

RUSTENBURG HIGH SCHOOL FOR GIRLS

ASSESSMENT POLICY

Revised June 2008

PREAMBLE

Rustenburg High School for Girls is committed to the promotion of academic excellence in all its learners. To that end it is essential for standards to be maintained through regular meetings of learning area/subject departments, consistent assessment and moderation of work done by learners, attendance at WCED cluster moderation sessions and liaison with other schools.

ASSESSMENT PROCEDURES

1. Standardized tests/assignments/practicals to be undertaken on a regular basis.
2. All work done within the school to be assessed according to various appropriate WCED/National Guidelines and within time frames set by the Head of Subject/Learning Area.
3. Educators responsible for keeping full records of all assessments completed for/by their own classes.
4. Parents to be kept informed of learner progress and assessment by various means, which may include:
 - Signing of tests/assignments by parents
 - Issuing of quarterly progress reports (GET and FET phase)
 - Detailed comment slips for each subject in Term 2 for Grade 12, and where deemed necessary for learners in other grades, or in other terms

INTERVENTION

1. Comments/feedback to be given by educators to individual learners in either written (e.g. on learner's work) or verbal form.
2. Problems to be communicated to parents on a regular basis by inter alia
 - Parent/Teacher evenings
 - Special meetings with parents or a specific grade
 - Letter of concern ('green letter') requesting specified parents to meet with their daughter's teachers
3. Parents encouraged to communicate with educators to express concerns regarding daughter's progress whenever need is perceived.
4. Counsellors to give support where necessary/ appropriate.
5. Academic support given to learners where required
 - Internally by RGHS educators, or
 - by referral to external sources
6. Referral to Education Support Centre (Newlands) in relevant cases.

RECORD KEEPING

1. Overall progress of learners to be monitored once per term at a grade meeting attended by all educators of that grade.
2. Minutes of 'green letter' parent meetings and records of telephone calls to be kept and placed in learner's confidential files.
3. Records of warnings and admission form for incomplete work etc. to be kept by Educators.

SUBMISSION OF WORK BY LEARNERS

A. GENERAL

1. Deadlines to be strictly adhered to.
2. Deadlines may be negotiated between educator and learners.
3. Deadlines or interim deadlines to be clearly indicated as an integral part of the instructions for the task, and progress monitored accordingly.
4. Procedure for work not handed in on time:
 - 10% of the total mark for the assignment to be deducted for each day it is late
 - After one week, a project will no longer be awarded marks
5. The concept "Duly Performed" is to be strictly adhered to. This implies that all work must be completed and handed in by a learner even though the due date (see 4 above) has passed.
6. Individual oral presentations: learners absent on presentation day to be given the opportunity to present on another day and time negotiated by learner and educator.
7. Educators are not obliged to provide extra tuition to learners who were absent. It is the learner's responsibility to make up work missed and it is the learner who must approach the educator for extra help.

B. SUBMISSION OF GROUP WORK

1. To discourage "passengers", peer assessment in group work will count heavily to determine amount of input of individual group members
i.e. a learner should not be awarded the average mark for the group when she has played little or no part in the research or preparation of the assignment.
2. Oral group presentations: learners absent for presentations must submit a medical certificate and the assessment will be rescheduled, where possible.

C. ORIGINALITY OF LEARNER'S WORK

1. Copying of work from others and/or intrusive parental or other assistance do not contribute to a learner's development of skills and competence.
2. Plagiarism in any form is a serious offence and will not be tolerated. Zero marks will be awarded for work copied from resources, or from other girls, or for information downloaded from the Internet.
3. All sources used in assignments must be acknowledged in a properly constructed bibliography.

STANDARDISED TASKS

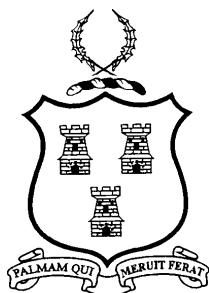
1. Standardised tasks are to be approved by Head of Subject/Learning Area together with criteria for assessing that task, before being administered to the group concerned.
2. A medical certificate is required when an examination, standardized test or task for CASS portfolios is missed.

ESTIMATION OF MARKS IN CASE OF ABSENCE

PLEASE NOTE: only applicable in the case of medical and other valid reasons, with supporting written evidence, as per Addendum.

1. The following formula will be applied:
 - a. Take learner's mark on last comparable test/task
 - b. Divide by class average for that exercise
 - c. Multiply by class average for current exercise

i.e. $\frac{\text{Previous comparable mark}}{\text{Class Average}} \times \text{Class Average for Exercise Missed} = \text{Estimated Mark}$
2. Where there is no comparable mark, the subject teacher must consult the Subject Head and Academic Head for an alternative estimation formula.
3. Educator to file estimated marks in Educator Portfolio using pro forma slip, and a copy to go in learner's portfolio.



RUSTENBURG HIGH SCHOOL FOR GIRLS

SCHOOL ASSESSMENT IRREGULARITIES COMMITTEE (SAIC)

(ADDENDUM TO ASSESSMENT POLICY)

June 2008

1. INTRODUCTION

In terms of *The National Policy on the Conduct, Administration and Management of the National Senior Certificate (Section 78)* in Gazette 30048, each school must establish a School Assessment Irregularities Committee (SAIC) to deal with internal assessment irregularities involving learners.

2. COMPOSITION OF THE SAIC

2.1 The SAIC will consist of the following persons:

- (a) The circuit manager or the district official serving the school (chairperson of the SAIC)
- (b) The school principal
- (c) One person from the school management team (SMT)
- (d) One person from the teaching staff who is not a member of the SMT
- (e) One member of the SGB

2.2 The SAIC may co-opt members on a needs basis. The following persons may be co-opted:

- (a) One subject / learning area specialist from the school
- (b) One subject / learning area specialist from the district

2.3 In addition, one representative from each of the recognised teacher unions will be nominated as an observer.

3. APPOINTMENT OF MEMBERS OF THE SAIC

3.1 All members of the SAIC will be appointed by the circuit or district manager, with the assistance of the school principal, and a list of names and their designation must be submitted to the Head of Department for approval.

3.2 The duration of the term of office of the SAIC will be three years.

4. THE JURISDICTION OF THE SAIC

The SAIC will have jurisdiction in any alleged internal assessment irregularities, both at GET and FET levels, including irregularities relating to the CTAs and the Grade 12 assessment.

These irregularities may occur during the various stages of the internal assessment process, and they would include, among others, irregularities in connection with the following:

- Compilation of internal assessment marks
- Monitoring and moderation of internal assessment
- Conditions under which teachers conduct internal assessment
- Conditions under which learners are internally assessed
- Capturing and processing of data derived from internal assessment
- Setting and moderation of internal assessment question papers and tasks
- Any other irregularity related to internal assessment

5. THE FUNCTIONS OF THE SAIC

The SAIC must

- (a) work closely with the examinations officials based at the district office;
- (b) investigate all irregularities by teachers in the internal assessment process;
- (c) investigate all internal assessment irregularities by any other person involved in the internal assessment process;
- (d) investigate all irregularities committed by learners during the internal assessment process;
- (e) investigate any other internal assessment irregularity as and when requested by the district director or his or her nominee and
- (f) report all internal assessment irregularities, via the district offices, to the district assessment irregularities committee (DAIC).

6. INTERNAL ASSESSMENT IRREGULARITIES THAT MAY BE HANDLED BY THE SAIC

6.1 Irregularities involving learners during internal assessment may include the following:

6.1.1 A candidate who refuses to abide by any or all of the minimum requirements for the compilation of a mark for internal assessment in a subject.

The SAIC must either approve or reject the reason for the refusal given by the candidate. A “valid reason”, in this context, constitutes the following:

- Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;
- Humanitarian reasons, e.g. the death of an immediate family member, if supported by valid written evidence;
- The learner appearing in a court hearing; supported by written evidence; or
- Any other reason as may be declared valid by the SAIC.

6.1.2 A candidate who presents work that is not his or her own work. This may take various forms and may include the following:

- (i) Copying verbatim from another source (In this case, if the teacher is suspicious and Has evidence of sections or the complete assignment having been lifted verbatim from another source, this must be declared as an irregularity).
- (ii) An assignment or project that is not his or her own effort. (This may have been completed by another learner or person or his or her parent, or even purchased).
- (iii) Reproduction of an assignment or project from another learner and there is evidence of such copying.
- (iv) Work that has been previously presented and for which credits were received, which could either be his or her own effort or that of another individual.
- (v) The whole or part of a portfolio that is not his or her own, but that of another learner from the same school / learning institution or another school / learning institution.
- (vi) Any dishonest act aimed at misleading the teacher in terms of the authenticity or originality of the portfolio presented.

6.1.3 A candidate who, in respect of any component of a mark for an internal assessment that is completed under controlled conditions, does any of the following:

- (i) Creates a disturbance or intimidates others, or behaves in an improper or unseemly manner, despite a warning
- (ii) Is drunk or behaves in a disorderly manner
- (iii) Disregards the arrangements or reasonable instructions of the teacher, despite a warning
- (iv) Continues to disregard assessment regulations, despite a warning
- (v) With the writing of an internal examination, engages in dishonest acts before the commencement of the examination, while the examination is being written, or as the answer scripts are handed in or marked.

[Refer to Section 4 (4) (c) to (f) of the National Policy document.]

6.1.4 A candidate making a false statement in respect of the authenticity of a particular component of a mark for internal assessment.

The fabrication of evidence in general and especially in respect of the stipulations of 6.1.1 above constitutes fraud, and will be dealt with as such.

6.2 Irregularities involving teachers and other assessment officials during internal assessment (CASS/SBA) may occur during the following stages at the school or learning institution:

- (a) The compilation of the mark for internal assessment
- (b) The monitoring or moderation of the mark achieved in an internal assessment
- (c) The capturing and processing of assessment data
- (d) Investigations in respect of suspected internal assessment irregularities.

The assessment irregularities may include the following:

- (a) The teacher wilfully and intentionally, and without a valid reason, fails to satisfy the requirements or excludes one or more assessment tasks from the compilation of the final assessment marks.
- (b) The teacher or practitioner alters, in other words, either decreases or increases the marks of candidates without the approval of the head of the institution.
- (c) The teacher wilfully provides assistance to a learner that advantages a learner unfairly in comparison with other learners.
- (d) The teacher collaborates with a learner who presents the whole or part of a portfolio that is not her or his own work.

Suspected internal irregularities involving teachers constitutes an act of misconduct and will be dealt with in accordance with the *Employment of Educators Act*.

Suspected internal irregularities involving assessment officials employed in terms of the *Public Service Act* constitutes an act of misconduct and will be dealt with in accordance with the relevant Public Service Regulation.

7. REPORTING

The SAIC must report all internal assessment irregularities in writing, via the district office, to the DAIC within seven days of the alleged irregularity. In cases where an irregularity requires an investigation, the initial reporting must be followed by a detailed report, once the investigation has been concluded.

8. SANCTIONS

The SAIC will recommend, via the district office, to the DIAC the sanctions to be imposed for each alleged irregularity investigated and confirm