



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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**TO: HEADS OF DEPARTMENT
HEADS OF PROVINCIAL EXAMINATIONS AND ASSESSMENT
HEADS OF PROVINCIAL CURRICULUM
DISTRICT DIRECTORS
CIRCUIT MANAGERS
AREA MANAGERS
SCHOOL PRINCIPALS
TEACHER UNIONS
SCHOOL GOVERNING BODY ASSOCIATIONS
NATIONAL ALLIANCE OF INDEPENDENT SCHOOLS**

NATIONAL ASSESSMENT CIRCULAR 02 OF 2022

IMPLEMENTATION OF THE 2022 ASSESSMENT PROGRAMME IN MAINSTREAM AND SPECIAL SCHOOLS ACROSS THE GENERAL EDUCATION AND TRAINING (GET) BAND

1. In line with the Recovery Annual Teaching Plans (ATPs) in the GET for the mainstream schools, this circular provides guidelines on the implementation and administration of the assessment programme related to each subject and phase. The 2022 assessment programme has not changed from the one issued in 2021.
2. This Circular builds on the key principles of implementing assessment tasks in the GET introduced in 2020 and follows on from processes around curriculum trimming and reorganisation. The focus on school based assessment remains on utilising

strategies aligned to an assessment for learning approach to assist learners to achieve the learning outcomes of each grade and subject.

3. The Intermediate and Senior Phases' mid-year and end-of-year examinations are replaced by Controlled Tests administered under formal controlled settings. The content of the controlled tests must be based on work done stipulated in the Recovery ATPs. In principle, the June controlled test should cover work from Term 1 and Term 2 and the end of year controlled test should cover work from Term 3 and Term 4 unless the subject specifies inclusion of content from other terms.

4. **SBA and task weighting**

- 4.1 The Foundation Phase's SBA constitutes a 100% weighting, and is achieved through a series of continuous assessment practices indicated in the ATP.
- 4.2 In the Intermediate and Senior Phases, the end-of-year controlled tests will still carry a weighting of 20% and the SBA will count 80% of the final progression mark. The SBA weighting will comprise of all formal assessment tasks except the end-of-year test.
- 4.3 The types and number of tasks including mark allocation and weighting of the tasks per subject and grade are summarised in the attached Annexures A, B and C of this circular.
- 4.4 If curriculum coverage is compromised due to a loss of teaching time due to COVID related variants or any other unforeseen event, mark allocations may be reduced to match the content covered but the weighting of the task as indicated in the ATP and its contribution towards a term mark and overall SBA mark will remain unchanged.
- 4.5 In the Intermediate and Senior phases, where weightings are not indicated for a subject, the weightings are distributed evenly among the tasks for the term.

5. **Moderation of summative tasks**

- 5.1 All summative tasks per subject must be moderated at school level by the School Management Team member responsible for that subject. The moderator must also ensure that the task is accompanied by a detailed accurately formulated marking guideline and or rubric. All moderation findings must be reported to the relevant teacher(s) of that subject.

5.2 For class tests and controlled tests, teachers of the same grade and subject should sample a few scripts and discuss the marking guidelines/rubric as a team to ensure that the marking is standardised. All scripts that have been marked by the teacher must be submitted to the moderator who should sample a reasonable number for moderation.

5.3 The setting of high quality tasks for school based assessment is important and schools should keep proper records on the setting and moderation processes followed and this may be subject to moderation through district and provincial procedures.

6. **Formative assessment**

6.1 The assessment for learning approach including formative assessments should be used by teachers during teaching and learning to support and prepare learners for summative assessments. This in turn will assist teachers to obtain evidence for use in supporting learners to improve their knowledge, understanding and skills.

6.2 The primary purpose of formative assessment is to improve learning.

7. **Recording of learner performance**

7.1 The moderator must approve and sign off the mark sheets prior to recording on SA-SAMS by trained Administrative staff who are familiar with the system. All data captured must be verified.

7.2 The weightings of a task will be calculated automatically on SA-SAMS and schools are not expected to make changes to the individual task weightings.

7.3 SA-SAMS contains a built-in functionality to address cases where an assessment is not administered e.g. absenteeism with a valid reason or in the case of an unforeseen event. By capturing “-1” as a code it removes the task from the learner’s SBA and promotion mark and automatically redistributes the weight proportionally to the other assessment tasks.

8. **Schedules and reports**

8.1 Final promotion schedules for all grades must be approved and signed off using the prescribed protocols of the provincial education department.

8.2 Learner reports must be generated based on the signed off promotion schedules’ marks using SA-SAMS’ templates. In addition, the reporting to parents should be

a holistic reflection of learner's capabilities and not just a summary of summative scores. It should also reflect evidence of learners' capabilities that were generated and observed through formative assessment processes.

8.3 It is required that learners' performances are recorded for each subject. The comments in the report should indicate an overview considering both the summative and formative assessments.

9. **School Based Support**

9.1 School Based Support Teams (SBST) should ensure that adequate and appropriate support is given to learners who display learning gaps or experience barriers to learning. This must be in line with the Screening, Identification, Assessment and Support Policy (2024), where accommodations and concessions should be identified and granted as early as possible to ensure that learners are not disadvantaged.

9.2 The support programme provided by the school must guide feedback to parents at regular intervals during the course of the academic year and must guide decisions on possible retentions and/or support that could be provided to the learner in the next grade.

10. Further guidelines and directives may be provided on the implementation of assessment for learning strategies and promotion and progression requirements during the course of the academic year. All enquiries regarding this circular must be directed to Dr M Chetty via telephone on 012 357 3835 or email at chetty.m@dbe.gov.za.

11. Your support in ensuring compliance with the contents of this circular will be greatly appreciated



MR HM MWELI

DIRECTOR-GENERAL

DATE: 01/04/2022