



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Private Bag X895, Pretoria, 0001, Sol Plaatje House, 222 Struben Street, Pretoria, 0002 South Africa, Tel: (012) 357 3000, Fax (012) 323 0601, www.education.gov.za

TO: HEADS OF DEPARTMENT
HEADS OF PROVINCIAL TEST
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 06 OF 2020

GUIDELINES ON THE SETTING, ADMINISTRATION, MARKING AND MODERATION OF THE 2020 END-OF-YEAR SCHOOL-BASED TESTS IN THE GENERAL EDUCATION AND TRAINING (GET) BAND (GRADES 4-9)

1. In line with the National Assessment Circular 02 of 2020, this circular focuses on the establishment of a national system in which the standard and quality of conducting school-based tests are comparable across all schools in the country. It provides the necessary policy support for the conduct, administration and management of the school-based tests in the GET band (Grades 4-9). These guidelines are meant to ensure quality assurance of the assessment processes as well.
2. A school-based test replaces the end of the year examination. All learners in a grade take the school-based test in a subject. The school-based test could also be set by a team of different teachers of the same subject within the same school or teachers of the same grade and subject.

3. The school-based test will carry a reduced weighting of 20%. The mark allocation and duration of the test per subject and grade is summarised in the attached **Annexure A**. The content of the test must be based on work done during Term 3 and 4 and must cover the fundamental content and skills of the revised Annual Teaching Plans (ATPs) of each subject in the mentioned terms. The test must still include the required cognitive and difficulty levels of the subject being set.
4. The test must be moderated at school level by the HoD. The moderator must also ensure that the test is accompanied by a detailed marking guideline and or rubric, which is accurately formulated and makes provision for other correct alternatives or methods. If the HoD needs some assistance in terms of content knowledge, a senior subject teacher or any capable teacher or subject committee at the school or a lead teacher or Subject Advisor can be delegated.
5. There are two types of moderation, namely, pre-assessment and post-assessment moderation. The pre-assessment moderation takes place before administration and focuses on the quality of the test questions/items, the balance of the cognitive levels and correctness of the marking guidelines. The post-assessment moderation takes place after marking and focuses on accuracy, fairness and correctness of marking. All moderation findings must be reported to the relevant teacher(s) of that subject.
6. The school-based test must be administered under a formal controlled environment.
7. Teachers of the same grade and subject should sample a few scripts and discuss the marking guidelines as a team to ensure that the marking is standardised.
8. All scripts/learner evidences that have been marked by the teacher must be submitted to the moderator who should sample a reasonable number for

moderation. 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.

9. Final promotion schedules for all grades must be approved and signed off using the normal protocol. Learner reports must be generated based on the signed off promotion schedules' marks.
10. Concessions and accommodations for learners with learning barriers must be adhered to following principles of using differentiated methods of assessment to support them. Guidelines on how to manage these barriers are attached as **Annexure B**.
11. **Annexure A and B** attached for ease of reference and implementation, and should be brought to the attention of all teachers.

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.

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



MR HM MWELI
DIRECTOR-GENERAL
DATE: [10/11/2020](#)

ANNEXURE A: 2020 REQUIREMENTS FOR THE END OF THE YEAR TEST

Subject		Grade	Test/Task	Marks		Duration
Mathematics		4-6	Test	25: Grade 4-5		60 min
		7-9	Test	50: Grade 7-9		90 min
Language (HL and FAL)		4-6	Test: response to text	40: Grade 4-5		60 min
				50: Grade 6		
		7-8	Test: response to text	60		90 min
		9	Test: response to text	70		
Natural Sciences and Technology or Natural Sciences		4-6	Test: Matter and Materials: 40% + Energy and Change: 60%	40: Grade 4		80 min
				50: Grade 5		90 min
				60: Grade 6		
		7-9	Test: Matter and Materials: 40% + Energy and Change: 60%	80: Grade 7		120 min
			90: Grade 8			
				100: Grade 9		
Life Skills or Life orientation		4-6	Test	30	100	45 min
			Creative Arts: Practical (performing or visual art)	40		±5 min per learner
			Physical Education	30		45 min
		7-9	Test	70	100	60 min
			Physical Education	30		45 min
Social Science	Geography	4-6	Test	25: Grade 4		60 min
				30: Grade 5		
				40: Grade 6		
		7-9	Test	50		90 min
	History	4-6	Test	25: Grade 4		60 min
				30: Grade 5		
40: Grade 6						
	7-9	Test	50		90 min	
Creative Arts		7-9	Art Form 1	50	100	90 min
			Art Form 2	50		
Technology		7-9	Test	30: Grade 7		50 min
				40: Grade 8-9		60 min

Subject	Grade	Test/Task	Marks	Duration
Economic Management Sciences	7-9	Test Financial literacy: 50% Economy: 25% Entrepreneurship: 25%	100	90 min

ANNEXURE B: CONCESSIONS AND ACCOMMODATIONS

Concessions/Accommodations

12. Concessions may be applied to learners who experience learning barriers related to deafness, aphasia, dyslexia and a mathematical disorder, such as dyscalculia as set out in Regulations.
13. *The Policy on Screening, Identification, Assessment and Support (SIAS) (2014) and the White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, must be strictly followed.
14. The following principles are applied in using differentiated methods of assessment to support learners who experience barriers to learning:
 - a. Reasonable accommodation and effective individualised support measures should be provided in environments that maximise the academic development of these learners on an equal basis with others.
 - b. Support and enable them to give a true account of their knowledge skills.
 - c. The standard of assessment must not be compromised, nor should the learner be given an unfair advantage over his or her peers.
 - d. There should be high expectations of all learners.
 - e. Learners in need of accommodations should be identified as early as possible in order to put the necessary mechanisms in place.
15. The assessment of the learner must be done starting as school level. All the procedures and processes should have been followed by structures at various levels to a point where a learner will be issued with a documentation indicating the type of concession or accommodation to be afforded to the learner, for the duration of or during the administration of all tests and tasks.

16. The Provincial Accommodation/Concessions Committee will be the last level to consider in its absolute discretion applications from learners who experience barriers to learning. In terms of the policy the decision as to whether an accommodation will be granted lies with either the District Based Accommodations Committee or the Provincial Accommodation/Concessions Committee, depending on whether the examinations were internal or external, respectively.
17. The following Accommodation Providers or additional support can be offered to learners during assessment depending on the type of barrier:
 - a. Use of a reader
 - b. Use of a scribe
 - c. Use of a personal assistant
 - d. Use of a prompter
 - e. Use of computers/word processors in non-IT assessments
 - f. Braille
 - g. Enlarged print
 - h. Handwriting
 - i. Spelling
 - j. Medication/food intake
 - k. Rest breaks
 - l. Specific equipment
 - m. Ad hoc support like cases of pregnancy, injury, trauma, hospitalisation and imprisonment just before or during the test.
18. Responsibilities for ensuring fair assessment of learners experiencing barriers to Assessment.
 - a. Responsibilities of School**

The principal of the school is responsible for the overall management of support for learners in need of differentiated assessment/testing and accommodations. The School-Based Committee is responsible for identifying the learners, completing the application forms, attaching all

the relevant supporting documents, forwarding the documentation to the District-Based Accommodation/Concessions Committee and implementing the decision of the District-Based Accommodation/Concessions Committee.

b. Responsibilities of the District/Region

The District-Based Accommodation/Concessions Committee must review the applications, evaluate the recommendations by the sub structure, identify a panel of scribes and readers or any other persons required to assist the learners during the assessment and the examinations. And forward the decision to the Provincial Based Accommodation/Concessions Committee.

c. Responsibilities of the Provincial Structure

The Provincial Based Accommodation/Concessions Committee must review the applications, make a final decision and submit recommendations per learner to the Director dealing with Assessment, who must ensure that the accommodations providers are trained annually, that all the decisions regarding differentiated assessment and accommodations are implemented and that all learners receive their approval letters prior to the writing of the examinations