basic education

Department:
Basic Education
**REPUBLIC OF SOUTH AFRICA**

# NATIONAL PROTOCOL FOR ASSESSMENT
## GRADES R – 12

***National Protocol for Assessment Grades R – 12, Government Notices No. 722 and No. 723, Government Gazette No. 34600* of 12 September 2011 and amended as:**

*Government Notice No. 1115* and *No. 1116, Government Gazette No. 36042* of 28 December 2012.

**Department of Basic Education**

Sol Plaatje House
222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323-0601

120 Plein Street
Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465-1701
Fax: +27 21 461-8110

http://www.education.gov.za

**© Department of Basic Education**

**CONTENTS**


**ACRONYMS AND ABREVIATIONS** vii

**DEFINITIONS** viii

**CHAPTER 1: INTRODUCING THE POLICY FOR THE ASSESSMENT OF THE *NATIONAL CURRICULUM STATEMENT GRADES R – 12*** 1

1. **PURPOSE OF THE DOCUMENT** 1
2. **SUPPLEMENTARY POLICY DOCUMENTS** 2

**CHAPTER 2: ASSESSMENT OF THE *NATIONAL CURRICULUM STATEMENT GRADES R - 12*** 3

3. **THE IMPORTANCE OF ASSESSMENT** 3
4. **TYPES OF ASSESSMENT** 3

**CHAPTER 3: FORMAL ASSESSMENT IN THE *NATIONAL CURRICULUM STATEMENT GRADES R - 12*** 6

5. **THE COMPOSITION OF FORMAL ASSESSMENT** 6
6. **SCHOOL-BASED-ASSESSMENT** 6
7. **PRACTICAL ASSESSMENT TASKS** 7
8. **COMPILATION OF THE SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT MARK** 8

**CHAPTER 4: FINAL END-OF-YEAR EXAMINATION** 12

9. REQUIREMENTS FOR GRADES 10 AND 11 12
10. REGISTRATION OF ADDITIONAL SUBJECTS 12
11. LANGUAGE MEDIUM RELATED TO THE EXAMINATION QUESTION PAPER 13
12. ABSENTEES 13
13. MINIMUM REQUIREMENTS FOR AN EXAMINATION 14
14. IRREGULARITIES 14

**CHAPTER 5: RECORDING AND REPORTING OF LEARNER PERFORMANCE** 15

15. RECORDING 15
16 REPORTING 15
17. PRINCIPLES OF RECORDING AND REPORTING 16
18. RECORDING AND REPORTING IN GRADES R – 3 18
19. RECORDING AND REPORTING IN GRADES 4 – 6 18
20. RECORDING AND REPORTING IN GRADES 7 – 9 19
21. RECORDING AND REPORTING IN GRADES 10 – 12 20

**CHAPTER 6: TEACHERS' FILES** 22

22. REQUIREMENTS FOR TEACHER FILES 22

**CHAPTER 7: MANAGEMENT OF SCHOOL ASSESSMENT RECORDS** 23

23. ASSESSMENT RECORDS 23
24 RECORD SHEETS 23
25. REPORT CARDS 24
26. SCHEDULES 26

**CHAPTER 8: MANAGEMENT OF SCHOOL LEARNER PROFILES** **28**

**27. LEARNER PROFILE** **28**
**28. ADMINISTRATION** **28**

**CHAPTER 9: ASSESSMENT OF LEARNERS WITH SPECIAL NEEDS** **30**

**29. ASSESSMENT, PROGRESSION AND CERTIFICATION OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING** **30**

**CHAPTER 10: REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS** **32**

**30. REPEAL OF POLICY** **32**
**31. TRANSITIONAL ARRANGEMENTS** **32**
**32. SHORT TITLE AND COMMENCEMENT** **33**

**ANNEXURES** **34**

## ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| GET | General Education and Training |
| FET | Further Education and Training |
| LoLT | Language of Learning and Teaching |
| NCS | National Curriculum Statement |
| NQF | National Qualifications Framework |
| NSC | National Senior Certificate |
| SAQA | South African Qualifications Authority |
| HL | Home Language |
| FAL | First Additional Language |
| SAL | Second Additional Language |

## DEFINITIONS

**"assessment body"** – means an assessment body as defined in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);*

**"candidate" -** means a learner who has enrolled in his or her Grade 12-year of the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

**"certification"** – means the formal recognition of a qualification or part qualifications awarded to a successful learner;

**"condonation"** – means the relaxation of promotion requirements as contemplated in *paragraph 29(1)(b)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*;

**"Curriculum and Assessment Policy Statements"** - means the policy documents stipulating the aim, scope, content and assessment for each subject listed in the *National Curriculum Statement Grades R – 12;*

**"Department of Basic Education"-** means the national department responsible for basic education which include general and further education and training;

**"evidence of learner performance" -** means the collection of the learner's work that is used to compile his or her internal assessment mark;

**"examination"** – means the conduct of an end-of-term and/or once-off end-of-year assessment;

**"external assessment"** – means 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 Basic Education either collectively or individually;

**"First Additional Language level"** – means the language proficiency level that reflects

the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum. The First Additional Language level can be used as the language of teaching and learning from the Intermediate Phase onwards;

**"Formal Assessment Task (assessment of learning)"** – means a systematic way of assessment used by teachers to determine how well learners are progressing in a grade and in a particular subject;

**"full-time candidate"** - means a candidate who has enrolled for tuition in a full-time capacity at a public or independent school or any other registered institution and who presents the required number of subjects as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

**"grade" -** means a grade as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

**"Head of Department"** - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

**"Head of the institution"** - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

"**Home Language level"** - means the language proficiency level that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to create, imagine, and empower their understandings of the world they live in;

**"immediate family" -** means father, mother, brother, sister, grandparents, husband, wife, legal partner, children, guardians and foster parents;

**"immigrant candidate" -** means a learner as contemplated in *paragraph 4(1)(a)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*;

**"independent school"** - means a school registered or deemed to be registered in terms of *section 46* of the *South African Schools Act, 1996 (Act No. 84 of 1996);*

**"Informal Assessment Task ((assessment for learning)"** – means the building towards formal assessment;

**"internal assessment"** - means an assessment, contemplated in *section 1* of the *General and Further Education and Training Quality Assurance (Act No. 58 of 2000)*;

**"language levels"** – means the proficiency levels at which all official and non-official languages are offered at school, i.e. Home Language, First Additional Language and Second Additional Language levels;

**"learner"** - as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

**"learner who experiences barriers to learning"** – means any learner who has difficulties in accessing the curriculum due to several factors that serve as barriers;

**"Language of Learning and Teaching (LoLT)"** – means the language chosen by a school's governing body in consultation with parents. It is the language teachers use to instruct and to assess. It is also the language of the textbooks provided in the school;

**"MEC" -** means a Member of the Executive Council, as contemplated in *section 1* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

**"National Qualifications Framework (NQF)"** – means the ten-level framework to provide for the registration of national standards and qualifications as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

**"National Senior Certificate" –** means a qualification at Level 4 on the National Qualifications Framework (NQF) which is awarded to Grade 12 candidates who comply

with the national policy requirements set out in the policy document*, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

**"part-time candidate"** means a Grade 12 learner who has registered at an examination centre for part-time studies and may register for any number of subjects in one examination sitting;

**"progression"** – means the movement of a learner from one grade to the next, excluding Grade R, in spite of the learner not having complied with all the promotion requirements. Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years as stipulated in the *Admission policy for ordinary public schools* as published as *Government Notice 2432* in the *Government Gazette, Vol. 400, No. 19377* of 19 October 1998, provided that the underperformance of the learner in the previous grade be addressed in the grade to which the learner has been promoted. For the purpose of progression through the Foundation Phase the Grade R year is not included for the retention period of four (4) years;

**"promotion"** – means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade, as well as complying with the promotion requirements of that grade as contemplated in the policy document*; National policy pertaining to the programme and promotion requirements of the NCS Grades R-12;*

**"qualification"** – means a registered qualification as contemplated in the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008);*

**"repeat candidate" -** means a candidate who has failed the Grade 12-year of the National Senior Certificate examination and/or the supplementary examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat the Grade 12-year or a subject, as a full-time learner or part-time candidate respectively;

**"Second Additional Language level"** - means the language proficiency level that focuses on the basic interpersonal communication skills needed in social situations and

include intercultural communication. It is intended to further multilingualism. Although reading and writing will be developed, at this level the emphasis will be on developing listening and speaking skills;

**"school"** – means a school as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

**"school-based assessment"** –means assessment as defined in the policy document, *National Protocol for Assessment Grades R-12, Government Gazette No. 34600* of 12 September 2011;

**"supplementary examination" -** means an examination granted under special conditions to full-time, repeat and part-time candidates in the year following the National Senior Certificate examination but not the end-of-year examination;

**"teacher file" -** means the recording and planning documents used by the teacher, namely the formal programme of assessment, evidence of learner assessment/performance, all formal assessment tasks and marking guidelines, annual teaching plan/work schedule, textbook used and other resources;

**"Umalusi"** – means Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*).

## CHAPTER 1

## INTRODUCING THE POLICY FOR THE ASSESSMENT OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

### 1. PURPOSE OF THE DOCUMENT

(1) The *National Protocol for Assessment Grades R - 12* standardises the recording and reporting processes for Grades R – 12 within the framework of the *National Curriculum Statement Grades R – 12*, which comprises the:

(a) Curriculum and Assessment Policy Statements for all subjects listed in the *National Curriculum Statement Grades R – 12*;

(b) Policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(c) Policy document, *National Protocol for Assessment Grades R – 12.*

(2) The policy stipulated in this document applies to public ordinary and special schools and those independent schools that offer the *National Curriculum Statement Grades R – 12*, which comprises:

(a) Curriculum and Assessment Policy Statements for all approved subjects listed in this document;

(b) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(c) The policy document, *National Protocol for Assessment Grades R – 12.*

(3) The document also provides a policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher files, report cards, record sheets and schedules for Grades 1 – 12. The requirements for, as well

as examples of the design of learner profiles, teacher files, report cards, record sheets and schedules are provided.

(4) This policy document focuses on assessment policy for both internal assessment comprising School-Based Assessment and Practical Assessment Tasks where applicable, and the end-of-year examinations.

## 2. SUPPLEMENTARY POLICY DOCUMENTS

(1) This policy document is aimed at quality assurance and must be read in conjunction with the following policy documents:

(a) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12;*

(b) The Curriculum and Assessment Policy Statements for all subjects listed in the *National Curriculum Statement Grades R – 12*;

(c) The *Language-in-Education Policy, 1997;* and

(d) *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

(2) National policy on assessment is also contained in the following policy documents and all assessment bodies must comply with the prescriptions as set out in these documents:

(a) *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides a policy framework for the transformation of practices related to assessment and examinations in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning;

(b) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* and

(c) Directives issued by Umalusi.

## CHAPTER 2

## ASSESSMENT OF THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

### 3. THE IMPORTANCE OF ASSESSMENT

(1). Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners. The *National Curriculum Statement Grades R – 12* is the formal curriculum in South African schools.

(2) 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 document is to regulate how evidence of learner performance is recorded and reported.

### 4. TYPES OF ASSESSMENT

(1). Classroom assessment should be both informal and formal. In both cases it is important that learners know what knowledge and skills are being assessed and feedback should be provided to learners after assessment to enhance the learning experience.

(2) Informal (assessment for learning) or daily assessment is the monitoring and enhancing of learners' progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.

Informal or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide feedback to the learners and teachers, close the gaps in learners' knowledge and skills and improve

teaching. Informal assessment builds towards formal assessment and teachers should not only focus on the formal assessment.

(3) Formal assessment (assessment of learning) provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses.

Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction.

(4) Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical demonstrations, etc.

(5) The forms of assessment used should be appropriate to the age and the developmental level of the learners in the phase. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed as contemplated in *Chapter 4* of the various Curriculum and Assessment Policy Statements.

(6) The recorded formal assessment tasks should be included in the final School-Based Assessment mark for progression (Grades 1-8) and promotion (Grades 9-12) purposes. 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.

(7) Teachers are required to record learner performance in all formal assessment tasks. They are not required to record performance in informal or daily assessment tasks. Teachers may however, choose to record performance in informal or daily assessment tasks in some cases to support the teaching and learning process.

(8) The teacher must submit the annual formal programme of assessment to the 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.

## CHAPTER 3

## FORMAL ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT GRADES R - 12

### 5. THE COMPOSITION OF FORMAL ASSESSMENT

(1) Assessment in the *National Curriculum Statement Grades R - 12* comprises School-Based Assessment and Practical Assessment Tasks for certain subjects offered in the Further Education and Training Phase and a final end-of-year examination.

(2) School-Based Assessment, Practical Assessment Tasks and end-of-year examinations are designed to address the content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the assessment.

(3) School-Based Assessment and Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. School-Based Assessment and Practical Assessment Tasks include a variety of assessment methods as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(4) The purpose of an end-of-year examination is to provide reliable, valid and fair measures of the achievements of learners in the subjects offered from Grade 4 onwards.

### 6. SCHOOL-BASED ASSESSMENT

(1) School-Based Assessment is a compulsory component for progression and promotion in all the different school phases:

(2) The School-Based Assessment component is as follows in the different school phases:

| Phase | School-Based Assessment component % | End-of-year examination % |
|---|---|---|
| Foundation Phase | 100 | 0 |
| Intermediate Phase | 75 | 25 |
| Senior Phase | 40 | 60 |
| Further Education and Training Phase | 25 | 75 |

(3) The composition of the School-Based Assessment of all subjects is outlined in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(4) Moderation should ensure that the quality and standard of the School-Based Assessment, as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements, have been met from Grade 4 onwards.

(5) In Grade 12, School-Based Assessment must be moderated by the Department of Basic Education, the accredited assessment body, and Umalusi.

## 7. PRACTICAL ASSESSMENT TASKS

(1) A Practical Assessment Task mark is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects.

(a) Agricultural Management Practices and Agricultural Technology;

(b) Dance Studies, Design, Dramatic Arts, Music and Visual Arts;

(c) Languages: Oral mark;

(d) Technology: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design;
(e) Life Orientation;
(f) Computer Sciences: Computer Applications Technology and Information Technology; and
(g) Consumer Studies, Hospitality Studies and Tourism.

(2) The Practical Assessment Tasks mark must count 25% of the end-of-year examination mark.

(3) The composition of the Practical Assessment Tasks of all subjects listed in *subparagraph (1)* is outlined in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(4) Moderation should ensure that the quality and standard of the Practical Assessment Tasks, as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements have been met.

(5) In Grade 12, Practical Assessment Tasks must be moderated by experts in each subject and quality assured by Umalusi.

## 8. COMPILATION OF THE SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT MARK

(1) Both School-Based Assessment and the Practical Assessment Task components must:
(a) comprise assessment tasks that constitute the learners' School-Based Assessment and Practical Assessment mark as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements;
(b) include a mark awarded for each assessment task and a consolidated mark;
(c) be guided by assessment components as specified for each subject in *Chapter 4* of the Curriculum and Assessment Policy

Statements as contemplated in *Chapter 4* of the Curriculum and Assessment Policy Statements;

(d) be available for monitoring and moderation; and

(e) be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

(2) The teacher file with assessment tasks must –

(a) be a complete record of assessment in that particular subject;

(b) be maintained by the teacher for every subject taught in respect of the *National Curriculum Statement Grades R - 12*; and

(c) be available for monitoring and moderation purposes at every level.

(3) Failure by the teacher to maintain a file with assessment tasks constitutes an act of misconduct and will be dealt with in terms of *paragraph 5(3)* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, or other appropriate measures.

(4) The absence of a School-Based Assessment and/or a Practical/Oral Assessment Task mark in any subject in Grades 10- 12, without a valid reason, will result in the learner, registered for that particular subject. The learner will be given three weeks before the commencement of the final end-of-year examination of the relevant grade to submit outstanding work or present himself or herself for School-Based Assessment and/or a Practical/Oral Assessment Task mark. Should the learner fail to fulfil the outstanding School-Based Assessment and/or a Practical/Oral Assessment Task requirements, such a learner will be awarded a zero ("0") for the School-Based Assessment and/or a Practical/Oral Assessment Task component for that subject.

(5) In the event of a learner not complying with the requirements of School-Based Assessment and/or Practical Assessment Task in any subject in Grades R-12, but where a valid reason is provided:

(a) He or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the assessment body.

(b) The learner must, within three weeks before the commencement of the final end-of-year examination of the relevant grade submit outstanding work or present himself or herself for School-Based Assessment and/or Practical Assessment Task. Should the learner fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task/Oral assessment requirements, the marks for these components will be omitted and the final mark for the relevant subject will be adjusted for promotion purposes in terms of the completed tasks.

6) "Valid reason" in this context includes the following:

(a) illness, supported by a valid medical certificate, issued by a registered medical practitioner;

(b) humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;

(c) the learner appearing in a court hearing, which must be supported by written evidence; or

(d) any other reason as may be accepted as valid by the Head of the assessment body or his or her representative.

(7) In the event of a learner failing to comply with the School-Based Assessment and/or Practical Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.

(8) Where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/or Practical Assessment Task/Oral in the subject for which he or she is responsible, marks will be adjusted accordingly as stipulated in *Chapter 4* of the Curriculum and

Assessment Policy Statements, after an investigation by the Department of Basic Education.

(9) A learner who is not able to offer the Physical Education Task (PET) as a fifth component in Life Orientation may be exempted by the Head of the assessment body or his or her representative, provided a valid medical reason is submitted. If the learner's request for exemption is successful, his or her marks for Life Orientation will be recalculated in terms of four tasks.

## CHAPTER 4

## FINAL END-OF-YEAR EXAMINATION

### 9. REQUIREMENTS FOR THE GRADES 4 TO 11 END-OF-YEAR EXAMINATION

(1) In the Intermediate Phase (Grades 4-6), Senior Phase (Grades 7-9) and the Further Education and Training Phase (Grades 10-11) learners must be examined in the end-of-year examination in the required number of subjects as stipulated in *paragraphs 14(2), 21(1)* and *29(1)* in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.

(2) Schools must ensure that learners have complied with the School-Based Assessment, Practical Assessment Tasks, and Oral assessment requirements as stipulated in *Chapter 4* of the Curriculum and Assessment Policy Statements.

### 10. REGISTRATION OF ADDITIONAL SUBJECTS

Learners in Grades 10 and 11 may register for additional subjects for the end-of-year examination, subject to the following conditions:

(1) The learner has obtained written permission from the Head of the relevant Regional/District Office or his or her nominee;

(2) The learner has offered and passed the additional subject in Grade 10;

(3) The learner will meet the requirements for School-Based Assessment and Practical Assessment Task components, where applicable, for the specific subject;

(4) If the additional subject that the learner wishes to choose is not presented at the school of attendance, the learner must obtain the approval of the Principal where the learner has registered, as well as the permission of the Principal of the school or accredited assessment body where the additional subject will be offered.

(5) The school offering the additional subject must forward the School-Based Assessment and Practical Assessment Task components marks to the school of attendance prior to commencement of the end-of-year examination;

(6) The school where the learner is registered must capture all School-Based Assessment and Practical Assessment Task components marks of the learner correctly and the relevant forms on which these marks are captured must be signed by the Principal to confirm the correctness thereof; and

(7) A learner registered for an additional subject must sit for the final end-of-year examination at the school of registration. Where this is not possible, special permission must be obtained from the Head of the relevant District/Region.

## 11. LANGUAGE MEDIUM RELATED TO THE EXAMINATION QUESTION PAPER

Examination question papers must be set in the Languages of Learning and Teaching (LoLT). Unless otherwise directed in the examination question paper, learners must answer all questions in the Language of Learning and Teaching (LoLT) applicable to the learner.

## 12. ABSENTEES

(1) In the case of illness or any other circumstances beyond the control of the learner, medical certificates, affidavits or acceptable proof are to be provided by the candidate and countersigned by the Principal of the school of attendance before submission to the Provincial Department of Education. Where the authenticity of a candidate's claim is in doubt, the Principal of the school of attendance is to advise the Head of Department in writing, and then investigate the matter further.

(2) A learner who, due to illness or any other circumstances beyond the control of the learner, is unable to write the end-of-year final examination for Grades 4-11, will be exempted from the examination. A

mark based on the School-Based Assessment and Practical Assessment mark obtained by the learner prior to his or her illness, will be calculated and awarded to the learner affected.

(3) Learners who absent themselves from the end-of-year final examinations or scheduled School-Based Assessment tasks, or Practical Assessment Tasks, for no valid reason, must not be permitted to write the final end-of-year examination.

(4) If a learner is unable to write (or complete) one or more of the Grades 4-11 examination question papers for reasons other than illness or injury, a written report in which the circumstances are set out, must be submitted by the Principal of the school of attendance.

## 13. MINIMUM REQUIREMENTS FOR AN EXAMINATION

User requirement specifications, as developed by the Department of Basic Education should be in place, as contemplated in *paragraph 57* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

## 14. IRREGULARITIES

Grades 10 and 11 examination irregularities must be dealt with in terms of *paragraphs, 47, 48 and 49* of the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

## CHAPTER 5

## RECORDING AND REPORTING LEARNER PERFORMANCE

### 15. RECORDING

(1) 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 as stipulated in the Curriculum and Assessment Policy Statements of all subjects listed in the *National Curriculum Statement Grades R - 12*. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promoted to the next grade.

(2) 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.

### 16. REPORTING

(1) 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.

(2) The main purpose of reporting is to:

(a) provide learners with regular feedback, this feedback should be developmental;

(b) inform parents/guardians on the progress of the individual learner; and

(c) give information to schools and districts or regional offices on the current level of performance of learners.

(3) Recorded information should:

(a) inform teachers and others about the performance of learners;

(b) be used to provide constructive feedback to learners about their progress;

(c) be used to provide feedback about the performance of learners to parents, and other role-players;

(d) inform the planning of teaching and learning activities; and

(e) inform intervention strategies.

(4) 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 *Language-in-Education Policy* of 1997. 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.

## 17. PRINCIPLES FOR RECORDING AND REPORTING

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

(1) Recording of learner performance is against the assessment task and reporting is against the total mark obtained in all tasks completed in a term. The promotion of a learner is based on the composite marks obtained in all four terms.

(2) Teachers should show in their files that they have covered all the formal tasks set.

(3) Achievement rating on a report card should be indicated by a combination of national codes, percentages and comments.

(4) The following is applicable to recording and reporting per phase:

(a) Foundation Phase (Grades R – 3): Record and report in national codes and their achievement descriptions.

(b) Intermediate Phase (Grades 4 – 6): Record and report in national codes and their achievement descriptions and percentages.

(c) Senior Phase (Grades 7 – 9): Record and report in national codes and their achievement descriptions and percentages.

(d) Grades 10 – 12: Record in marks and report in percentages.

(5) The schedule and the report card should indicate the overall level of performance of a learner.

(6) In the case of Languages**,** 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 Second Additional Language.

(7) The number of formal assessment tasks to be recorded in each phase is provided in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(8) The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(9) 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 newsletters, etc. may be used. The school will determine the format of these reporting strategies.

## 18. RECORDING AND REPORTING IN GRADES R – 3

(1) The national codes and their descriptions provided in Table 1 should be used for recording and reporting learner performance in the Foundation Phase (Grades R – 3). Comments should be used to describe learner performance.

**Table 1: Codes and descriptions for recording and reporting in Grades R - 3**

| RATING CODE | ACHIEVEMENT DESCRIPTION | MARKS % |
|---|---|---|
| 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 |

(2) In the Foundation Phase, the recording and reporting of learner performance should be against the four subjects offered, that is Home Language, First Additional Language, Mathematics and Life Skills as prescribed in *paragraph 6* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.

## 19. RECORDING AND REPORTING IN GRADES 4 – 6

(1) The national codes together with either percentages or descriptors or both, provided in Table 2 should be used for recording and reporting learner performance in the Intermediate Phase (Grades 4 – 6). Comments should be used to describe learner performance.

**Table 2: Codes and percentages for recording and reporting in Grades 4 - 6**

| RATING CODE | ACHIEVEMENT DESCRIPTION | MARKS % |
|---|---|---|
| 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 |

(2) In the Intermediate Phase (Grades 4 – 6), the recording and reporting of learner performance in the formal assessment tasks should be against the six subjects prescribed in *paragraph 12* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(3) The requirements for formal recorded assessment for Grades 4 – 6 are set out in *Chapter 4* of the Curriculum and Assessment Policy Statements.

## 20. RECORDING AND REPORTING IN GRADES 7 – 9

(1) The national codes together with either the descriptors or percentages or both provided in Table 3 should be used for recording and reporting learner performance in Grades 7 – 9. Comments should be used to qualify learner performance.

**Table 3: Codes and percentages for recording and reporting in Grades 7 – 9**

| RATING CODE | ACHIEVEMENT DESCRIPTION | MARKS % |
|---|---|---|
| 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 |

(2) The requirements for formal recorded assessment for Grades 7 - 9 are set out in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(3) In Grades 7 – 9 the recording and reporting of learner performance in the formal assessment tasks should be against the subjects prescribed in *paragraph 19* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

## 21. RECORDING AND REPORTING IN GRADES 10 – 12

(1) The national codes and related percentages to be used for recording and reporting learner performance in Grades 10 – 12 are provided in Table 4 below. Comments should be used to describe learner performance.

**Table 4: Codes and percentages for recording and reporting in Grades 10-12**

| RATING CODE | ACHIEVEMENT DESCRIPTION | MARKS % |
|---|---|---|
| 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 |

(2) The requirements for formal recorded assessment for Grades 10 - 12 are set out in *Chapter 4* of the Curriculum and Assessment Policy Statements.

(3) In Grades 10 – 12 the recording and reporting of learner performance in the formal assessment tasks should be against the subjects prescribed in *paragraph 27* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*

(4) 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. The policy on the external National Senior Certificate examinations is stipulated in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

## CHAPTER 6

## TEACHERS' FILES

### 22. REQUIREMENTS FOR TEACHERS' FILES

(1) All teachers are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the teacher to assist learners who require additional support (where they exist). It is the teachers' responsibility to ensure that the information in their assessment files is kept up to date.

(2) A teacher assessment file may be a file, a folder, a box, or any other suitable storage system.

(3) The formally recorded assessment tasks should be clearly marked or indicated in the teacher's file. Stickers, coloured paper, etc. may be used for this purpose.

(4) Teachers' files should be available on request at all times for moderation and accountability purposes.

## CHAPTER 7

## MANAGEMENT OF SCHOOL ASSESSMENT RECORDS

### 23. ASSESSMENT RECORDS

(1) The assessment records that should be developed and kept at school are record sheets, schedules, teacher files, learner profiles, report cards and schedules.

(2) The management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the school management.

(3) The management and maintenance of the record sheets and the teacher file is the responsibility of every teacher.

### 24. RECORD SHEETS

(1) Teachers are expected to keep efficient current mark sheets of the learners' progress. 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.

(2) Teachers are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.

(3) Record sheets must at least have the following information *(**See an example of a record sheet in Annexure A)***:

(a) Subject;
(b) Grade and class;
(c) Learners' names;
(d) Dates of assessment;
(e) Names of the formal assessment tasks;

(f) The results of formal assessment tasks; and

(g) Comments for support purposes when and where appropriate.

(4) The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in *subparagraph 3*.

## 25. REPORT CARDS

(1) A report card is an official document that is used to give feedback to parents on the achievement of learners.

(2) 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 subjects.

(3) 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.

(4) Learner performance for a term should be reflected on the report card for that term.

(5) The end-of-year report card should indicate cumulative learner performance for the year.

(6) The achievement rating in a report card should be indicated by a combination of national codes, percentages and comments. The national codes and percentages should be in accordance with the stipulations in *paragraph 17(4)*.

(7) Comments should provide more information on the strengths and developmental needs of the learners.

(8) Report cards should include information in the following essential components ***(See an example of a report card in Annexure B)***:

**(a)** **Personal details:** Name of the learner, grade and class of the learners, date of birth, school attendance profile.

**(b)** **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.

**(c)** **Performance details:** A national code and /or a percentage indicating the level of performance per subject and a description of the strengths and developmental needs of the learner.

**(d)** **Constructive feedback:** The feedback should contain comments about the learner's performance in relation to his or her previous performance.

(9) A report card may be produced electronically or manually using different styles preferred by the school but should contain all the information mentioned in *subparagraph 8*.

(10) 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.

(11) 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.

(12) The parents or guardians have the right of access to report cards of their children.

(13) Schools may not withhold report cards from learners for any reason whatsoever.

## 26. SCHEDULES

(1) Schedules should be completed four times a year.

(2) The schedule is a quarterly record which provides a summary about the progress of all learners in the grade in a school.

(3) The school may store this information manually or electronically.

(4) The end-of-year schedule is a compilation of learner performance across all four school terms.

(5) Copies of the end-of-year schedules should be kept at the district office.

(6) Schedules should be completed four times a year.

(7) A schedule should include the following information ***(See an example of a schedule in Annexure C)***:

(a) Name of the school and school stamp;
(b) Date;
(c) List of names and surnames of learners in each grade or class;
(d) Admission number of each learner;
(e) Date of birth of each learner;
(f) Gender of each learner;
(g) Age of each learner;
(h) Number of years in a phase (**This information is required for the end-of-the-year schedule only)**;
(i) National codes and percentages that indicate the performance of learners in each subject;
(j) Signature of teacher, principal and departmental official (**required for the end-of-the-year schedule only)**;
(k) 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;

(l) 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;

(m) For Grades 9, 10 and 11 the end-of-year schedule should indicate whether the leaner is promoted to the next grade or not by using (P) for promoted and (NP) for not promoted; and

(n) The-end-of-year schedules for Grade 12 will be externally generated.

(8) The-end-of-year schedule must be signed by the principal and a departmental official. This then constitutes a legal document.

(9) The-end-of-year schedule should be kept at school in a file or box or electronically as part of the school archives for at least 5 years.

(10) A schedule 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.

(11) The Department of Basic Education will develop the schedule forms.

(12) The Provincial Departments of Education are responsible for providing each school with the schedule forms.

(13) Schedules for each grade should be submitted to the district in hard copy.

(14) A school stamp and signatures of a departmental official and school principal are required to authenticate the schedule.

## CHAPTER 8:

## MANAGEMENT OF SCHOOL LEARNER PROFILES

### 27. LEARNER PROFILE

A Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the teacher in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.

### 28. ADMINISTRATION

(1) A Learner's Profile should be kept at school and will be moved from one school to the next when the learner moves to a new school.

(2) The principal of the new/next school must request the Learner's Profile from the previous school within three months of the learner's admittance.

(3) 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.

(4) 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.

(5) 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 parents or guardians.

(6) Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *subparagraph 1*.

(7) The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.

(8) The pre-printed files/folders should be designed such that a Learner Profile includes the following information ***(See an example of a profile in Annexure D)***:

(a) personal information;
(b) medical history;
(c) schools attended and record of attendance;
(d) participation and achievements in extra-curricular activities;
(e) areas needing additional support; and
(f) learner performance.

(9) In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.

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

(11) Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school 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 his or her studies, the provisos stated in *subparagraphs 1 and 3* will apply.

(12) The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Edlab cards, etc.

## CHAPTER 9

## ASSESSMENT OF LEARNERS WITH SPECIAL NEEDS

### 29. ASSESSMENT, PROGRESSION AND RECOGNITION OF COMPETENCE OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

(1) The minimum requirements for achieving grades, as spelt out in the *National Curriculum Statement (Grades R – 12)*, may not be compromised. However, within a flexible learner-based and learner-paced approach to the curriculum, all learners could be enabled to achieve their full potential irrespective of whether or not the end result will be a final certificate.

(2) There needs to be consistent representation of inclusive assessment practice across all grades. This needs to be dealt with in assessment, recording, reporting and promotion.

(3) Learners who experience barriers to learning in both ordinary and special schools need to be able to exit school with a recognition of competence.

(4) The following range of alternate assessments provide a mechanism for learners with the most significant cognitive disabilities, and for other learners who experience barriers to learning who may need alternate ways in which to demonstrate whether they have attained knowledge, concepts and skills. It also provides a mechanism that ensures that these learners are included in an educational accountability system.

**(5) The three types of alternate assessments are as follows:**

**(a) Alternate Assessments Based on Alternate Attainment of Knowledge (content, concepts and skills)** for learners with a significant cognitive disability. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is

determined as a high expectation for these learners. Target learners can include learners with intellectual disability who are currently enrolled in special and ordinary schools.

**(b)** **Alternate Assessment Based on Modified Attainment of Knowledge (content, concepts and skills)** for learners with disabilities who are working on grade-level content that is covered in the general assessment. However, because of their disability they may require more time to master the content. These assessments measure a learner's mastery of the grade-level. Target learners can include learners with moderate intellectual disability, who are deaf, some learners on skills programmes, etc.

**(c)** **Alternate Assessments Based on Grade-level Attainment of Knowledge (content, concepts and skills)** for learners with disabilities or learning difficulties who need testing formats or procedures that provide them with equal opportunities to demonstrate their attainment of content which is at the same grade-level as the general assessment. Target learners can include learners who are blind, have communication, physical disabilities, dyslexia or hearing loss.

(6) All three types of assessment should, where possible be available in ordinary and special schools.

(7) Every learner should have access to the standard of assessment that is suited for his or her needs. No learner should be disadvantaged by the system in as far as that there will be a lowering of expectations or he or she is not assessed at all. All learners will also have the opportunity to receive a school leaving statement.

## CHAPTER 10

## REPEAL OF POLICY AND TRANSITIONAL ARRANGEMENTS

### 30. REPEAL OF POLICY

The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in *Government Notice No.1267* in *Government Gazette No. 29467* of 11 December 2006 is repealed subject to *paragraphs 31* and *32.*

### 31. TRANSITIONAL ARRANGEMENTS

(1) The *status quo* as stipulated in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)* will be maintained until the implementation of the *National Curriculum Statement Grades R – 12*, which comprises:

(a) Curriculum and Assessment Policy Statements for all approved subjects listed in this document;

(b) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

(c) The policy document, *National Protocol for Assessment Grades R – 12.*

(2) The Minister of Basic Education may in terms of *Sections 3(4)(l) and 7* of the *National Education Policy Act, 1996 (Act No. 27 of 1996),* amend the transitional arrangements. Such amendments to the transitional arrangements may be regulated in terms of S*ection 61* of the *South African Schools Act, 1996 (Act. No. 84 of 1996).*

## 32. SHORT TITLE AND COMMENCEMENT

This Policy may be cited as the *National Protocol for Assessment Grades R – 12* and will commence on the day of its promulgation in the *Government Gazette* and becomes effective from:

(1) January 2012 in Grades R – 3 and Grade 10;
(2) January 2013 in Grades 4 – 6 and Grade 11; and
(3) January 2014 in Grades 7 – 9 and Grade 12.

## ANNEXURE A

## EXAMPLE OF A RECORD SHEET FOR GRADES 10-12

**SUBJECT: _____ GRADE: ____ CLASS: __**

| | | TERM 1 | | | | TERM 2 | | | | TERM 3 | | | | TERM 4 | | | | Final Mark |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME OF TASK | | | | | Total | | | | Total | | | | Total | | | | Total | |
| DATE OF ASSESSMENT | | | | | | | | | | | | | | | | | | |
| LEARNERS' NAMES | Maks Mark | | | | | | | | | | | | | | | | | 400 |
| 1 | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | | |

NOTE: Subjects which include a Practical or Performance Assessment Task (PAT) can include an extra column to record learner performance in such tasks. Language teachers would need to add 2-3 columns per term.

## ANNEXURE B

## EXAMPLE OF A REPORT CARD FOR GRADES 10-12

**NAME OF SCHOOL**

**YEAR**
**TERM**

**Name of learner: _____ Grade: _____ Class: ____**

**Date of birth: _____**

| SUBJECT | TERM 1 % | TERM 2 % | TERM 3 % | TERM 4 % |
|---|---|---|---|---|
| Language 1: Home Language – *State Language* | | | | |
| Language 2: *State level – State Language* | | | | |
| Life Orientation | | | | |
| Mathematics / Mathematical Literacy | | | | |
| Subject 1 | | | | |
| Subject 2 | | | | |
| Subject 3 | | | | |
| Days absent | | | | |

**Comments:**

School closes on _____ and re-opens on _____

**Signatures:** **Date:** **Comments:**

Principal- _____ _____ _____

Teacher- _____ _____ _____

Parent- _____ _____ _____

| 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 |

SCHOOL STAMP

## ANNEXURE C

## EXAMPLE OF A PROMOTION SCHEDULE FOR GRADES 10-12

**Name of school: _____ District: _____**

| Number | Admission number | Surname and first names (Learners in alphabetical order per grade) | Male / Female | Date of Birth | Number of years in grade | Learner's Performance | | | | | | | | Promotion: P- promoted NP- not promoted | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Home Language | Other Language | Mathematics | Mathematical Literacy | Life Orientation | Subject 1 | Subject 2 | Subject 3 | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

**Number placed in next grade: _____**

**Certified correct: Teacher: _____ Date: _____**

**Principal: _____ Date: _____**

**Approved: School Management Developer: _____ Date: _____**

## ANNEXURE D

## EXAMPLE OF A LEARNER'S PROFILE

| LP<br>*ADMISSION NUMBER*<br>_____<br>**Please complete in PENCIL** |
|---|

**LEARNER PROFILE**
**GRADES R – 12**
***CONFIDENTIAL***

**-** This is a legal document and information may not be removed. It must be made available by the principal of the school from which the learner has been transferred once the transfer document has been issued, to the principal of the school to which the learner moves. It should be posted or personally and officially handed over to the receiving principal and not given to the learner's parents / guardian (of the learner)
- This profile must be completed in print at least annually by the register teacher and no Tippex may be used.
- When information is included in the area marked by an asterisk (*), the teacher should complete the Support Needs Assessment Form of the Strategy on Screening, Identification, Assessment and Support (SIAS).

| **Lurits NO.** | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| FOUNDATION PHASE | INTERMEDIATE PHASE | SENIOR PHASE | FET PHASE |
|---|---|---|---|
| *Photo must be attached at the beginning of phase* …. | *Photo must be attached at the beginning of phase* …. | *Photo must be attached at the beginning of phase* …. | *Photo must be attached at the beginning of phase* …. |

**PERSONAL INFORMATION** *(Please use BLACK ink and update if there are changes)*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Surname | | | | | | | | |
| Names | | | | | | | | |
| Name by which learner is called | | | | | | Home language | | |
| ID number (birth certificate) | | | | | | Sex (M/F) | | |
| Number of children in household or family | | | | | | | | |
| Position in family (Indicate with X) | Only child | First child | Second child | Third child | Fourth child | Fifth / more | | |
| Religion | African | Bahai | Buddist | Christian | Hindu | Jewish | Islam | Other |
| *** Disability (if any)** | | | | | | | | |
| *** Type of social grant** (e.g. foster care, care dependency grant, child support grant etc) | | | | | | | | |

**MEDICAL INFORMATION** *(Please use a PENCIL and update when there is change, except for allergies)*

| | | | |
|---|---|---|---|
| Family doctor / Clinic | | Contact no | |
| Allergies (indicate in RED) | | Chronic illness | |
| Name of Medical Aid | | Medical Aid no | |
| Name of principal member (Medical Aid) / | | | |

| | | | | | |
|---|---|---|---|---|---|
| Contact person (not parent or guardian) in case of emergency | | | | Contact no | |
| Road to Health Card shown? | Yes<br>Ja | Yes<br>Nee | Number<br>Nommer | | |

| ***Any indication of <u>problems</u> with regard to** | | | **Remark(s) if "YES"* |
|---|---|---|---|
| Child's growth progress | Yes | No | |
| Prenatal / postnatal information | Yes | No | |
| Immunisation record (birth to 5 years) | Yes | No | |
| Visual / hearing / height / weight / speech / physical / locomotor screening results | Yes | No | |
| Hospital admissions | Yes | No | |
| Any developmental problems in the "In need of special care" section ? | Yes | No | |
| Any chronic condition? | Yes | No | |

**INFORMATION REGARDING PARENT(S) OR GUARDIANS** *(Please use a PENCIL and update if there are changes*

| | Father | Mother | Guardian |
|---|---|---|---|
| Surname & Initials | | | |
| Occupation | | | |
| Physical address | | | |
| Postal address | | | |
| City / Town | | | |
| Telephone (home) | | | |
| Telephone (work) | | | |
| Cellphone | | | |
| Email address | | | |

**PERSON(S) WITH WHOM THE LEARNER LIVES (WITH)** *(Fill in only when this is different from parents mentioned above)*

| | | | |
|---|---|---|---|
| Surname & initials | | ID Number | |
| Contact details | | Relationship | |

**PERSONS AUTHORISED TO COLLECT THE LEARNER FROM SCHOOL**

| | | | |
|---|---|---|---|
| Surname & initials | | ID Number | |
| Contact details | | Relationship | |

*** EARLY INTERVENTION SERVICES RENDERED**
(All services related to barriers to learning e g poverty, health, disability, social assistance)

| 0 – 5 year | Area of need | Services and interventions received |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**SCHOOLS ATTENDED (Grade R included)** *(Use a BLACK PEN and update annually if (when) there are changes)*

| Name of school | EMIS no | LOLT | Admission | | Departure | |
|---|---|---|---|---|---|---|
| | | | Date | Gr | Date | Gr |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

*** AREAS NEEDING ONGOING SUPPORT** (e.g. academic, emotional, behaviour, social, learning, vision, mobility, communication – detailed reports may be included in the profile) *Please use a BLACK PEN*

| MM/YY | Gr | Area of need | Nature of support | Review Date |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**PARTICIPATION IN EXTRA (CO)-CURRICULAR ACTIVITIES** (School, as well as non school related – include certificates required for Life Orientation in FET)

| Year | Gr | Activity | Certificate | Organisation / other |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

| **ACHIEVEMENTS** - e.g. Academic, arts & culture, sport etc *(Please use a BLACK PEN and complete annually)* | | |
|---|---|---|
| Year | Gr | Activity |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# CUMULATIVE RECORD CARD

***Must be completed annually by the register teacher*** *(*Alternatively: A computer generated report with *all* the information may be attached to these pages *annually)*

| **FOUNDATION PHASE** | *Use a BLACK PEN* | | | | | *Indicate achievement level* | |
|---|---|---|---|---|---|---|---|
| ***Level indicators*** | *Outstanding* | *Meritorious* | *Substantial* | *Adequate* | *Moderate* | *Elementary* | *Not achieved* |
| ***Code*** | *7* | *6* | *5* | *4* | *3* | *2* | *1* |

| Year | Grade | Progress | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Home Language | First Additional Language | Mathematics | Life Skills | Comment | Number of days absent | Progression Y / N |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

| **INTERMEDIATE PHASE** | *Use a BLACK* | | | | | *Indicate achievement level* | |
|---|---|---|---|---|---|---|---|
| ***Level indicators*** | *Outstanding* | *Meritorious* | *Substantial* | *Adequate* | *Moderate* | *Elementary* | *Not achieved* |
| ***Code*** | *7* | *6* | *5* | *4* | *3* | *2* | *1* |
| *%* | *80 – 100%* | *70 – 79%* | *60 – 69%* | *50 – 59%* | *40 – 49%* | *30 –39%* | *0 – 29%* |

| YEAR | GRADE | **LANGUAGES** (HL / FAL / SAL) | | | SUBJECTS | | | | COMMENTS | NUMBER OF DAYS ABSENT | PROGRESSION Y / N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | **Maths** | **NS & Tech** | **SS** | **LO** | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

## SENIOR PHASE

*Use a BLACK PEN*
*Indicate performance levels*

***Circle results if condoned in Grade 9***

| ***Level indicators*** | *Outstanding* | *Meritorious* | *Substantial* | *Adequate* | *Moderate* | *Elementary* | *Not achieved* |
|---|---|---|---|---|---|---|---|
| ***Code*** | *7* | *6* | *5* | *4* | *3* | *2* | *1* |
| ***%*** | *80 – 100%* | *70 – 79%* | *60 – 69%* | *50 – 59%* | *40 – 49%* | *30 –39%* | *0 – 29%* |

| Year | Grade | **LANGUAGES** (HL / FAL / SAL) | | | **SUBJECTS / VAKKE** | | | | | | | COMMENTS | NUMBER OF DAYS ABSENT | PROGRESSION Y/N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | **MATHS** | **NS** | **TECH** | **SS** | **EMS** | **AC** | **L0** | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

## FET PHASE

*Use a BLACK*
***Record % achieved per subject***

***Circle results if condoned***

| ***Level indicators*** | *Outstanding* | *Meritorious* | *Substantial* | *Adequate* | *Moderate* | *Elementary* | *Not achieved* |
|---|---|---|---|---|---|---|---|
| ***Code*** | *7* | *6* | *5* | *4* | *3* | *2* | *1* |
| ***%*** | *80 – 100%* | *70 – 79%* | *60 – 69%* | *50 – 59%* | *40 – 49%* | *30 –39%* | *0 – 29%* |

| YEAR | GRADE | **LANGAUGES** | | **SUBJECTS** | | | | | | | | | | COMMENT | NUMBER OF DAYS ABSENT | PROGRESSION Y/N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | HOME LANGUAGE | OTHER LANGUAGE | . MATHS / M LITERACY | LO | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | COMPULSORY (4) | | | | OPTIONAL (3+) | | | | | ADDITIONAL | | | | | |