basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL PROTOCOL FOR ASSESSMENT

GRADES R – 12

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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

“applied competence” ï means the ability to put the knowledge obtained into practice in the relevant context;

“assessment body” ï means a body accredited by Umalusi, the Council for Quality Assurance in General and Further Education and Training; as well as the Department of Basic Education, which is deemed to be accredited, in accordance with the criteria determined by the South African Qualifications Authority and approved by the Minister in terms of *section 17A(6)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);*

“candidate” - means a learner who has completed the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

“certification” ï means the issuing of the National Senior Certificate by Umalusi when the minimum promotion requirements have been met;

“condonation” ï 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 learnerôs work that is used to compile his or her internal assessment mark;

“examination” ï means the conduct of a midyear and/or once-off end-of-year assessment;

“external assessment” ï 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” ï 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)” ï 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 learner 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 this document;

“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)*;

ñ**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 and 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)” ï 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” ï 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” ï means any learner who has difficulties in accessing the curriculum due to several factors that serve as barriers;

“Language of Learning and Teaching (LoLT)” ï means the language chosen by a schoolôs 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)” ï 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 this policy document*;*

“part-time candidate” - means a learner who has enrolled at an institution that does not offer tuition on a full-time basis and may enroll for any number of subjects in one examination sitting;

“progression” ï 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" ï 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 and commences in Grade 1 in the year the learner turns the age of seven (7) years;

"Provincial Education Department" - means an education department, contemplated in section 1 of the *South African Schools Act, 1996 (Act. No. 84 of 1996)*;

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

"repeat candidate" - means a learner or candidate who has failed the grade enrolled for the National Senior Certificate examination, or who wants to improve his or her National Senior Certificate examination results, and who wants to repeat, either the grade failed or the Grade 12-year, as a full-time learner or 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" ï means a school as defined in the *South African Schools Act, 1996*

(Act No. 84 of 1996);

“school-based assessment” ï means all formal assessment, including examinations, conducted by the school throughout the year on a continuous basis. In Grade 12 the School-Based Assessment component is all the formal tasks including the mid-year and September examinations, but not the end-of-year National Senior Certificate examination;

“supplementary examination” - means an examination as contemplated in *paragraph 38* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*;

“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” ï 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 ï 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 comprise:

(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 ï 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 learnersô 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 learnersô 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) Progression (Grades 1-8) and promotion (Grades 9-12) of learners to the next grade should be based on recorded evidence in formal assessment tasks. 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 learnersô 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 learnerôs evidence of performance.

(2) The teacher file with assessment tasks must ï

(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 Assessment Task mark in any subject in Grades 10-11, without a valid reason, will result in the candidate, registered for that particular subject, receiving an incomplete result. The candidate 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 Assessment Task. Should the candidate fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task requirements, such a candidate will not be resulted and he or she must repeat the subject and redo the School-Based Assessment and/or Practical 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 Assessment requirements, he or she, registered for that particular subject will receive an incomplete result.

6) ñValid reasonò 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 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.

CHAPTER 4

FINAL END-OF-YEAR EXAMINATION

9. REQUIREMENTS FOR THE GRADES 10 AND 11 END-OF-YEAR EXAMINATION

(1) Learners must enrol for seven or more subjects listed in the *National Curriculum Statement Grades R – 12* as contemplated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

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

10. REGISTRATION OF ADDITIONAL SUBJECTS

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

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

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

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

(d) 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.

(e) 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;

(f) 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

(g) 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 education department. 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, 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 candidate is unable to write (or complete) one or more of the Grades 4-9 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 learnerôs 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 learnerôs 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, parentsô 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 ï 3): Record and report in national codes and their achievement descriptions.

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

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

(d) Grades 10 ï 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 ï English, First Additional Language ï IsiXhosa, Second Additional Language ï 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 parentsô 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 ï 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 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 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 ï 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 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 29

(2) In the Intermediate Phase (Grades 4 ï 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 ï 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 ï 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 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 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 ï 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 ï 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 ï 100
6	Meritorious Achievement	70 ï 79
5	Substantial Achievement	60 ï 69
4	Adequate Achievement	50 ï 59
3	Moderate Achievement	40 ï 49
2	Elementary Achievement	30 ï 39
1	Not Achieved	0 ï 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 ï 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 learnersô 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 teachersô 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 teacherôs file. Stickers, coloured paper, etc. may be used for this purpose.

(4) Teachersô 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 learnersô 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 learnersô 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) Learnersônames;
(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 learnerôs 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 learnerôs 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 7*.

(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 learnerøs 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 Learnerøs 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 Learnerøs Profile from the previous school within three months of the learnerøs 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 comprise:

(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 ï 3 and Grade 10;
(2) January 2013 in Grades 4 ï 6 and Grade 11; and
(3) January 2014 in Grades 7 ï 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 ï *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 ï 100
6	Meritorious achievement	70 ï 79
5	Substantial achievement	60 ï 69
4	Adequate achievement	50 ï 59
3	Moderate achievement	40 ï 49
2	Elementary achievement	30 ï 39
1	Not achieved	0 ï 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 *ADMISSION NUMBER* _____ **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 learnerôs 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 Ja	Yes Nee	Number Nommer	

***Any indication of <u>problems</u> with regard to**			**Remark(s) if "YES"*
Childõs 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 ñIn need of special careò 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 ï 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 ï 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 ï 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 | | | | | | |

PLACE THE FOLLOWING INFORMATION IN THIS PROFILE DOCUMENT		
Date	**Document**	√
	Admission form	
	Copy of birth certificate	
	Copy of Road to Health card	
	Transfer certificate / document	
	Indemnity forms	
	Letters from / to parents	
	Absenteeism letters	
	Medical reports	
	Support services	
	Intervention reports	
	*** Current report card**	
	Support Needs Assessment (SIAS)	
Annually	**End of year report / report card**	

DETAILS OF CLASS / REGISTER TEACHER			
Date	**Grade**	**Surname and initials**	**Signature**

**** IF THE LEARNER IS TRANSFERRED IN THE MIDDLE OF THE YEAR, THE MOST RECENT (CURRENT) REPORT SHOULD BE PLACED IN THE PROFILE***