education

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ASSESSMENT INSTRUCTION NO. 02 OF 2024

To: Deputy Directors-General
Chief Director: District Coordination and Management
Chief Director: Examinations and Assessment
District Directors
District CES: Professional Support
Local Education Offices Managers
Circuit Coordinators
Local Education Offices Curriculum Coordinators
School Principals and Teachers
School, LEO, District and Provincial SA-SAMS Administrators
Teacher Unions

Date: 29 January 2024

SCHOOL BASED ASSESSMENT (SBA) PROCESSES FOR 2024

It is critical that during this academic year, more emphasis should be put on exposing learners to a variety of questions that display expected cognitive levels.

It must be regularly checked if cognitive levels, as stipulated in CAPS for all the subjects, are adhered to. This can easily be detected during pre-moderation of tasks set and administered during the year. Should pre-moderation not be conducted, assurance cannot be guaranteed that the content offered and assessed adheres to all the cognitive levels that are meant to develop learners' critical thinking skills, apart from testing learners' knowledge.

All officials dealing with formal assessment tasks are to take note of the contents of this Assessment Instruction as it is released to ensure that processes are followed in all the schools, as we prepare learners of all grades for the end of the year resulting.

Kindly take note of the following:

- The Table attached indicates generic timeframes to be followed by Teachers, HODs, SMT, Subject Advisors and Provincial officials, as guidance for implementing the two critical moderation processes; **pre-moderation and post moderation.**
- SMT and Curriculum Coordinators should use this guideline to develop their moderation plans for the year.
- It should be borne in mind that moderation at school and LEO levels should be done on a sample of not less than 10%.
- Pre-moderation and post moderation should be done for all grades and subjects at all levels.

- Each school must draw Moderation and Monitoring Plans, failure to conduct moderation by SMT, Curriculum and Assessment officials is a misconduct, which was also picked by Auditor General in 2020.
- Each Subject Advisor must have a Moderation Plan.
- Where a school may have challenges with moderators, twinning of schools in this regard is encouraged and recommended.

Pre-moderation has to do with checking the following, among others:

TECHNICAL CRITERIA (Mark allocation, general instructions, page numbers, numbering of questions, completeness of the test, analysis grid(s), marking guideline, relevant answer sheets and formula sheets/addenda, all relevant details such as name of the subject, time allocation, total number of marks, reader-friendliness, mark allocations for each (sub-) question clearly shown, etc.

CONTENT COVERAGE (Adequate coverage of the skills/concepts/topics as prescribed in CAPS/ATPs, questions being within the scope of CAPS, skills/concepts appropriately linked and integrated, questions being representative of the latest developments in the subject, suitable content appropriate, relevant and academically correct, etc.

COGNITIVE LEVEL & DEGREE OF DIFFICULTY (the framework for the set test, questions being set across the different cognitive levels, percentage of distribution per level, questions chronologically ranging from low order to high order, all types of questions being covered, the grid showing balance of questions across cognitive levels, etc.

LANGUAGE AND BIAS (correct terminology, correct language, level of complexity appropriate for learners in the grade, language usage grammatically correct, no evidence of bias found, etc.
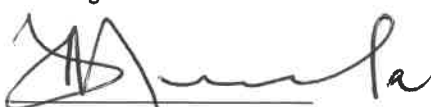
TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS
(tasks to include all types of question, questions to cover all cognitive levels, adhering to the correct weighting of cognitive levels, proper **selection of passage/visual text,** correct length of the passage/text, etc.

PREDICTABILITY (no "cut and paste" tasks found among the moderated ones, no questions identified that were formulated in such a way that they can be easily be spotted or predicted, the tasks moderated having an appropriate degree of innovation, etc.

Post moderation has to do with checking the following, among others:

- Completion of the required number of formal and informal assessment tasks for all terms.
- Checking if instructions were clear and unambiguous for learners to have responded to without challenges.
- Looking at cognitive levels in the tasks/questions.
- The appropriateness and relevance of assessment tools used to judge performance e.g. memo, rubric, rating scale, etc.
- Variation of activities in terms of levels of difficulty.
- Learners being able to respond appropriately to the questions or instructions.
- Evidence of oral and practical work (e.g. rubric, checklist etc.)
- Evidence of remedial support provided to learners.
- Evidence of analysis of learner performance at the end of every formal task.

Kind regards

Dr SH Mvula
Acting Superintendent General