



**Province of the
EASTERN CAPE
EDUCATION**

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ASSESSMENT INSTRUCTION 44 OF 2016

**TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF EDUCATION SPECIALISTS
SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS:
GRADES 1 – 9
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 09 NOVEMBER 2016

**2016 PROGRESSION/PROMOTION REQUIREMENTS: GRADES 1 – 9
GENERAL EDUCATION AND TRAINING (GET) BAND**

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INTRODUCTION

The implementation of the Curriculum and Assessment Policy Statement (CAPS) is fully implemented in all Phases and Grades. Therefore all learners are directed to use the provisions of the current policies:

- *National policy pertaining to the programme and promotion requirements of the national Curriculum Statement Grades R–12,*
- *National Protocol for Assessment Grades R–12*
- *Curriculum and Assessment Policy Statement (CAPS) for all approved subjects.*
- *Approval of the amendment policy pertaining to the National Curriculum Statement Grades R – 12.*
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statements Grades R – 12 published as government notices no. 115 and 116 in Government Gazette no 36042 of 28 December 2012.*

This Assessment Instruction replaces Assessment Instruction 46 of 2015, dated 16 November 2015.

FOUNDATION PHASE: GRADES 1-3

ASSESSMENT: GRADES 1-3

- 1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grade R-12* and the Curriculum and Assessment Policy Statements of the required subjects.
- 2) The School-Based Assessment mark as determined during the school year will be 100% of the total mark.

PROGRESSION REQUIREMENTS FOR GRADES 1– 3

1. Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm. A learner may only be retained once in the Foundation Phase in order to prevent the learner being retained in this phase for longer than four years. If a learner displays a lack of competence to cope with the following grade's work, assessment should be done to determine the level of support needed.
2. The following are guidelines for determining a learner's progression from Grade 1 to 2 and from Grade 2 to 3 in the Foundation Phase:
 - (a) Adequate Achievement (Level 4)–(50%–59%) in one official language at Home Language level, and
 - (b) Moderate Achievement (Level 3) – (40%–49%) in the second required official language at First Additional Language level, and
 - (c) Moderate Achievement (Level 3) – (40%–49%) in Mathematics.

RECORDING AND REPORTING IN GRADES 1–3

3. The national codes and their descriptors provided in the table shown below should be used for recording and reporting learner performance in the Foundation Phase (Grades 1 – 3). These descriptions are intended to grade learners at the correct level. Comments should be used to qualify learner performance.

ACHIEVEMENT LEVEL	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

4. 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.

INTERMEDIATE PHASE: GRADES 4-6

ASSESSMENT: GRADES 4-6

- 1) Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R-12* and the Curriculum and Assessment Policy Statements of the required subjects.
- 2) School-Based (SBA) is a compulsory component of the promotion marks. The SBA component conducted during the year must be 75%, and the final examination component 25% of the promotion mark.

PROGRESSION REQUIREMENTS FOR GRADES 4– 6

The following are guidelines for determining a learner's progression from Grades 4 – 6 in the Intermediate Phase:

- a) A learner must offer and complete 6 (six) subjects for each Grades 4 – 6;
- b) Adequate Achievement (Level 4) (50% – 59%) in one official language at Home Language level;
- c) Moderate Achievement (Level 3) (40%– 49%) in the second required official language at First Additional Language level;
- d) Moderate Achievement (Level 3) (40%– 49%) in Mathematics, and
- e) Moderate Achievement (Level 3) (40% – 49%) in any other two (2) of the remaining approved subjects. This requirement excludes Immigrant learners.

- NB:**
1. Learners are not permitted to offer more than one language from the same language group.
 2. Learners are not permitted to offer the same language on Home Language and First or Second Additional language level, or on First and Second Additional Language level.

RECORDING AND REPORTING IN GRADES 4 – 6

5. The national codes, together with either percentages or descriptors as provided in the Table shown below, should be used for recording and reporting learner performance in the Intermediate Phase (Grades 4–6).

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

6. Comments should be used to qualify learner performance.
7. Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.
8. Where a learner needs more time to demonstrate achievement, decisions shall be made based on the advice of the relevant role-players: teachers, learners, parents and District Education Support Services (ESS). It is important that a learner support strategy be put in place to support such learner.
9. A learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.

CONCESSIONS

- a) An immigrant learner in the Intermediate Phase must:
- 1) Pass one of the required two official languages on at least First Additional Language level and obtain a rating of Moderate Achievement in that language
 - 2) Comply with the other Foundation or Intermediate Phase Progression requirements.
- b) An immigrant learner may offer his or her home language in lieu of one language, provided that is an officially approved non-official language, further than that he or she complies with the Intermediate Phase promotion requirements.
- c) To be classified as an immigrant learner, such a learner must be in possession of:
- 1) The relevant official documentation such as: a copy of passport, letter from Embassy/Consulate, a copy of study permit issued by the Department of Home Affairs; and
 - 2) The South school that is admitting the foreign learner must send the foreign qualification to SAQA for evaluation and the proof of evaluation must be attached.

d). Learners experiencing barriers to learning

The following concessions may apply to learners who experience the following barriers or any other barriers that impact on a learner's learning:

- i) A deaf learner must offer two required official languages.
 - (aa) *he or she must pass one of the required two official languages on at least First Additional Language level and obtain a Moderate Achievement (Level 3) in that language;*
 - (bb) *an Elementary Achievement (Level 2) in the second official Language*
 - (cc) *comply with the other Foundation or Intermediate Phase promotion requirements.*
- ii) Learners with communication and language impairments, e.g. aphasia and dyslexia must also meet the requirements as set out in *subparagraph (i)* above.
- iii) *White Paper 6 on Special needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learning

SENIOR PHASE: GRADES 7-9

ASSESSMENT: GRADES 7-9

- 1) Learners will be assessed internally according to the requirements as specified in the policy document, *National Protocol for Assessment Grades R-12* and the Curriculum and Assessment Policy Statements.
- 2) The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R-12* and the Curriculum and Assessment policy Statements.
- 3) School-Based Assessment is a compulsory component of the promotion marks. The School-Based Assessment component must be 40% during the year, and the final examination component 60% of the promotion mark.

PROMOTION REQUIREMENTS: GRADE 7 – 9

14. Learners in Grade 7 – 9 will be promoted from grade to grade if they have complied with the promotion requirements in eight (8) of the nine (9) subjects offered, provided that the School Based Assessment (SBA) component of the ninth subject has been completed.
- a) Adequate Achievement (Level 4: 50% – 59%) in one language at Home Language level,
 - b) Moderate Achievement (Level 3: 40% – 49%) in the second required official language at First Additional Language level,

- c) Moderate Achievement (Level 3) in Mathematics,
- d) Moderate Achievement (Level 3) in any three (3) of the other required subjects, and
- e) At least an Elementary Achievement (Level 2, 30% – 39%) in any two (2) of the other required subjects.

10. A learner may only be retained once in the Senior phase in order to prevent the learner being retained in this phase for longer than four years.

RECORDING AND REPORTING IN GRADES 7 – 9

11. The various achievement levels, their achievement description and corresponding percentage bands are provided in the table shown below:

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

12. These descriptions are intended to assist teachers to assess learners and grade them at the correct level.

13. Teachers must record learners' results in marks and report them as percentages.

14. The percentage obtained will determine the rating code on the scale of achievement.

15. Comments should be used to qualify learner performance.

PRINCIPLES OF MARK ADJUSTMENT IN GRADES 7 – 9

16. The following principles will apply in the mark adjustment process:

- a) The focus of mark adjustments will be on individual subjects and not on overall pass rate of the school in grade, as was the case in 2014.
- b) Mark adjustments will be applied in a maximum of three (3) subjects per learner.
- c) The adjustment will be applied to learners who have obtained in a subject a mark which is within a 6% range of the pass requirement.
- d) Mark adjustments must be prioritised in the fundamental subjects, that is, Home Language, First Additional Language and Mathematics.

- e) Mark adjustment must only be effected where it leads to a learner satisfying the overall promotion requirements as set out in CAPS.

GUIDELINES FOR THE IMPLEMENTATION OF MARK ADJUSTMENT PROCESS GRADES 7 – 9

17. The promotion discussion at school level must be chaired by the school principal. The decisions on mark adjustments must be verified and approved by the District Manager or his / her delegate.

The procedure to be followed is as follows:

- Step 1. Identify all learners on the Promotion Schedule who have not met the promotion requirements set out in Paragraph 3 and place them on a possible retention list.
- Step 2. From the possible retention list, indicate all learners that qualify for mark adjustments, i.e. those learners that will be promoted if mark adjustments are applied in a maximum of 3 subjects.
- Step 3. Apply a mark adjustment of 6% or less in a maximum of any three (3) subjects prioritising the fundamental subjects of Home Language, First Additional Language and Mathematics.

Example 1:

Subject	Original Learner Mark	CAPS Requirement	Adjustment to meet the CAPS requirements
Home Language	44%	50%	Adjust by 6%
First Additional Language	35%	40%	Adjust by 5%
Mathematics	34%	40%	Adjust by 6%

In the above example the learner's marks are adjusted in Home Language, First Additional Language and Mathematics.

18. If a learner does not require adjustments in the fundamental subjects, adjustments may be applied in the elective subjects separately or in combination with the fundamental subjects. If a learner requires an adjustment in Mathematics but not in Home Language and First Additional Language, adjustments can be made in any two (2) of the remaining six (6) subjects.

Example 2:

Subject	Original Learner Mark	CAPS Requirement	Adjustment to meet the CAPS requirements
Mathematics	35%	40%	Adjust by 5%
Natural Sciences	34%	40%	Adjust by 6%
Social Sciences	28%	30%	Adjust by 2%

In the above example the learner's marks are adjusted in Mathematics, Natural Sciences and Social Sciences.

Step 4. Remove from the retention list all learners who, after the mark adjustment, now qualify for promotion

Step 5. On the Promotion Schedule the adjusted mark should be indicated and an asterisk (*) should be placed next to a learner's adjusted mark where an adjustment has been made in the specific subject (e.g. Mathematics 40%*) All learners whose marks are adjusted to a pass must be indicated on the Promotion Schedule as passed with adjustment in the progression column

Step 6. Attach a list of all learners who passed with adjustment to the Promotion Schedule.

19. Learners that are repeating a grade should not be excluded from this adjustment process.

20. The number of subjects and the percentage range in which a learner can receive an adjustment will decrease with each successive year of CAPS implementation. In 2016 and 2017, the following adjustment will apply in Grade 7 to 9 in a maximum of three subjects.

The table below indicates the maximum adjustments for each year starting with 2016.

Year	2016	2017	2018 and beyond
Maximum % Adjustment	6% in 3 subjects	5% in 3 subjects	2% in Mathematics or any other subject

From 2018, a condonation will be applied to individual learners whereby they will be awarded a 2% condonation to pass in any one subject.

21. Schools must note that this is not a change in the promotion requirements for the Senior Phase, as stipulated in:

- a) *Regulation 6(3) of the Regulations Pertaining to the National Curriculum Statement Grade R – 12 published as Regulation Notice No. 1114 in Government Gazette No 36041 of 28 December 2012 and*
- b) *Paragraph 21 of the National Policy Pertaining to the programme and promotion requirements of the National Curriculum Statement Grade R – 12, published as Government Notices No. 1115 and 1116 in Government Gazette No.36042 of 28 December 2012.*

The above dispensation on mark adjustment does not in any way change the progression requirements for the Senior Phase, as stipulated in *Paragraph 21 of National Statement Grade R – 12, published as Government Notices No. 1115 and 1116 in Government Gazette No.36042 of 28 December 2012.*

EXEMPTIONS

22. An immigrant learner that has been in the country for less than three years by the beginning of the Grade 9 year will be exempted from the promotion requirement of two official languages. Such a learner still has to offer two official languages, but needs to obtain only a "moderate achievement" in one of these languages.

22. A deaf learner will be exempted from the promotion requirement of two official languages. However, this learner still needs to offer two languages (*South African Sign Language and one other official language on at least first additional level*) and is required to obtain a "moderate achievement" in only one of these languages.
23. Learners with any other special needs, including serious forms of language development delays such as dyslexia and mathematical disorders such as dyscalculia, should also be considered for exemption. (*See Assessment Instruction 05 of 2013 dated 14 January 2013*).

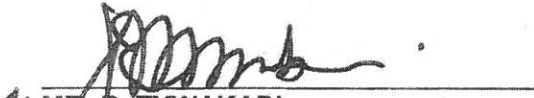
SUBMISSION OF SCHEDULES: DUE DATES

24. All progression/promotion schedules (**SASAMS 12.9.15.7 SCHEDULE**) for Grades 1 to 9 must be lodged by **schools** with the Education Development Officers (EDO) by **Friday 09 December 2016**.
25. The schedules must be lodged by the **EDOs** with District Examinations by **Thursday 15 December 2016**.
26. The schedules must be lodged by **District Examinations** with the Directorate Assessment and Examinations by **Tuesday 20 December 2016**.
27. **No public school may close for 2016 without having submitted an accurate progression/promotion schedule showing the progression/promotion of all learners in Grades 1 to 9 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*).
28. **No independent school that is registered to offer Grades 1 to 12 under the Eastern Cape Department of Education may close for 2016 without having submitted an accurate progression/promotion schedule showing the progression/promotion of all learners in Grades 1 to 9 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*).

CONCLUSION

The quality assurance of all progression/promotion schedules has highlighted serious problems in the application of the progression/promotion policy and the recording of data on both the schedules and the report cards. Therefore District Directors, Officials and School Principals are kindly requested to devise strategies, inclusive of establishing quality assurance teams, to ensure the accuracy of schedules and statistics before signature and submission is made.

The due dates given must be strictly adhered to. Failure to adhere to dates has a knock-on effect on all end-of- year processes. The co-operation of EDOs, Principals and teachers is both expected and appreciated in the best interest of all learners in the Province of the Eastern Cape.


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