroom interactions, etc. Informal assessment maybe as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. Informal assessment should be used to provide feedback to the learners.

9. Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular Learning Programme/Learning Area/Subject. To illustrate this, in the Natural Sciences Learning Area, Grade 9 learners are expected to be able to plan an investigation. The teacher might use practical work or a project or a test to assess whether a learner is able to plan an investigation and the level at which she/he can perform this. Examples of formal assessment include projects, oral presentations, demonstrations, performances, tests, exams, practical demonstrations, etc.

10. Progression and promotion of learners to the next grade should be based on recorded evidence. This means that those tasks that are used for formal assessment are recorded and should be used to decide whether a learner should progress or be promoted to the next grade. These requirements are indicated in *paragraphs 26, 29, 32, 35 and 39*.

11. The teacher must submit the annual formal programme of assessment to the Learning Programme/Learning Area /Subject Head and School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

RECORDING AND REPORTING LEARNER PERFORMANCE

12. Recording is a process in which the teacher documents the level of a learner's performance. In South African schools, this should indicate the progress towards the achievement of outcomes set in the National Curriculum Statement. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

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

14. The main purpose of reporting is to:

- provide learners with regular feedback. This feedback should be developmental in purpose.
- inform parent(s)/guardian(s) on the progress of the individual learner.
- give information to schools and districts or regional offices on current level of performance of learners.

15. Information recorded should:

- inform teachers and others about the performance of learners towards the achievement of the learning outcomes;

- be used to provide constructive feedback to learners about their progress;
- be used to provide feedback about the performance of learners to parents, and other role-players;
- inform the planning of teaching and learning activities; and
- inform intervention strategies.

16. The language in which recording and reporting is done should be in accordance with the Language of Learning and Teaching (LoLT) as informed by the National Language Policy. In the case of dual medium schools, one of the languages used as LoLT should be utilised for reporting purposes, while the language of recording should be any of the languages used for learning and teaching.

Principles for recording and reporting

17. The following principles underpin the approach to both recording and reporting:

- (a) Learning Outcomes (LOs) should be used to inform the recording and reporting of learner performance. The Learning Outcomes assessed in each task should be indicated on the Learning Programme or Learning Area or Subject Record Sheet.
- (b) The schedule and the report card should indicate the overall level of performance of a learner in a Learning Programme or Learning Area or Subject.
- (c) In the case of the Language or Literacy Learning Programme/Learning Area/Subject, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language - English, First Additional Language - IsiXhosa, Second Additional Language - Afrikaans.

- (d) A combination of marks, codes and comments can be used for both recording and reporting purposes. All three or a combination of two may be utilised.
- (e) While teaching, learning and assessment are intertwined, it should be recognised that not everything that is taught should be assessed formally and not everything that is formally assessed should be recorded. Guidelines for the frequency of recording of formal assessment tasks are provided in *paragraphs 26, 29, 32, 35 and 39*.
- (f) The recorded pieces of evidence should reflect three to five different forms of assessment. More information on this is provided in the Learning Programme/Learning Area / Subject Assessment Guidelines.
- (g) Teachers must report regularly to learners and parents on the progress of learners. Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletter, etc. may be used. The school will determine the format of these reporting strategies.

Recording and reporting in Grades R - 6

18. The codes and/or percentages to be used for recording and reporting performance in Grade R - 6, that is the Foundation Phase (Grades R - 3) and the Intermediate Phase (Grades 4 - 6) are provided in Table 1:

Table 1: Codes and percentages for recording and reporting in Grades R - 6

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

19. In the Foundation Phase, the recording and reporting of learner performance should be according to the three Learning Programmes offered, that is Literacy, Numeracy and Life Skills. The recording and reporting of learner performance in the Foundation Phase should focus on the Learning Outcomes and the Assessment Standards defined in the Languages, Mathematics and Life Orientation Learning Areas. The Learning Outcomes of the other five Learning Areas should be planned for, taught and assessed in an integrated manner within the three Learning Programmes and should not be recorded separately.

20. In the Intermediate Phase (Grades 4 - 6), the recording and reporting of learner performance should be according to the eight Learning Areas set out in the National Curriculum Statement for Grades R - 9.

Recording and Reporting in Grades 7 - 12

21. The codes and percentages that should be used for recording and reporting learner performance in Grades 7 - 12 are provided in Table 2 below.

Table 2: Codes and percentages for recording and reporting in the Senior Phase

| 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 |

22. In Grades 7 - 12 the recording and reporting of learner performance should be according to the Learning Areas or Subjects set out in the National Curriculum Statement for Grades R - 9 and 10 - 12.

PORTFOLIOS

23. There are two sets of portfolios that should be kept by schools: learner and teacher portfolios. It is the responsibility of teachers to ensure that the information in their profiles is kept up to date and to check that each learner maintains a portfolio.
24. In both the teacher's and the learner's portfolio the recorded pieces of evidence should be clearly marked or indicated. Stickers, coloured paper, etc. may be used for this purpose. As indicated in *paragraph 10*, these recorded pieces of evidence are the primary source of information that will be used to determine progression or promotion of learners to the next grade and certification in Grade 12.
25. The learner's portfolio should be used to:
- track progress, growth and achievements of the learner with regard to expected outcomes;
 - create an opportunity for the learner to reflect on his/her growth and development and set goals for self-development; and
 - inform teachers' planning as well as intervention strategies.

Recorded pieces of evidence in the portfolio for Grades R - 3

26. The requirements for formal recorded assessment for Grades R - 3 are set out in Table 3 below. This also gives the number of assessment tasks per Learning Programme required in the Foundation Phase. Teachers may add to the number of assessment tasks. Teachers should note that the Programme of Assessment should be integrated into the development of the Learning Programme, Work Schedule and the Lesson Plan.

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

| LEARNING PROGRAMME | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|-----------------------------------|---------------|---------------|---------------|---------------|--------------|
| Literacy (Languages) | 4 | 4 | 4 | 4 | 16 |
| Numeracy (Mathematics) | 3 | 3 | 3 | 3 | 12 |
| Life Skills (Life Orientation) | 1 | 1 | 1 | 1 | 4 |

27. The forms of assessment used in Grades R – 3 should be appropriate to the age and the developmental level of the learners in this phase. The assessment tasks should be carefully designed and weighted to cover the Learning Outcomes and Assessment Standards of the Learning Programme. The design of these tasks should therefore ensure that a variety of skills are assessed. Refer to the Learning Programme Assessment Guidelines for examples of tasks.

28. Assessment tasks should give learners opportunities to explore the Learning Programme in exciting and varied ways. The most appropriate forms of assessment for each Learning Programme are set out in the Learning Programme Assessment Guidelines.

Recorded pieces of evidence for Grades 4 – 6

29. The requirements for formal recorded assessment for Grades 4 – 6 are set out in Table 4. This also gives the number of recordings per Learning Area required in the Intermediate Phase. Teachers may add to the number of assessment tasks. Teachers should note that the Programme of Assessment should be integrated in the development of the Learning Programme, Work Schedule and the Lesson Plan.

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

| LEARNING AREA | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|--|---------------|---------------|---------------|---------------|--------------|
| Language 1 | 3 | 3 | 3 | 3 | 12 |
| Language 2 | 2 | 2 | 2 | 2 | 8 |
| Language 3 (<i>optional</i>) | 1 | 1 | 1 | 1 | 4 |
| Mathematics | 3 | 3 | 3 | 3 | 12 |
| Natural Sciences | 2 | 2 | 2 | 2 | 8 |
| Social Sciences | 2 | 2 | 2 | 2 | 8 |
| Technology | 1 | 1 | 1 | 1 | 4 |
| Economic and Management Sciences | 1 | 1 | 1 | 1 | 4 |
| Life Orientation | 1 | 1 | 1 | 1 | 4 |
| Arts and Culture | 1 | 1 | 1 | 1 | 4 |

30. The forms of assessment used in Grades 4, 5 and 6 should be appropriate to the age, Learning Area and developmental level of the learners in the Intermediate Phase. The assessment tasks should be carefully designed and weighted to cover the Learning Outcomes and Assessment Standards of the Learning Area. The design of these tasks should therefore ensure that a variety of skills are assessed. Refer to the Learning Area Assessment Guidelines for examples of tasks.

31. Assessment tasks should give learners opportunities to explore the Learning Area in exciting and varied ways. The most appropriate forms of assessment for each Learning Area are set out in the Learning Area Assessment Guidelines.

Recorded pieces of evidence for Grades 7 - 9

32. The requirements for formal recorded assessment for Grades 7 - 9 are set out in Table 5 below. This also gives the number of recordings per Learning Area required in the Senior Phase. The instructional time prescribed for each Learning Area was used to guide the number of recordings. Teachers may add to the number of assessment tasks. Teachers

should note that the Programme of Assessment should be integrated into the development of the Learning Programme, Work Schedule and the Lesson Plan.

Table 5: Number of Formal Recorded Assessment Tasks for Grades 7 - 9

| LEARNING AREA | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|--|--------|--------|--------|--------|-------|
| Language 1 | 4 | 4 | 4 | 4 | 16 |
| Language 2 | 3 | 3 | 3 | 3 | 12 |
| Language 3 (optional) | 3 | 3 | 3 | 3 | 12 |
| Mathematics | 3 | 3 | 3 | 3 | 12 |
| Natural Sciences | 2 | 2 | 2 | 2 | 8 |
| Social Sciences | 2 | 2 | 2 | 2 | 8 |
| Technology | 1 | 1 | 1 | 1 | 4 |
| Economic and Management Sciences | 1 | 1 | 1 | 1 | 4 |
| Life Orientation | 1 | 1 | 1 | 1 | 4 |
| Arts and Culture | 1 | 1 | 1 | 1 | 4 |

33. The forms of assessment used in Grades 7, 8 and 9 should be appropriate to the age, Learning Area and developmental level of the learners in this phase. The assessment tasks should be carefully designed and weighted to cover all the Learning Outcomes and Assessment Standard of the Learning Area. The design of these tasks should therefore ensure that a variety of skills are assessed. Refer to the Learning Area Assessment Guidelines for examples of tasks.

34. Assessment tasks should give learners opportunities to explore the Learning Area in exciting and varied ways. The most appropriate forms of assessment for each Learning Area are set out in the Learning Area Assessment Guidelines.

Recorded pieces of evidence for Grades 10 - 11

35. The requirements for formal recorded assessment for Grades 10 and 11 are summarised in Table 6. The total number of assessment tasks makes up the Programme of Assessment by subject in Grades 10 and 11.

Table 6: Number of Formal Recorded Assessment Tasks for Grade 10 - 11

| SUBJECTS | | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|---------------------------------|-----|--------|--------|--------|--------|-------|
| Language 1: Home Language | | 5 | 5* | 5 | 4* | 19 |
| Language 2: Choice of HL or FAL | HL | 5 | 5* | 5 | 4* | 19 |
| | FAL | 4 | 4* | 4 | 3* | 15 |
| Life Orientation | | 1 | 1 | 1 | 2 | 5 |
| Mathematics or Maths Literacy | | 2 | 2* | 2 | 2* | 8 |
| Subject choice 1** | | 2 | 2* | 2 | 1* | 7 |
| Subject choice 2** | | 2 | 2* | 2 | 1* | 7 |
| Subject choice 3 | | 2 | 2* | 2 | 1* | 7 |

* *One of these tasks must be an examination*

36. If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete the same number of tasks as FAL candidates.

37. The forms of assessment used in Grades 10 and 11 should be appropriate to the age, subject and developmental level of the learners in these grades. The assessment tasks should be carefully designed and weighted to cover all the Learning Outcomes of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed. Refer to the Subject Assessment Guidelines for examples of tasks.

38. Assessment tasks should give learners opportunities to explore the subject in exciting and varied ways. The most appropriate forms of assessment for each subject are set out in the Subject Assessment Guidelines.

Recorded pieces of evidence for Grade 12

39. In Grade 12 all subjects include an internal assessment component, which counts 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grades 12 are summarised in the table below. If a teacher wishes to add to the number of assessment tasks, motivation for this should be communicated to the head of department and the principal of the school.

Table 7: Number of Formal Recorded Assessment Tasks for Grade 12

| SUBJECTS | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|---------------------------------|--------|--------|---------|--------|--------|
| Language 1: Home Language | 6 | 6* | 5* | | 17 |
| Language 2: Choice of HL or FAL | HL | 6* | 5* | | 17 |
| | FAL | 5 | 5* | 4* | 14 |
| Life Orientation | 1 | 2 | 2 | | 5 |
| Mathematics or Maths Literacy | 3 | 2* | 2* | | 7 |
| Subject choice 1** | 2 | 2* | (2*) 3* | | (6#) 7 |
| Subject choice 2** | 2 | 2* | (2*) 3* | | (6#) 7 |
| Subject choice 3 | 2 | 2* | (2*) 3* | | (6#) 7 |

* One of these tasks must be an examination

The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of the Subject Assessment Guidelines.

40. If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete the same number of tasks as FAL candidates.

41. The forms of assessment used in the Grade 12 should be appropriate to the age, subject and developmental level of the learners in this grade. The assessment tasks should be carefully designed and weighted to cover all the Learning Outcomes and Assessment Standards of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed. Refer to the Subject Assessment Guidelines for examples of tasks.

42. Assessment tasks should give learners opportunities to explore the subject in exciting and varied ways. The most appropriate forms of assessment for each subject are set out in the Subject Assessment Guidelines.
43. The external assessment component for Grade 12 counts 75% of the final assessment. In certain subjects a practical assessment component may contribute 25% to the external component. Guidelines for the external examinations are provided in Section 3 of the Subject Assessment Guidelines.

A teacher's portfolio

44. A teacher's portfolio is a compilation and recording of all the tasks for school-based assessment. This means that it is a collection of all the assessment tasks, the annual Programme of Assessment, Learning Programme/ Learning Area / Subject record sheets, etc.
45. A teacher should keep a portfolio as part his/her assessment records. This will enable him/her to monitor his/her progress and that of individual learners and to plan for the next step in the learning experience.
46. The number of pieces that should be recorded is provided in *paragraphs 26, 29, 32, 35 and 39*. Any additional pieces of evidence should be included in a teacher's portfolio. This means that a teacher's portfolio should also include tasks that are not recorded in the Learning Programme/Learning Area/ Subject Record Sheets.
47. The teacher's portfolio should provide the Learning Outcomes and Assessment Standards assessed in each task and in each activity. In his/her record of assessment tasks, the teacher should clearly show how the Learning Outcomes and the Assessment Standards have been

integrated in the design and development of the tasks. Examples of how this should be undertaken are provided in the Learning Programme or Learning Area or Subject Assessment Guidelines.

48. A teacher's portfolio will be used to assure the quality of the assessment tasks given and it provides a record against which the learner portfolio can be evaluated.
49. A teacher should keep a portfolio for each Learning Programme or Learning Area or Subject within her/his area of responsibility.
50. The teacher's portfolio should be available on request at all times.
51. A teacher portfolio may be a file, a folder, a box, or any other suitable storage system.

A learner's portfolio

52. A learner's portfolio is a collection of evidence which exhibits to the learner, parent, teachers and others, the progress, growth and achievements of the learner in relation to expected outcomes in each Learning Programme/ Learning Area/ Subject.
53. All pieces of evidence will form part of the learner's portfolio. However, only the recorded pieces will be used to determine progression or promotion to the next grade. The learner's portfolio should be located in the most appropriate form for the Learning Programme/Learning Area/ Subject and age level of the learners. The pieces of evidence may be stored in files, folders, boxes, binders, exercise books, counter notebooks or a combination of these. For example, a learner in Natural Sciences may have an exercise book for tests, a practical workbook, a classwork book for

assignments, etc. In Arts and Culture a learner may have a test book, a sketching book, a classwork book, music CD/tape, a video, etc. In computer subjects a learner may have his/her work in a CD, test book, etc.

The recorded tasks should be easily located.

54. Some of the pieces of evidence in the portfolio need not be a representation of the actual product or demonstration (e.g. the cake I have baked, the model of a house I have built, the song I have performed), but may be a report, a journal entry, remarks, comments, etc. that reflect the learner's performance.
55. The pieces of evidence in the learner's portfolio, especially those that are recorded, should reflect that a variety of skills have been assessed using a variety of forms of assessment.
56. When a learner changes schools during the course of the year, she/he is required to move with her/his portfolio.

MANAGEMENT OF SCHOOL ASSESSMENT RECORDS

57. The assessment records that should be developed and kept at school are schedules, teacher portfolios, learner profiles, report cards and schedules. The management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the school management. The management and maintenance of the Learning Programme/Learning Area/Subject record sheets, teacher portfolio and learner portfolio is the responsibility of every Learning Programme/Learning Area/Subject teacher. A learner is responsible to ensure the safety of her/his portfolio.

Record Sheets

58. Teachers are expected to keep an efficient and current record of the learners' progress in each Learning Programme/Learning Area/Subject. It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year. The Learning Programme or Learning Area or Subject teachers are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on. These recording sheets must at least have the following information (*See an example of a recording sheet in Annexure A*):

- Learning Programme/ Learning Area / Subject
- Grade and class
- Learners' names
- Dates of assessment
- Names and short description of the assessment activity
- The results of assessment activities
- Comments for support purposes when and where appropriate.

59. The recording sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Learning Programme/Learning Area/Subject Record Sheets using the criteria specified in *paragraph 58*.

Schedules

60. The schedule is a record with summary information about the progress of all learners in the grade in a school. The school may store this information manually or electronically. Copies of the end-of-year schedules should also be kept at the district office.

61. Schedules should be completed four times a year.

62. A schedule should include the following information (*see an example of a schedule in Annexure C*):

- Name of the school and school stamp
- Date
- List of names and surnames of learners in each grade or class
- Admission number of each learner
- Date of birth of each learner
- Gender of each learner
- Age of each learner
- Number of years in a phase (**This information is required for the end-of-the-year schedule only**)
- Codes and percentages that indicate the performance of learners in each Learning Programme /Learning Area/ Subject
- Signature of teacher, principal and departmental official (**required for the end of the year schedule only**)
- At the end of the year, a schedule for Grades R - 8 should indicate whether the learners are ready to progress to the next grade or not.

Schools should use (RP) to indicate that a learner is ready to progress to the next grade or (NRP) to indicate that the learner is not ready to progress. For Grades 9, 10 and 11 the end-of-year schedule should indicate whether the learner is promoted to the next grade or not by using (P) for promoted and (NP) for not promoted. The-end-of-year schedules for Grade 12 will be externally generated.

63. The-end-of-year schedule must be signed by the principal and a departmental official. Once the schedule is signed by the principal and a departmental official, it constitutes a legal document and should be kept at school in a file or box or electronically as part of the school archives for at least 5 years. After this period has lapsed, the schedules may be destroyed.
64. A schedule should be considered a legal document. It should be used for drawing up reports and for reporting to parents and the education system on the overall progress of learners in each grade. This means that a schedule should be completed for each grade.
65. The Department of Education will provide the schedule forms and the Provincial Departments of Education are responsible for providing each school with the schedule forms either electronically or manually. Schedules for each grade should be submitted to the district in hard copy. A school stamp and signatures of a departmental official and school principal are required to authenticate the schedule.

The report cards

66. The National Curriculum Statement (Grade R – 12) states that formal report cards should be sent to parents once a term. The report cards must provide a clear holistic picture of the learner's achievements in different Learning Programmes/ Learning Areas/ Subjects. This means that an overall rating of a learner's performance in each Learning Programme/ Learning Area/ Subject must be included in the formal report card.

67. The achievement rating in a report card should be indicated by a combination of percentages, codes and comments. The percentages and codes should be in accordance with the stipulations mentioned in *paragraphs 18 and 21*. The comments should provide more information on the strengths and developmental needs of the learners.

68. Report cards should include information in the following essential components (*Examples of report cards are attached in Annexure B*):

- **Personal details:** Name of the learner, grade and class of the learners, date of birth, school attendance profile.
- **Official school details:** Year and term, name of the school, date, signature and comment of parent or guardian, teacher and principal, dates of closing and opening of school, school stamp, explanation of the codes of the national coding system.
- **Performance details:** A percentage and /or a code indicating the level of performance per Learning Programme /Learning Area / Subject and a description of the strengths and developmental needs of the learner.
- **Constructive feedback:** The feedback should contain comments about the learner's performance in relation to his/her previous performance and in relation to the requirements of the Learning Programme/Learning Area/ Subject.

69. A report card may be produced electronically or manually using different styles preferred by the school but should contain all the information mentioned in *paragraph 68* above.
70. A report card is an official document that is used to give feedback to parents on the achievement of learners. Schools should ensure that there are no errors, erasures or corrections that will compromise the legal status of the report cards. The school management team is responsible to ensure that reports issued to learners do not contain any errors.
71. Schools should not accept report cards with errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the District and/or Provincial Department of Education offices.
72. In cases where a fraudulent report card is discovered the Head of the Provincial Department of Education should institute an internal investigation of the matter and may take legal steps where necessary.
73. The parent(s) or guardian has the right of access to report cards of their children.
74. Schools may not withhold report cards from learners for any reason whatsoever.

LEARNER PROFILE

75. A Learner Profile is a continuous record of information that gives an all-round impression of a learner's progress, including the holistic development of values, attitudes and social development. It assists the teacher in the next grade or school to understand the learner better, and therefore to respond appropriately to the learner.
76. Learner Profiles should be kept at school and will be moved from one school to the next on the request of the principal of the next school. The school management of the receiving school has an obligation to request the Learner's Profile from the previous school within three months of the learner's admittance. The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.
77. The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the school management. The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parent(s) or guardian. Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *paragraph 76* above.
78. The Provincial Departments of Education are responsible for providing pre-printed files/folders for the Profiles. These pre-printed files/folders should be designed such that a Learner Profile includes the following information:
- personal information;

- medical history;
- schools attended and record of attendance;
- participation and achievements in extra-curricular activities;
- emotional and social behaviour;
- parental involvement;
- areas needing additional support; and
- learner performance records, e.g. copies of the end-of-year report cards.

79. In cases where the files/folders need repairs, the school principal concerned should make a request to the district office for a replacement.

80. The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.

81. If the learner has passed Grade 12 or dropped out or left the schooling system for any reason whatsoever, her/his learner profile should be stored in the last school she/he attended for a period of three years whereafter it should be destroyed. If the learner within this specified period re-enters the schooling system to further her/his studies, the provisos stated in *paragraphs 76 and 77* will apply.

82. The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc. Learner Profiles should not be confused with portfolios. While a portfolio is a collection of the evidence of learner performance towards the achievement of Learning Outcomes, a Learner Profile gives a holistic view of the learner, as the information in the Learner Profile is not limited to learner performance and achievement.

GLOSSARY

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| 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 Task | This is an assessment activity or activities that are designed to assess a range of skills and competencies |
| Continuous Assessment | An assessment model that encourages integration of assessment into the teaching and the development of learners through ongoing feedback. It is a model of assessment that is used to determine the learner's achievement during the course of a grade or level, provide 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, coordinated by Provincial Education Departments and the Department of Education either collectively or individually |
| Moderation | The process of verifying results of School-Based Assessment and the External Assessment |
| School-Based Assessment | Any assessment activity, instrument or programme where the design, development, administration, marking, recording and reporting has been initiated, directed, planned, organised, controlled and managed by a school |