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Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

CIRCULAR: 0128/2002
EXPIRY DATE: NONE
TO: PRINCIPALS OF ALL WCED INSTITUTIONS, CHIEF DIRECTORS, DIRECTORS, HEADS OF SECTIONS AND PERSONNEL AT HEAD OFFICE AND DIRECTORS AND PERSONNEL AT EMDCs

BRIEF SUMMARY: Announces a moderation policy and provides a copy of the WCED Moderation protocol.

SUBJECT: ANNOUNCEMENT OF A MODERATION POLICY

Enclosed is a copy of the new provincial moderation policy which will take full effect from the beginning of 2003.

A new body, UMALUSI, has been tasked with quality assuring the provision of education, including the Quality Assurance of the GET and FET assessment processes for certification. "UMALUSI" replaces the South African Certification Council (SAFCERT) and is the official name of the proposed so-called GENFETQA body. While the Western Cape Education Department is an examining body, it is not a certifying body: this is one of the roles of UMALUSI. The "Manual for Moderators and Verifiers of site-based and external assessment in school education" (First Edition 2002) states that it is the role of UMALUSI to ensure that the certificates are awarded on the basis of "the same standard of assessment across different examining bodies" (page 1). It further indicates that "The function of UMALUSI has been extended to include quality assurance measures for an internal or site-based assessment (SBA) component in addition to an examination at GET or FET exit points".

Failure by the province or any school within the province to comply with the requirements of UMALUSI will mean that UMALUSI is unable to guarantee that the province has followed due process and could impact negatively on the issue of GET or FET Certificates in any

year. Schools should please note that, amongst other obligations, it is the role of UMALUSI to make unscheduled monitoring visits to schools and to ask for evidence of assessment and moderation being taken at that school.

Schools should note that the moderation model which will be the norm for the province as of 2003 is that of "cluster" moderation, except in those circumstances (e.g. where "face moderation" is required) which are listed in the protocol. Schools should anticipate that there will be some cluster moderation in 2002 in order for this process to be piloted before the model is taken to scale in 2003. EMDCs will make contact with schools directly in regard to specific arrangements for this year.

Schools are called upon to familiarise themselves with the policy and to set processes in motion to ensure that they will be in a position to meet all requirements from the beginning of next year.

HEAD: EDUCATION
DATE: 2002-10-28

MODERATION POLICY AND PROTOCOL FOR THE WESTERN CAPE EDUCATION DEPARTMENT

INDEX

A. Preface

This protocol sets out the principles, rules and formal steps which spell out the Western Cape Education Department policy and implementation plan for the formal moderation of Continuous Assessment.

It lists commitments being made by the WCED
It makes stipulations for schools.

B. Introduction

The Western Cape Education Department is responsible for quality assuring assessment of learners for progression, promotion or qualifications. The Department is thus obliged to establish internal moderation systems consistent with the requirements of the South African Qualifications Authority and the General and Further Education & Training Quality Assurer.

Internal moderation must ensure that school-based assessment adheres to the principles of fairness, validity, reliability, consistency, practicability and is well-designed and well-managed.

Moderation is the process of ensuring the validity of the assessment instruments, fairness of the assessment processes and reliability of assessment decisions by all assessors according to agreed standards. Moderation standards must be transparent and thus must be set before teaching, learning and assessment begins.

Moderation is not a once-off process. Monitoring is part of the moderation process and thus monitoring of achievements and assessments must be an ongoing process. Moderation during the course of the year may determine whether or not the candidate/ school/ cluster needs to be moderated at the end of the process.

Moderation may take the form of face-to-face moderation with learners/ candidates, visits to schools to undertake moderation of work or cluster moderation at which either learners or samples of their work are brought to a central point.

C. Moderation framework

- South African Quality Assurance Act (Act 58 1995)
- General & Further Education & Training Quality Assurance Act (Act 58 2001)
- General Education and Training Assessment Policy (December 1998)
- The South African Certification Council External Moderation System for School-based Assessment for the Senior Certificate
- Learning Area/Subject Guidelines for the relevant learning area / subject
- Relevant core subject syllabii

D. Main functions of the moderation system

- To verify that assessments are fair, valid, reliable, consistent and practicable
- To ensure that learners doing the same subject but in different classes are treated equitably
- To validate the authenticity of the learners' work
- To identify the need to redesign assessments if required
- To provide an appeal procedure for dissatisfied learners
- To evaluate the performance of assessors
- To provide appropriate and necessary support, advice and guidance to assessors

E. Methods of moderation

- Moderation methods will include face moderation, moderation of practical activities, moderation of products, script or portfolio moderation, statistical moderation and cluster moderation
- The cluster moderation model is a time-effective and human resource-effective model.
  - Employment of this model is a well-known mechanism for human-resource development, standard setting, stimulating collegiality and assisting in the establishment of a Quality Assurance system.
  - Educators in a cluster will be able to create a shared understanding of standards and assessment requirements in a collegial environment.

F. Evidence required for moderation

- Performance by learners e.g. oral work
- Exhibition of learners' work e.g. models
- Portfolios

Whereas performance and models etc are restricted to particular subjects, portfolios must be produced in all subjects as evidence of continuous assessment.

Two types of portfolios are required:

- **The educator's portfolio** contains all the instructions and assessment criteria and rubrics pertaining to all the CASS tasks set for the learners.
- **The learner's portfolio** for each learner contains each piece of evidence that is used to calculate the learner's CASS mark.

Portfolio presentation:
As these portfolios are merely collections of evidence of work, the nature of the portfolio itself is not important as long as it neatly contains the work. (Examples of inexpensive portfolios are stapled sheets of cardboard, sealed A4 envelopes with the top cut off, flip files, etc.)

Portfolio storage and management: Although the educator will also keep a record of all marks awarded to a learner, the importance of the safekeeping of the portfolio must be stressed. The creation of a portfolio of work, its management and safekeeping are important skills in a learner's development.

G. Functions of moderators

- To plan and prepare for moderation
- To set standards prior to assessment taking place
- To check assessment instruments for appropriateness
- To monitor assessment processes
- To check evidence of candidates' work
- To check the decisions of assessors for consistency

H. Moderators

- *At provincial level*, Senior Curriculum Planners will perform moderation functions. They may also be requested to assist EMDCs.
- *At EMDC level*, Curriculum Advisors and Assessment Coordinators will perform moderation functions.
- EMDCs may request experienced teachers to assist with moderation at cluster level, in which case the EMDC will be responsible for subsistence and travel costs.
- *Within schools* the principal is expected to appoint subject heads or heads of department as moderators.
- It is expected that moderators will acquire the relevant SAQA Assessor unit standards and be registered as assessors and moderators.

I. Accountability

The Director: Curriculum Development will be accountable to the Head: Education and the General & Further Education & Training Quality Assurance Body for the moderation and quality assurance of all school-based assessment for progression, promotion and qualifications within the WCED.

J. Matrix management of moderation and learners quality assurance

- The relevant Senior Curriculum Planners in the Assessment & Examinations Section of the Curriculum Development Directorate will be the provincial managers of the processes.
- The EMDC Directors will be accountable for moderation and quality assurance in their relevant EMDCs where the process will be managed by the Assessment Coordinator under the supervision of the Chief Curriculum Advisor.

K. Two types of Moderation: Internal and External

K.1. INTERNAL SCHOOL MODERATION

As part of its school assessment policy, each school should have an internal moderation policy. Internal moderation must ensure that school-based assessment is consistent, accurate and well designed. Transparency in the methods used is of the utmost importance.

FUNCTIONS

The main functions of the internal moderation system are:

- To verify that assessment across all subjects is fair, valid, reliable and practicable
- To ensure that learners doing the same subject but in different classes are treated equitably
- To validate the authenticity of the learners' work
- To identify the need to redesign assessments
- To provide an appeal procedure for dissatisfied learners
- To evaluate the performance of assessors
- To provide appropriate and necessary support, advice and guidance to assessors
- To ensure that school-based assessment is continuous throughout the year

METHODS

Moderation methods will include face moderation, moderation of practical activities, moderation of products, script or portfolio moderation and statistical moderation.

INTERNAL FACE MODERATION

- Practical and oral work must be face moderated.
- Care must be taken that the distribution of marks / codes can be correlated with that of the written work for the group.

DRAWING UP CRITERIA.

- Each school must have acceptable assessment and moderation criteria worked out for each subject/learning area for the CASS marks/codes.
- Where there are predetermined assessment criteria, the school's moderation criteria must ensure that these criteria are adhered to.
- All teachers involved in the subject/learning area should be involved in the drawing up of the criteria; learners could also be involved.
- The criteria for assessment and moderation may vary between subjects/learning areas.
- The criteria should be as comprehensive as possible.
- Schools are advised to draw up these assessment criteria (where applicable)and moderation criteria in consultation with other schools and subject/learning area specialists in their clusters.
- The criteria must be made available to all learners and their parents, to all the staff and to EMDC officials, on request, as well as to the external assessors prior to their visits.

TIMING

The internal moderation process must be performed effectively from January to November.

MODERATORS

Schools are strongly advised to appoint senior staff to moderate the assessment of educators within the school. These moderators should have the confidence of the rest of the staff at their school.

K.2. EXTERNAL MODERATION

As part of the national assessment policy, each province should have an external moderation policy. External moderation must ensure that school-based assessment is consistent, accurate and well designed. Transparency in the methods used is of the utmost importance.

FUNCTIONS

The main functions of the external moderation system are:

- To verify that assessment across all subjects and schools is fair, valid, reliable and practicable
- To ensure that learners doing the same subject but in different schools are treated equitably
- To validate the authenticity of the learners' work
- To identify the need to redesign training
- To provide an appeal procedure for dissatisfied schools
- To evaluate the performance of assessors

- To provide appropriate and necessary support, advice and guidance to assessors

MODERATION SAMPLE

- Ideally, all of the CASS marks for each school should be moderated by external assessors.
- Generally only a 10% sample would be moderated.

MODERATION FOR GRADES 1 – 11 (AND EXCLUDING 9)

- In the case of Grades 1 – 11 the Circuit Manager and relevant curriculum advisers will routinely call upon the schools, throughout the course of the year, for ongoing evidence of performance via the learner and educator portfolios.
- Portfolios of those learners whose progression is questioned during the year, or during the signing of schedules, should be made available to the Circuit Manager.

CLUSTER MODERATION

- A system of cluster moderation will generally be employed. In cluster moderation educators come together as a group with samples of portfolios. Moderation is based on group evaluation and discussion and managed on a consensus basis or a weighted system of scoring.
- A cluster consists of a group of schools (up to a maximum of 10) which are relatively close to one another and take the number of learners into account.
- The responsibility for drawing up the subject cluster rests with each EMDC which will set up official clusters that will apply to all subjects:although clusters could combine for smaller subjects
- Cluster moderation meetings will be conducted by Curriculum Advisers, Circuit Managers or other officials or educators where necessary.
- For Quality Assurance purposes it is possible that the clusters will vary, if not annually, then from time to time.
- It is advisable for the educators involved to hold a number of meetings during the course of the year so that all the details regarding the methods to be used for a particular subject/learning area are known and agreed upon before the individual educators commence their evaluations.

EXTERNAL FACE MODERATION

- Practical and oral work for certification should be face moderated, i.e. both in Grade 12 and in Grade 9.
- Once policy is in place, criteria must be drawn up by the relevant moderators prior to the commencement of assessment.
- The distribution of marks of written examinations provides an indicator for the distribution of CASS marks.

SELECTION OF CANDIDATES FOR FACE MODERATION

- All candidates and their parents/guardians must be informed by the school principal (preferably in writing) that moderation is an integral part of their

assessment, and they cannot absent themselves on the day set aside for moderation without a valid reason or a medical certificate.

- Candidates who are absent during moderation can be requested to present themselves for moderation on another day.
- Moderators make their own selection of candidates for moderation, based on the marks/codes awarded by the educator.
- At least 10% of the candidates (or a minimum of 12) per school, or the work of at least 10% of the candidates (or a minimum of 12) should be moderated.
- One third of the candidates must be selected from the "achieved beyond expectation" category, one third from the "achieved" category, and the remaining one third from the "partially achieved/ not yet achieved" category.

EXTERNAL ASSESSORS

The external assessors could be drawn from one or more of the following:

- Specifically appointed educators from a group of schools
- Specialist curriculum advisor from the Educational Management and Development Centre (EMDC)
- Assessment co-ordinator (EMDC)
- Chief Curriculum Advisor from the EMDC
- Circuit Manager from the EMDC
- Senior Subject Specialist/Curriculum Planner from Head Office
- Monitor from the national Department of Education
- GENFETQA moderator

ADJUSTMENT OF MARKS

In cases where a set of portfolios is subject to scrutiny by a panel and the average difference between the marks allocated by the school and by the moderation panel is greater than 10%, then the marks of all the candidates are adjusted up or down according to the average difference. Oral and practical marks will be adjusted by moderators where required.

L. Processes, Rules and applications

SUBJECT/LEARNING AREA SUPPORT AND GUIDANCE WILL BE PROVIDED

- Learning Areas / subjects offered at Grade 9 or 12 level will have provincial Continuous Assessment (CASS) portfolio stipulations and a guideline document. These will be subject to regular review.
- Annual information and/or training workshops will be held early in the year to:
  - analyse the assessment / question paper and the results of the preceding year
  - confirm that teachers are familiar with the CASS and, where applicable, examination stipulations for the current year.
- As the annual workshops are intended to build capacity, all school subject heads should attend and take responsibility for the enskilling of

colleagues. Where possible, subject teachers should also attend the workshop.

- The WCED will supply various communiques which will include examples.
- Wherever possible there will be additional support visits, if not per individual site, then per cluster.
- Extensive and current support will be provided on the WCED Curriculum and Assessment web pages.

CONFIDENTIALITY

- While discussion of marks will take place routinely during the course of the year in order to motivate, reward and instruct, the final CASS mark / code submitted by the school for moderation should not be provided to learners.
- The marks AFTER moderation may not be provided to learners.

USE OF CASS IN SCHOOL IMPROVEMENT

CASS provincial averages should be shared and discussed with schools. Schools should be encouraged to study the links between CASS marks/codes and final results and to understand the meaning of these and how to improve results.

IRREGULARITIES IN SCHOOL-BASED ASSESSMENT

- Statements of authenticity are to be made by the candidates for each piece of work that is produced for CASS and included in the learner's portfolio.
- A candidate who makes a false statement or presents any work other than her/his own for assessment will be dealt with in terms of the rules and regulations for Irregularities. Candidates can be barred from the Senior Certificate Examination for a period of up to 2 years.
- Educators or officials found falsifying school-based assessment, neglecting assessment or moderation duties or providing candidates with unlawful assistance will be liable for charges of misconduct under the Employment of Educators Act.
- If a candidate fails to hand in work for CASS without a valid reason, the educator, Head of Department and Principal will indicate to the learner, and his/her parents, the importance of handing in the work. If the work is still not submitted, the candidate is to be given "incomplete" for that particular task NOT ZERO. The educator's portfolio must reflect that follow-up action was taken.
- If a candidate does not hand in any CASS tasks at all in a particular subject/learning area, she/he is marked as "incomplete" for CASS, with the result that her/his final Senior Certificate or General Education and Training Certificate results will be 'incomplete'. The candidate will be allowed to re-enter for the subject/learning area concerned in the following year.
- In cases where a learner hands in work that is not worth any marks, he/she receives a zero. The educator's portfolio must reflect that follow-up support was given to the learner.

- Candidates who do not produce individual CASS tasks due to medical or other valid reasons, are to be marked as 'absent' for that task. Their final CASS mark is then calculated out of a lower total.

CASS APPEAL PROCEDURES

- If a **learner** is unhappy with her/his mark, the learner may appeal to the Head of Department for that subject. Should he or she wish to appeal against the decision of the HOD, he/she may appeal to the EMDC Curriculum Advisor in the subject. The decision of the Curriculum Advisor is final.
- If a **school** is unhappy with any adjustments made to the school-based assessment , the school may appeal to the Chief Curriculum Advisor at the school's EMDC within 5 days of receiving the adjusted marks. The Chief Curriculum Advisor will then appoint another subject specialist to moderate the CASS tasks and marks. Together with the specialist, the Chief Curriculum Advisor will make a decision. The result of the appeal will be given to the school within 10 days of the request for the re-mark / re-assessment. The decision of the Chief Curriculum Advisor is final.

ADDENDUM

DETAILED STIPULATIONS

1. Internal (school-based) moderation

The EMDC Assessment co-ordinator will ensure that the school assessment co-ordinator is equipped with training and a checklist to make sure that all colleagues are planning for **and handling** a school moderation policy.

The EMDC Assessment co-ordinator will ensure that the EMDC itself has set up a comprehensive set of internal mechanisms so that all colleagues are equipped to deal with the necessary roles within the moderation system.

The Circuit Manager will ensure that each school has a school moderation policy and is administering this.

Each Learning Area / subject will provide guidance/training in suitable exercises and steps to help set standards internally within the school (eg setting of exercises, setting of criteria, actual marking exercises where all colleagues mark the same piece of work).

2. Ongoing district moderation

As of 2002, on an experimental basis initially, the normal procedure for moderation will be by means of cluster moderation. This will take 2 forms: ongoing developmental moderation and final cluster moderation.

For those subjects where there is only a limited number of support officials, a total provincial moderation management plan across EMDC boundaries **will** be set up to accommodate these subjects.

2.1. DEVELOPMENTAL MODERATION

This has two elements:

- developmental moderation via visits to schools.
- developmental moderation by means of clusters.

2.1.1. DEVELOPMENTAL MODERATION VIA VISITS TO SCHOOLS

A *phased implementation model* is to be introduced. For 2002 the following conditions will prevail:

- The WCED will visit the "Learning Schools" (those designated for Grade 12 intervention and support) plus up to 50% of the remaining schools.
- In the case of moderation of work of Grades 1 - 11 the moderation will commonly be undertaken by means of moderation visits, except where cluster moderation is arranged. This will increasingly take place as the EMDC processes are set up. The moderator for Grades 1 – 11 could be

either the curriculum adviser or the circuit manager who would call for samples of work to be provided in the course of a monitoring or support visit to the school.

- Visits will include a proviso that copies of learner work/portfolios be supplied for discussion.
- Time will be allocated for a return visit should this be considered desirable
- Circumscribed classroom visits will occur should an invitation be issued.
- Qualitative developmental reports will be maintained on a personal level (eg filled in by adviser on a pro forma form and left with the educator).
- General routine reports (eg school performance vs checklist of subject Quality Performance Indicators) will be completed and copies supplied to the school.

2.1.2. DEVELOPMENTAL MODERATION IN CLUSTERS.

The following model will be introduced in 2002 by Learning Area / subject specialists:

- A series of developmental meetings will occur.
  - Educators will bring copies of portfolios – say 2 "partially achieved / not yet achieved", 2 "achieved" and 2 "achieved beyond expectation" per subject or Learning Area. These will be displayed and general observations made.
  - Joint marking or standard-setting exercises will take place at a follow-up meeting.

3. Final moderation

3.1. FINAL CLUSTER MODERATION

- By the time of the final moderation, internal moderation and ongoing developmental cluster moderation should have ensured a degree of standardisation and quality assurance.
- The model will be phased in. In 2002, although the moderating tool will be the final cluster meeting, decisions will not be binding on schools The mark lists will be scrutinised by the Curriculum Adviser and adjustments may then be made i.e. **only the Curriculum Adviser has the authority to make adjustments to school totals.**
- Each EMDC will plan the moderation process within the following framework:
- Each school will be provided with a fixed date and venue for the final portfolio cluster moderation
- At least one teacher per school will attend
- 15% of the school's total sample of Learner Portfolios should be provided. The official need is for 10%. The additional 5% must be on hand should there be queries.
- A full set of Educator portfolios must be supplied.
- Sets of Attendance records are required
- Class lists with all required totals (as per subject/Learning Area specifications)
- Portfolio Assessment criteria, as previously circulated.

- One full Learner Portfolio from that cluster will be photocopied and handed out. Group assessment of that single portfolio will take place. A consensus decision about marks will be reached.
- Other portfolios will be distributed according to a managed principle (eg sharing of one set across a number of other readers) and assessed.
- Each portfolio should have been studied by at least 3 teachers who will have commented on separate pages (not shared with others at this point).
- Further discussion and consensus-reaching processes will ensue.
- Lists will be submitted to the Curriculum Adviser.
- Selected portfolios will be retained by the Curriculum Adviser for provincial moderation.

3.2. FINAL (FACE / PRACTICAL) MODERATION VISIT

In certain cases in Grade 12 an annual moderation visit will be necessary. This will include subjects where "face" moderation or moderation of practical work is necessary. The specific requirements of each subject will be communicated to schools by the responsible officials at each EMDC in good time.

3.2.1. *The procedure*

- Moderation requirements and criteria will be clearly stipulated prior to the visit.
- The moderator will interact with the marks/scores presented and ensure comparability with other schools to ensure that the same criteria apply across the board.
- Where face moderation is required then the moderator interacts also with the learners.
- A suitable venue for the moderation is necessary.
- The moderator asks for and is provided with evidence of how the marks have been arrived at (see note on the Educator's Portfolio).
- A discussion of the assessment process, its difficulties and the solutions arrived at should ensue.
- The educators responsible should be present.
- The Head of Department should be present.
- Depending on the demands of a particular subject or process, performance by learners or samples of work of at least 10% of the learners chosen from the top, middle and bottom of the range, will be required.
- Should there be any need for further moderation then the work from ALL the learners should be available for inspection.
- The moderator, plus the Head of Department, and, if possible, the teachers should have a meeting with the principal at the conclusion to the visit.
- The school should receive written feedback.

3.2.2. *The evidence required at the visit*

- *Educator portfolio:*
  - Copies of all task specifications and assessment criteria.
  - Records of how the marks were arrived at
  - Copies of all tests and memos

- Mark book
- Attendance records

Learner portfolio: The stipulations per subject must be adhered to in respect of the learner portfolio. Elements would include:

- scripts
- artefacts
- projects
- learners themselves.

- The WCED will provide a brief report on the annual moderation visit. It will contain
  - Description of alterations to marks (raised, lowered, average, comparison with previous year etc)
  - Reference to projects seen, tests and memos seen etc
  - Rating of level of complexity etc of projects and standard of work generally.
  - A joint goal-setting for improvements (if needed)

3.3. APPOINTMENT MODERATION

Certain circumstances (eg availability of officials, distances to be covered) necessitate "appointment" moderation. In such cases educators and moderators meet at a central venue by appointment at a scheduled time. The portfolios are evaluated and discussed on an individual school basis.

3.4. DISTANCE MODERATION

Schools may be asked to send portfolios to a central distant venue. Such moderation would be handled by the Curriculum adviser or moderator who would then return the portfolios with a written report.

4. Administration: management of the computer data sheets for the CASS totals (Grade 12, and possibly Grade 9)

For the subjects which do not require a "Face" or "Practical" moderation the following list indicates both ***the chain and the responsibilities*** *of each person in the chain.*

- Educator provides marks on class lists as per CASS Guideline document.
- Adviser/Moderator moderates (on site, via appointment, distance or cluster moderation).
- Educator fills in computer data sheet **OR** *Adviser/Moderator fills in computer data sheet (in the case of the Languages and certain subjects with a practical component.*
- Educator signs Data Sheet (indicates that all totals are checked and correct).
- Principal signs Data Sheet (indicates that there are no obvious errors on the sheet).
- School submits Data Sheets to the relevant Curriculum Adviser.
- Adviser signs data sheet (indicates that all totals are checked and correct).
- Forms are submitted to the EMDC Assessment co-ordinator who ensures that they are all a) submitted and b) that there are no obvious errors.
- Forms are submitted to the Directorate: Examinations for data capture.

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ISebe leMfundo leNtshona Koloni

OMSENDBRIEF: 0128/2002
VERVALDATUM: GEEN
AAN: PRINSIPALE VAN ALLE WKOD-INRIGTINGS, HOOFDIREKTEURE, DIREKTEURE, AFDELINGSHOOFDE EN PERSONEEL BY HOOFKANTOOR, EN DIREKTEURE EN PERSONEEL BY OBOS'e

KORT OPSOMMING: Kondig 'n modereringsbeleid aan en verskaf 'n kopie van die WKOD Modereringsprotokol.

ONDERWERP: AANKONDIGING VAN 'N MODERERINGSBELEID

'n Kopie van die nuwe provinsiale modereringsbeleid wat vanaf die begin van 2003 in werking sal tree, word hierby ingesluit.

Die taak om die gehalte van die voorsiening van onderwys te verseker, insluitende die gehalte versekering van die AOO en VOO prosesse vir sertifisering, is aan 'n nuwe liggaam, UMALUSI, opgedra. UMALUSI sal die Suid-Afrikaanse Sertifiseringsraad (SASR) vervang, en is die amptelike naam van die voorgestelde sogenaamde GENFETQA-liggaam. Alhoewel die Wes-Kaap Onderwysdepartement 'n eksamineringsliggaam is, is dit nie 'n sertifiseringsliggaam nie: dit sal een van die take van UMALUSI wees. In die *Manual for Moderators and Verifiers of site-based and external assessment in school education* (Eerste Uitgawe 2002) word dit gestel dat dit die rol van UMALUSI is om te verseker dat sertifikate uitgereik word op grond van "the same standard of assessment across different examining bodies" (bladsy 1). Daar word voorts aangedui dat "The function of UMALUSI has been extended to include quality assurance measures for an internal or site-based assessment (SBA) component in addition to an examination at GET or FET exit points".

Indien die provinsie, of enige skool binne die provinsie in gebreke sou bly om die vereistes van UMALUSI na te kom, sou dit beteken dat UMALUSI nie in staat is om te waarborg dat die provinsie die regte prosedure gevolg het nie, en dit kan negatief inwerk op die AOO- en VOO-sertifikate wat in 'n gegewe jaar uitgereik word. Skole moet asseblief daarop let dat, afgesien van ander verpligtinge, dit die taak van UMALUSI is om ongeskeduleerde moniteringsbesoeke aan skole te bring, en om te vra na bewyse van assesserings- en moniteringsaksies wat uitgevoer word by daardie skool.

Skole moet daarop let dat die modereringsmodel wat vanaf 2003 die norm vir die provinsie sal wees, op "klustermoderering" berus; behalwe in gevalle (b.v. waar "sigmoderering" vereis word) soos in die protokol vermeld. Skole moet verwag dat daar gedurende 2002 'n mate van klustermoderering, by wyse van 'n proeflopie sal wees, voordat die proses in 2003 algemeen toegepas word. OBOS'e sal direk met skole skakel aangaande die spesifieke reëlings vir vanjaar.

Daar word 'n beroep op skole gedoen om hulle met die beleid vertroud te maak, en om prosesse in werking te stel waardeur hulle kan verseker dat hulle gereed sal wees om vanaf die begin van volgende jaar aan al die vereistes te voldoen.

HOOF: ONDERWYS
DATUM: 2002 - 10 - 03

MODERERINGSBELEID EN -PROTOKOL VIR DIE WES-KAAPSE ONDERWYSDEPARTEMENT

INHOUD BLADSY

A. Voorwoord

Hierdie protokol bied uiteensetting van die beginsels, reëls en formele stappe wat die Wes-Kaapse Oderwysdepartement se beleid en implementeringsplan vir die formele moderering van Deurlopende Assessering uitspel.

Dit noem verbintenisse wat deur die WKOD gemaak word.
Dit noem stipulasies vir skole.

B. Inleiding

Die Wes-Kaapse Onderwysdepartement is verantwoordelik daarvoor om gehalte assessering van leerders vir vordering, promosie of kwalifikasies te verseker. Die Departement is dus verplig om interne modereringsisteme wat strook met die vereistes van die Suid-Afrikaanse Kwalifikasie-Outoriteit en die Algemene en Verdere Onderwys en Opleiding Kwaliteit-Versekeraar (uMaLusi) te skep.

Interne moderering moet verseker dat skoolgebaseerde assessering voldoen aan die beginsels van regverdigheid, geldigheid, betroubaarheid, konsekwentheid en toepasbaarheid, en dat dit goed beplan en bestuur word.

Moderering is die proses waardeur die geldigheid van die assesseringsinstrumente, regverdigheid van die assesseringsprosesse en betroubaarheid van assesseringsbesluite deur alle assessors volgens voorafbepaalde standaarde verseker word. Modereringstandaarde moet deursigtig wees en moet dus gestel word voor onderrig, leer en assessering begin.

Moderering is nie eenmalige proses nie. Monitering is deel van die modereringsproses en monitering van prestasies en assesserings moet dus deurlopende proses wees. Moderering gedurende die loop van die jaar kan bepaal of die kandidaat / skool / kluster aan die einde van die proses gemodereer moet word of nie.

Moderering kan die vorm aanneem van aangesigsmoderering met leerders / kandidate, skoolbesoeke om moderering van werk uit te voer of klustermoderering waar leerders of monsters van hul werk na sentrale punt gebring word.

C. Modereringsraamwerk

- Suid-Afrikaanse Kwaliteits-Versekeringswet (Wet 58, 1995)
- Algemene en Verdere Onderwys en Opleiding Kwaliteits-Versekeringswet (Wet 58, 2001)
- Algemene Opvoeding en Opleidings-Assesseringsbeleid (Desember 1998)
- Die Suid-Afrikaanse Sertifikasie-Raad se Eksterne Modereringsisteem vir Skoolgebaseerde Assessering vir die Senior Sertifikaat
- Leerarea- / Vak-Riglyne vir die relevante leerarea / vak
- Relevante kern-vaksillabusse

D. Hooffunksies van die modereringsisteem

- Om te bevestig dat assesserings regverdig, geldig, betroubaar, konsekwent en uitvoerbaar is
- Om te verseker dat leerders wat dieselfde vak neem, maar in verskillende klasse is, eenders behandel word
- Om die outentisiteit van die leerders se werk te bekragtig
- Om die behoefte om assessering oor te beplan te identifiseer indien nodig
- Om appèlprosedure vir ontevrede leerders te verskaf
- Om die prestasie van assessors te evalueer
- Om gepaste en nodige ondersteuning, advies en leiding aan assessors te verskaf

E. Metodes van moderering

- Modereringsmetodes sal aangesigmoderering, moderering van praktiese aktiwiteite, moderering van produkte, skrifte of portefeuljes, statistiese moderering en klustermoderering insluit.
- Die klustermodereringsmodel is effektiewe model in terme van tyd en menslike hulpbronne.
  - Toepassing van hierdie model is bekende meganisme om menslike hulpbronne te ontwikkel, om standaarde te stel, om kollegialiteit te stimuleer en om te help met die daarstelling van kwaliteitsversekeringsisteem.
  - Opvoeders in kluster sal in staat wees om gesamentlike begrip van standaarde en assesseringsvereistes te vorm in kollegiale omgewing.

F. Bewyse benodig vir moderering

- Optrede van leerders, bv. mondelinge werk
- Uitstalling van leerders se werk, bv. modelle
- Portefeuljes

Terwyl optrede en modelle ens. beperk is tot spesifieke vakke, moet portefeuljes vir alle vakke as bewyse van deurlopende assessering voorgelê word.

Twee tipes van portefeuljes word vereis:

- **Die opvoeder se portefeulje** bevat al die instruksies en assesseringskriteria en rubrieke wat verband hou met al die DASS-take wat vir die leerders gestel word.
- **Die leerder se portefeulje** vir elke leerder bevat elke bewysstuk bewys wat gebruik word om die leerder se DASS-punt te bereken.

Aanbieding van portefeulje:
Aangesien hierdie portefeuljes bloot versamelings van bewyse van werk is, is die aard van die portefeulje self nie belangrik nie, solank dit die werk netjies bevat. (Voorbeelde van goedkoop portefeuljes is gekramde velle karton, verseëlde A4-koeverte met die bokante afgeknip, kniplêer, ens.)

Berging en bestuur van portefeulje: Hoewel die opvoeder ook rekord sal hou van al die punte wat aan leerder toegeken word, moet die veilige bewaring van die portefeulje beklemtoon word. Die skep van portefeulje van werk en die bestuur en veilige bewaring daarvan is belangrike vaardighede in leerder se ontwikkeling.

G. Funksies van moderators

- Om vir moderering te beplan en voor te berei
- Om standaarde te bepaal voor assessering plaasvind
- Om assesseringsinstrumente na te gaan ten opsigte van gepastheid
- Om assesseringsprosesse te moniteer
- Om bewyse van kandidate se werk na te gaan
- Om die besluite van assessors ten opsigte van konsekwentheid na te gaan

H. Moderators

- *Op provinsiale vlak* sal Senior Kurrikulumbeplanners modereringsfunksies uitvoer. Hulle kan ook versoek word om OBOS'e te help.
- *Op OBOS-vlak* sal Kurrikulumadviseurs en Assesseringskoördineerders modereringsfunksies uitvoer.
- OBOS'e kan ervare onderwysers versoek om te help met moderering op klustervlak, in welke geval die OBOS verantwoordelik sal wees vir verblyf- en reiskoste.
- *Binne skole* word verwag dat die prinsipaal vakhoofde of departementshoofde as moderators sal aanstel.
- Daar word verwag dat moderators die relevante SAKO-Assessoreenheid-standaarde sal bekom en as assessors en moderators geregistreer sal word.

I. Verantwoordelikheid

Die Direkteur: Kurrikulumontwikkeling sal verantwoordelik wees teenoor die Hoof: Onderwys en die Algemene & Voortgesette Onderwys en Opleiding Kwaliteitversekeringsliggaam vir die moderering en kwaliteitversekering van alle skoolgebaseerde assessering vir vooruitgang, bevordering en kwalifikasies binne die WKOD.

J. Matriksbestuur van moderering en leerderskwaliteitversekering

- Die relevante Senior Kurrikulumbeplanners in die Afdeling Assessering & Eksamens van die Direktoraat Kurrikulumontwikkeling sal die provinsiale bestuurdersvan die prosesse wees.
- Die OBOS-Direkteure sal verantwoordelik wees vir moderering en kwaliteitversekering in hul onderskeie OBOS'e waar die proses bestuur sal word deur die Assesseringskoördineerder onder die toesig van die Hoof-Kurrikulumadviseur.

K. Twee tipes van Moderering: Interne en Eksterne

K.1. INTERNE SKOOLMODERERING

As deel van die skoolassesseringsbeleid moet elke skool interne modereringsbeleid hê. Interne moderering moet verseker dat skoolgebaseerde assessering konsekwent, akkuraat en goed beplan is. Deursigtigheid in die metodes wat gebruik word is van die uiterste belang.

FUNKSIES

Die belangrikste funksies van die interne modereringsisteem is:

- Om te bevestig dat assessering oor alle vakke regverdig, geldig, betroubaar en uitvoerbaar is
- Om te verseker dat leerders wat dieselfde vak doen maar in verskillende klasse is, eenders behandel word
- Om die outentisiteit van die leerders se werk te bekragtig
- Om die behoefte om assessering oor te beplan te identifiseer
- Om appèlprosedure vir ontevrede leerders te verskaf
- Om die werk van assessors te evalueer
- Om gepaste en nodige ondersteuning, advies en leiding aan assessors te verskaf
- Om te verseker dat skoolgebaseerde assessering deurlopend deur die hele jaar uitgevoer word

METODES

Modereringsmetodes sal aangesigmoderering, moderering van praktiese aktiwiteite, moderering van produkte, skrifte of portefeuljes en statistiese moderering insluit.

INTERNE AANGESIGSMODERERING

- Praktiese en mondelinge werk moet van aangesig tot aangesig gemodereer word.
- Daar moet gesorg word dat die verspreiding van punte / kodes met dié van die geskrewe werk van die groep ooreenstem.

OPSTEL VAN KRITERIA

- Elke skool moet aanvaarbare assesserings- en modereringskriteria uitgewerk hê vir elke vak / leerarea vir die DASS-punte / -kodes.
- Waar daar voorafbepaalde assesseringskriteria bestaan, moet die skool se modereringskriteria verseker dat hierdie kriteria gehandhaaf word.
- Alle onderwysers wat by die vak / leerarea betrokke is, moet betrokke wees by die opstel van die kriteria; leerders kan ook betrek word.
- Die kriteria vir assessering en moderering kan verskil volgens vakke / leerareas.
- Die kriteria moet so omvattend as moontlik wees.
- Skole word aangeraai om hierdie assesseringskriteria (waar toepaslik) en modereringskriteria in konsultasie met ander skole en vak-/ leerareaspesialiste in hul klusters op te stel.
- Die kriteria moet beskikbaar gestel word aan alle leerders en hul ouers, al die personeel en OBOS-beamptes, op versoek, sowel as aan die eksterne assessors voor hul besoeke.

TYDSBEPLANNING

Die interne modereringsproses moet effektief van Januarie tot November uitgevoer word.

MODERATORS

Skole word sterk aangeraai om senior personeellede aan te stel om die assessering van opvoeders binne die skool te modereer. Hierdie moderators moet die vertroue van die res van die personeel by hul skool hê.

K.2. EKSTERNE MODERERING

As deel van die nasionale assesseringsbeleid moet elke provinsie eksterne modereringsbeleid hê. Eksterne moderering moet verseker dat skoolgebaseerde assessering konsekwent, akkuraat en goed beplan is. Deursigtigheid in die metodes wat gebruik word, is van die uiterste belang.

FUNKSIES

Die belangrikste funksies van die eksterne modereringsisteem is:

- Om seker te maak dat assessering oor al die vakke en in al die skole regverdig, geldig, betroubaar en uitvoerbaar is
- Om te verseker dat alle leerders wat dieselfde vak doen, maar in verskillende skole, gelyk behandel word
- Om die outentisiteit van die leerders se werk te bevestig
- Om die behoefte om opleiding oor te beplan te identifiseer
- Om appèlprosedure te verskaf vir skole wat ontevrede is

- Om die werk van assessors te evalueer
- Om gepaste en nodige ondersteuning, advies en leiding aan assessors te verskaf

MODERERINGSMONSTER

- Ideaal gesien, moet al die DASS-punte vir elke skool deur eksterne assessors gemodereer word.
- Gewoonlik sal net monster van 10% gemodereer word.

MODERERING VIR GRADE 1 – 11 (MET UITSLUITING VAN 9)

- In die geval van Grade 1 – 11 sal die Kringbestuurder en relevante kurrikulumadviseurs volgens roetine deur die loop van die jaar die skole besoek, vir deurlopende bewyse van prestasie deur middel van die leerders en opvoeders se portefeuljes.
- Portefeuljes van die leerders wie se vordering deur die jaar of gedurende die ondertekening van die skedules bevraagteken is, moet aan die Kringbestuurder beskikbaar gestel word.

KLUSTERMODERERING

- Sisteem van klustermoderering sal gewoonlik gebruik word. In klustermoderering kom opvoeders as groep bymekaar met voorbeelde van portefeuljes. Moderering word gebaseer op groepevaluering en groepsbespreking en word bestuur op basis van konsensus of geweegte sisteem van puntetoekenning.
- Kluster bestaan uit groep skole (tot maksimum van 10) wat relatief na aan mekaar geleë is en neem die aantal leerders in aanmerking.
- Die verantwoordelikheid vir die opstel van die vakkluster berus by elke OBOS wat amptelike klusters sal opstel wat vir alle vakke geld. Vir kleiner vakke kan klusters kombineer.
- Klustermodereringsvergaderings sal deur Kurrikulumadviseurs, Kringbestuurders of ander beamptes of opvoeders gelei word waar nodig.
- Vir Kwaliteitsversekeringsdoeleindes is dit moontlik dat die klusters van tyd tot tyd sal verskil, indien nie jaarliks nie.
- Dit is raadsaam vir die betrokke opvoeders om deur die loop van die jaar aantal vergaderings te hou sodat al die besonderhede omtrent die metodes wat vir spesifieke vak / leerarea gebruik gaan word, bekend is en dat almal daaroor saamstem voor die individuele opvoeders met hul evaluerings begin.

EKSTERNE AANGESIGSMODERERING

- Praktiese en mondelinge werk vir sertifisering moet aangesigsmoderering wees, d.w.s. in beide Grade 12 en 9.
- Wanneer beleid bepaal is, moet kriteria deur die relevante moderators opgestel word voor die aanvang van die assessering.
- Die verspreiding van punte van geskrewe eksamens verskaf aanduider vir die verspreiding van DASS-punte.

SELEKSIE VAN KANDIDATE VIR AANGESIGSMODERERING

- Alle kandidate en hul ouers/voogde moet deur die skoolhoof ingelig word (verkieslik op skrif) dat moderering integrale deel van hul assessering vorm, en dat hulle nie sonder geldige mediese sertifikaat op die dag van die moderering afwesig kan wees nie.
- Kandidate wat afwesig is gedurende moderering kan versoek word om op ander dag vir moderering aan te meld.
- Moderators maak hul eie seleksie van kandidate vir moderering, gebaseer op die punte / kodes wat deur die opvoeder toegeken is.
- Minstens 10% van die kandidate (of minimum van 12) per skool, of die werk van minstens 10% van die kandidate (of minimum van 12) moet gemodereer word.
- Een derde van die kandidate moet uit die kategorie "presteer bo verwagting", een derde uit die kategorie "bereik", en die oorblywende derde uit die kategorie "gedeeltelik bereik / nog nie bereik".

EKSTERNE ASSESSORS

Die eksterne assessors kan uit een of meer van die volgende getrek word:

- Spesifiek aangestelde opvoeders van groep skole
- Spesialis-kurrikulumadviseur van die Opvoedkundige Bestuur en Ontwikkelingsentrum (OBOS)
- Assesseringskoördineerder (OBOS)
- Hoof-Kurrikulumadviseur van die OBOS
- Kringbestuurder van die OBOS
- Senior Vakspesialis/Kurrikulumbeplanner van Hoofkantoor
- Monitor van die nasionale Departement van Opvoeding
- uMaLusi moderator

AANPASSING VAN PUNTE

In gevalle waar stel portefeuljes deur paneel ondersoek is en die gemiddelde verskil tussen die punte wat deur die skool en deur die paneel toegeken is, meer as 10% is, word die punte van al die kandidate volgens die gemiddelde verskil opwaarts of afwaarts aangepas. Mondelinge en praktiese punte sal deur moderators aangepas word waar nodig.

L. Prosesse, reëls en toepassings

VAK-/LEERAREA-ONDERSTEUNING EN LEIDING SAL VERSKAF WORD

- Leerareas / vakke wat op Graad 9- of 12-vlak aangebied word, sal provinsiale Deurlopende Assesserings- (DASS-) portefeuljebepalings en riglynedokument hê. Dit sal onderhewig wees aan gereelde hersiening.
- Jaarlikse inligting- en/of opleidingswerksessies sal vroeg in die jaar gehou word om:
  - die assessering / vraestelle en die uitslae van die vorige jaar te analiseer
  - te bevestig dat onderwysers vertroud is met die DASS en, waar toepaslik, eksamenbepalings vir die huidige jaar.

- Aangesien die jaarlikse werksessies bedoel is om kapasiteit te bou, moet alle skoolhoofde dit bywoon en verantwoordelikheid aanvaar vir die bemagtiging van kollegas. Waar moontlik moet vakonderwysers ook die werksessie bywoon.
- Die WKOD sal verskillende mededelings uitreik wat voorbeelde sal insluit.
- Waar moontlik sal daar addisionele ondersteuningsbesoeke wees, indien nie per individele plek nie, dan per kluster.
- Uitgebreide en deurlopende ondersteuning sal verskaf word op die WKOD Kurrikulum- en Assesserings-webblaaie.

VERTROULIKHEID

- Terwyl die bespreking van punte volgens roetine gedurende die loop van die jaar sal plaasvind om te motiveer, beloon en onderrig, moet die finale DASS-punte / -kodes wat deur die skool vir moderering ingelewer word, nie aan leerders gegee word nie.
- Die punte NA moderering mag nie aan leerders gegee word nie.

GEBRUIK VAN DASS IN SKOOLVERBETERING

Provinsiale gemiddeldes van DASS moet aan skole bekendgemaak word en bespreek word. Skole moet aangemoedig word om die verband tussen DASS-punte / -kodes en finale uitslae te bestudeer en om die betekenis daarvan te verstaan en hoe om uitslae te verbeter.

ONREËLMATIGHEDE IN SKOOLGEBASEERDE ASSESSERING

- Verklarings van outentisiteit moet deur die kandidate gemaak word vir elke stuk werk wat vir DASS gedoen word en in die leerder se portefeulje ingesluit word.
- Kandidaat wat vals verklaring aflê of enige werk anders as sy/haar eie voorlê vir assessering, sal volgens die reëls en regulasies vir Onreëlmatighede behandel word. Kandidate kan vir periode van tot 2 jaar uit die Senior Sertifikaat-Eksamen geskors word.
- Opvoeders of beamptes wat skuldig bevind word van die vervalsing van skoolgebaseerde assessering, verwaarlosing van assesserings- of modereringsverpligtinge of dat hulle kandidate van ontoelaatbare hulp voorsien, sal aangekla word van wangedrag volgens die Wet op Indiensneming van Opvoeders.
- As kandidaat sonder geldige rede versuim om werk vir DASS in te lewer, sal die opvoeder, Departementshoof en Prinsipaal die belangrikheid daarvan om die werk in te lewer onder die kandidaat en sy/haar ouers se aandag bring. As die werk nog steeds nie ingelewer word nie, moet die kandidaat "onvoltooid" gegee word vir daardie spesifieke taak, NIE NUL NIE. Die opvoeder se portfeulje moet aandui dat opvolgaksie geneem is.
- As kandidaat geen DASS-take vir spesifieke vak/leerarea inlewer nie, word hy/sy gemerk as "onvoltooid" vir DASS, met die gevolg dat sy/haar finale Senior Sertifikaat of Algemene Onderwys en Opleiding-Sertifikaat se uitslae 'onvoltooid' sal wees. Die kandidaat sal die volgende jaar toegelaat word om weer vir die betrokke vak/leerarea in te skryf.

- In gevalle waar leerder werk inlewer wat geen punte werd is nie, ontvang hy/sy nul. Die opvoeder se portefeulje moet aandui dat opvolgondersteuning aan die leerder gegee is.

- Kandidate wat nie individuele DASS-take ingee nie as gevolg van mediese of ander geldige redes, moet gemerk word as 'afwesig' vir daardie taak. Hul finale DASS-punt word dan bereken uit laer totaal.

DASS-APPÈLPROSEDURES

- As **leerder** ongelukkig is oor sy/haar punt, kan die leerder appelleer tot die Departementshoof of betrokke Vakhoof. As hy/sy teen die beslissing van die Departementshoof wil appelleer, kan hy/sy tot die OBOS-Kurrikulumadviseur in die vak appelleer. Die beslissing van die Kurrikulumadviseur is finaal.
- As **skool** ongelukkig is oor enige aanpassings wat in die skoolassessering gemaak is, kan die skool appelleer tot die Hoof-Kurrikulumadviseur by die skool se OBOS binne 5 dae na ontvangs van die aangepaste punte. Die Hoof-Kurrikulumadviseur sal dan ander vakspesialis aanstel om die DASS-take en –punte te modereer. Saam met die spesialis, sal die Hoof-Kurrikulumadviseur beslissing vel. Die uitslag van die appèl sal binne 10 dae na die versoek om hernasien / herassessering aan die skool gegee word. Die beslissing van die Hoof-Kurrikulumadviseur is finaal.

BYLAE

GEDETAILEERDE BEPALINGS

1. Intern (skoolgebaseerde) moderering

Die OBOS-Assesseringskoördineerder sal verseker dat die skool se assesseringskoördineerder toegerus is met opleiding en oorsiglys om seker te maak dat alle kollegas skoolmodereringsbeleid beplan **en hanteer.**

Die OBOS-Assesseringskoördineerder sal verseker dat die OBOS vir homself omvattende stel interne meganismes opgestel het sodat alle kollegas toegerus is om die verskillende rolle binne die modereringsisteem te hanteer.

Die Kringbestuurder sal verseker dat elke skool modereringsbeleid het en dit administreer.

Elke Leerarea / vak sal leiding / opleiding verskaf in gepaste oefeninge en stappe om standaarde intern binne die skool te stel (bv. stel van oefeninge, stel van kriteria, werklike nasienoefeninge waar alle kollegas dieselfde stuk werk nasien).

2. Deurlopende distriksmoderering

Vanaf 2002, sal die normale prosedure vir moderering, op eksperimentele basis aanvanklik, klustermoderering wees. Dit sal 2 vorms aanneem: deurlopende ontwikkelingsmoderering en finale klustermoderering.

Vir daardie vakke waar daar net beperkte aantal ondersteuningsbeamptes is, sal totale provinsiale modereringsbestuursplan oor OBOS-grense heen opgestel word om hierdie vakke te akkommodeer.

2.1. ONTWIKKELINGSMODERERING

Dit het twee elemente:

- ontwikkelingsmoderering deur skoolbesoeke.
- ontwikkelingsmoderering deur klusters.

2.1.1. ONTWIKKELINGSMODERERING DEUR SKOOLBESOEKE

Gefaseerde implementeringsmodel gaan ingestel word. Vir 2002 sal die volgende voorwaardes geld:

- Die WKOD sal die "Lerende Skole" (dié wat benoem is vir Graad 12-intervensie en ondersteuning) plus tot 50% van die oorblywende skole besoek.
- In die geval van moderering van werk van Grade 1 - 11 sal die moderering gewoonlik uitgevoer word deur middel van modereringsbesoeke, buiten waar klustermoderering gereël is. Dit sal toeneem namate die OBOS-prosesse ingestel word. Die moderator vir Grade 1 – 11 kan óf die

kurrikulumadviseur óf die kringbestuurder wees wat monsters van werk sal aanvra deur die loop van 'n moniterings- of ondersteuningsbesoek aan die skool.

- Besoeke sal voorwaarde insluit dat kopieë van leerders se werk / portefeuljes vir bespreking voorsien moet word.
- Daar sal tyd toegestaan word vir opvolgbesoek as dit nodig geag word.
- Omskrewe klaskamerbesoeke sal plaasvind as uitnodiging gerig word.
- Kwalitatiewe ontwikkelingsverslae sal op persoonlike vlak gehandhaaf word (bv. deur adviseur op formele vorm ingevul en by die opvoeder agtergelaat).
- Algemene roetieneverslae (bv. skoolprestasie teenoor oorsiglys van Kwaliteitsprestasieaanduiders van die vak) sal voltooi word en kopieë aan die skool voorsien word.

2.1.2. ONTWIKKELINGSMODERERINGSKLUSTERS.

Die volgende model sal ingestel word in 2002 deur Leerarea- / vakspesialiste:

- Reeks ontwikkelingsvergaderings sal plaasvind.
  - Opvoeders sal kopieë van portefeuljes bring – ongeveer 2 "gedeeltelik bereik / nog nie bereik", 2 "bereik" en 2 "bereik bo verwagting" per vak of Leerarea. Dit sal vertoon word en algemene opmerkings sal gemaak word.
  - Gesamentlike nasien of standaardbepalende oefeninge sal plaasvind tydens volgende vergadering.

3. Finale moderering

3.1. FINALE KLUSTERMODERERING

- Teen die tyd dat die finale moderering plaasvind, behoort interne moderering en deurlopende ontwikkelingsklustermoderering mate van standaardisering en kwaliteitsversekering te bereik het.
- Die model sal ingefaseer word. In 2002, sal besluite nie bindend wees vir skole nie, hoewel die modereringsinstrument die finale klustervergadering sal wees. Die puntelyste sal deur die Kurrikulumadviseur ondersoek word en aanpassings kan dan gemaak word, d.w.s. **net die Kurrikulumadviseur het die outoriteit om aanpassings aan skooltotale te maak.**
- Elke OBOS sal die modereringsproses binne die volgende raamwerk beplan:
- Elke skool sal voorsien word van bepaalde datum en plek vir die finale portefeuljeklustermoderering.
- Minstens een onderwyser per skool sal teenwoordig wees.
- 15% van die skool se totale monster van Leerderportefeuljes moet verskaf word. Die amptelike behoefte is 10%. Die addisionele 5% moet byderhand wees ingeval daar vrae is.
- Volledige stel Opvoedersportefeuljes moet verskaf word.
- Stelle van Bywoningsregisters word benodig.
- Klaslyste met alle vereiste totale (volgens spesifikasies vir die vak / Leerarea)
- Portefeuljeassesseringskriteria, soos voorheen gesirkuleer.

- Een volledige Leerdersportefeulje van daardie kluster sal gefotokopieer en uitgegee word. Groepassessering van daardie enkele portefeulje sal plaasvind. Konsensusbesluit oor punte sal bereik word.
- Ander portefeuljes sal versprei en geassesseer word volgens bestuurde beginsel (bv. deel van een stel deur aantal ander lesers).
- Elke portefeulje moet bestudeer wees deur minstens 3 onderwysers wat op aparte bladsye opmerkings geskryf het (nie saam met ander op hierdie stadium).
- Verdere bespreking en konsensusbereikingsprosesse sal volg.
- Lyste sal ingelewer word by die Kurrikulumadviseur.
- Geselekteerde portefeuljes sal deur die Kurrikulumadviseur gehou word vir provinsiale moderering.

3.2. FINALE (AANGESIGS- / PRAKTIESE) MODERERINGSBESOEK

In sekere gevalle in Graad 12 sal jaarlikse modereringsbesoek nodig wees. Dit sal vakke insluit waar "aangesigsmoderering" of moderering van praktiese werk nodig is. Die spesifieke vereistes van elke vak sal vroegtydig aan skole bekend gemaak word deur die verantwoordelike beamptes by elke OBOS.

3.2.1. *Die prosedure*

- Modereringsvereistes en -kriteria sal voor die besoek duidelik uitgestippel word.
- Die moderator sal die punte wat aangebied word hanteer en sorg dat hulle met dié van ander skole vergelyk kan word om seker te maak dat dieselfde kriteria deurgaans toegepas word.
- Waar aangesigsmoderering benodig word, werk die moderator ook met die leerders.
- Gepaste piek vir die moderering is nodig.
- Die moderator vra vir en word voorsien van bewyse van hoe die punte bekom is (verwys na die nota oor die Opvoeder se Portefeulje).
- Bespreking van die assesseringsproses, die probleme daaraan verbonde en die oplossings wat bereik word, moet volg.
- Die verantwoordelike opvoeders moet teenwoordig wees.
- Die Departementshoof moet teenwoordig wees.
- Afhangende van die vereistes van spesifieke vak of proses, sal optrede van leerders of monsters van werk van minstens 10% van die leerders gekies uit die boonste, middelste en onderste groepe benodig word.
- Indien daar behoefte bestaan aan verdere moderering, moet die werk van AL die leerders beskikbaar wees vir inspeksie.
- Die moderator, plus die Departementshoof en, indien moontlik, die onderwysers moet vergadering met die prinsipaal hê na afloop van die besoek.
- Die skool moet geskrewe terugvoering ontvang.

3.2.2. *Die bewyse benodig vir die besoek*

- <u>Opvoeder se portefeulje:</u>
  - Kopieë van alle taakspesifikasies en assesseringskriteria.
  - Rekords van hoe die punte bekom is.
  - Kopieë van alle toetse en memoranda

- Punteboek
- Bywoningsregisters

Leerdersportefeulje: Die bepalings per vak moet nagekom word ten opsigte van die leerdersportefeulje. Elemente moet insluit:

- skrifte
- artefakte
- projekte
- leerders self

- Die WKOD sal kort verslag oor die jaarlikse modereringsbesoek verskaf. Dit sal bevat
  - Beskrywing van aanpassings aan punte (gelig, laat sak, gemiddelde, vergelyking met vorige jaar, ens.)
  - Verwysing na projekte wat gesien is, toetse en memoranda wat gesien is, ens.
  - Evaluering van vlak van kompleksiteit ens. van projekte en standaard van werk oor die algemeen
  - Gesamentlike doelstelling vir verbeterings (indien benodig)

3.3. AFSPRAAKMODERERING

Sekere omstandighede (bv. beskikbaarheid van beamptes, afstande om af te lê) noodsaak "afspraakmoderering". In sulke gevalle ontmoet opvoeders en moderators volgens afspraak op geskeduleerde tyd by sentrale plek. Die portefeuljes word geëvalueer en bespreek volgens individuele skool.

3.4. AFSTANDSMODERERING

Skole kan versoek word om portefeuljes na sentrale afgeleë plek te stuur. Sulke moderering word gehanteer deur die Kurrikulumadviseur of moderator wat dan die portefeuljes terugstuur met geskrewe verslag.

4. Administrasie: bestuur van die rekenaardatablaaie vir die DASS-totale (Graad 12, en moontlik Graad 9)

*Vir die vakke wat nie "Aangesigs-" of "Praktiese" moderering benodig nie dui die volgende lys beide **die opeenvolging en die verantwoordelikhede van elke persoon in die proses**.*

- Opvoeder verskaf punte op klaslyste volgens DASS-Riglynedokument.
- Adviseur / Moderator modereer (op die plek, of per afspraak-, afstands- of klustermoderering).
- Opvoeder vul rekenaardatablaaie in **OF** *Adviseur / Moderator vul rekenaardatablaaie in (in die geval van die Tale en sekere vakke met praktiese komponent).*
- Opvoeder teken Datablad (dui aan dat alle totale gekontroleer en korrek is).
- Prinsipaal onderteken Datablad (dui aan dat daar geen opvallende foute op die blad is nie).
- Skool lewer Datablaaie by die relevante Kurrikulumadviseur in.
- Adviseur onderteken datablad (dui aan dat alle totale gekontroleer en korrek is).

- Vorms word ingelewer by die OBOS-Assesseringskoördineerder wat seker maak dat hulle almal a) ingelewer is en b) dat daar geen opvallende foute is nie.
- Vorms word ingelewer by die Direktoraat: Eksamens vir dataopname.