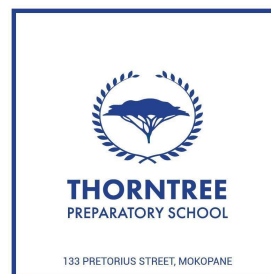




THORNTREE PREPARATORY SCHOOL

ASSESSMENT POLICY

INTERMEDIATE & SENIOR PHASE



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Related Policies	<p>The Constitution of the Republic of South Africa (Act 108/1996.)</p> <p>The South African Schools' Act (Act 84/1996) and subsequent amendments.</p> <p>The National Education Policy Act (Act 27/1996) and any applicable policies determined in terms of this Act, including the Regulations for Admissions to Schools.</p>

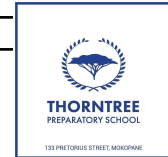
Approved by:	Approved by:
	
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1. PURPOSE OF THE POLICY:

The assessment practices that are encouraged through the CAPS are continuous, planned and integrated processes of gathering information about the performance of pupils measured against the various Specific Areas. The level at which the pupil is to be assessed is provided by the Assessment Standards which are progressive from grade to grade. A Learning Programme, Work Schedule and Lesson Plan design should ensure that assessment is an integral part of teaching, learning and assessment.

2. PROCEDURE:

The key is to determine what exactly is being assessed, i.e. Concepts, application, skill) and to develop assessment tasks in such a way that pupils have a variety of options to demonstrate their learning with respect to the Specific Areas as outlined in the IEB Guidelines document for Mathematics & English Home Language, and in CAPS for all other subjects.

3. ASSESSMENT SHOULD:

1. Enhance individual growth and development, monitor the progress of pupils and facilitate learning.
2. Find out what a pupil knows, understands and/or can do.
3. Make judgements based on valid and appropriate evidence – these judgements should then enable us to make well-informed decisions about what a pupil needs to learn next.
4. Give an indication of the success of the programme of learning including how appropriate resources have been.
5. Include a variety of techniques.
6. Encourage pupils to go beyond simple recall of data or facts.
7. Close the gap between the classroom and the real world.
8. Include opportunities for pupils to perform tasks and solve problems: and 9. Make provision for adaptive methods of assessment.

4. PLANNING FOR ASSESSMENT:

Assessment cannot be neutral with respect to what is taught and learned. Any assessment is an expression of values on teaching, learning and assessment. We need to view assessment as a critical and integrated part of the teaching-learning process. Assessment must be included in the planning of the year plan. All teachers need to know what knowledge, skills, attitudes and values the pupils are expected to possess so that they are able to integrate the assessment programme within teaching and learning activities.

In this year's plan, teachers need to mention all the possible forms of assessment they are likely to use in determining the achievement of the Specific Areas. In doing this they must also take into consideration the relevant Specific Areas for the particular Subject.

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Specific Areas give guidance by indicating what should be assessed.

Lesson Plans should also indicate how the Specific Area will be assessed. The level at which the Specific Areas will be assessed must also be considered. The context, availability of resources and the diverse needs of the pupils also need to be considered.

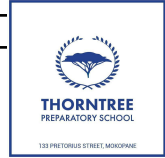
5. ASSESSMENT STRATEGIES:

A wide range of assessment strategies may be used to measure pupil performance. Teachers can select these depending on the purpose of the assessment. These will also depend on a specific subject. The forms/types chosen must provide a range of opportunities for pupils to demonstrate attainment of knowledge, skills, values and attitudes. The following are some of the various forms/types of assessment that could be used by the teachers to assess pupil achievement:

- a) Tests
- b) Performance-based assessment
- c) Interviews
- d) Questionnaires
- e) Structured questions
- f) Assignments
- g) Case studies
- h) Practical exercises/demonstrations
- i) Projects
- j) Role-plays
- k) Simulations
- l) Aural/Oral questions
- m) Observations
- n) Self-report assessment

These assessment strategies and the different forms of assessment for each of the subjects are discussed at length in the Assessment Guidelines for each Subject.

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6. RECORDING:

Recording is used to

- a) Track the pupil's progress towards attainment of outcomes
- b) Detect areas in which support is needed
- c) Ensure effective reporting

The performance of pupils achieving the relevant Specific areas and Assessment standards must be carefully recorded on D6+ online systems. The records must be manageable and are thus formal. Records must indicate the progress of the pupil(s) continuously and must be used by the educator for reflecting, giving feedback and support.

7. REPORTING:

The purpose of reporting is used as follows

- a) To communicate pupil performance to parents and other stakeholders
- b) To enable parents to participate in the learning process of their children
- c) To make educators accountable for pupil parents and other stakeholders
- d) To comment on pupil's strengths and weaknesses for subsequent educators which ensure continuity of learning and teaching
- e) To describe that learning has taken place.

8. THORNTREE PREPARATORY SCHOOL REPORTS TO:

- a) Pupils
- b) Parents/guardians
- c) Other educators
- d) Other schools

The contents of the written report should have the following

- a) Overall description of content covered in each subject through subject blurbs document
- b) Grade, Term and Name
- c) Date of birth
- d) Absenteeism

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- e) Date of re-opening
- f) Detailed personal comment and signatures of the class register teacher & principal
- g) Promotion/progression requirements at Thorntree Preparatory School

9. REPORTING METHODS

- a) Reporting will be done at least once a term in written format.
- b) An electronic mark book has been set up and is updated once a term. All teachers have access and are expected to use this mark book for the recording of termly marks.

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