



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 03 OF 2022

**THE IMPLEMENTATION AND ADMINISTRATION OF THE ASSESSMENT
PROGRAMME RELATED TO THE SCHOOLS OFFERING OCCUPATIONAL AND
VOCATIONAL INCLINED SUBJECTS FOR YEAR 1 TO YEAR 4**

1. This circular provides guidelines on the implementation and administration of the assessment programme when teachers are assessing occupational and vocational inclined subjects from Year 1 to Year 4. The assessment must as far as possible cover knowledge and skills taught as per the Subject Statements. 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 these schools. 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 in each of the Year 1 to Year 4s subjects. Its purpose is to direct and not over prescribe teacher activities when assessing.

3. The 2022 mid-year and end-of-year examinations are to be replaced by controlled tests. The tests must be administered under formal controlled settings. The tests could be set by a team of different teachers of the same subject within the same school or teachers of the same year level and subject. The content of the controlled tests must be based on work covered in the Subject Statements. In principle, the mid-year controlled test should cover work taught from Term 1 and Term 2 and the end of year controlled test should cover work taught from Term 3 and Term 4.
4. **SBA and task weighting**
 - 4.1 The end-of-year controlled tests and/formal assessment in Term 4 will carry a weighting of 20% and the SBA (Term 1-3) will count 80% of the final progression mark in 2022. This means that the end of the year report card is calculated by adding SBA (Term 1-3) at 80% and 20% (Term 4).
 - 4.2 The types and number of tasks including the weightings per subject are summarised in the attached **Annexures A** of this circular.
 - 4.3 If curriculum coverage is compromised due to a loss of teaching time due to COVID-19 or other disruptions, mark allocations may be reduced to match the content covered but *the weighting of the task remains unchanged*.
 - 4.4 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 including controlled tests per subject must be moderated at school level by the School Management Team member responsible for that subject or subject component. The moderator must also ensure that the test is accompanied by a detailed marking guideline and or rubric, which are accurately formulated. All moderation findings must be reported to the relevant teacher(s) of that subject.
 - 5.2 Teachers of the same year level 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 further 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 Year 1 to Year 4 must be approved and signed off using the prescribed protocols of the provincial education department.

8.2 Year 1 to Year 3 learner reports must be generated based on the signed off promotion schedules’ marks using SA-SAMS’ templates.

8.3 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. 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.

8.4 Year 4 reports must be signed off by the Provincial Head.

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 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