MODERATION POLICY

OBJECTIVES:

- To ensure that tasks given to learners are fair, valid and reliable.

- To ensure that it is implemented at school, district, provincial and national levels.

Moderation: What to look for?

- tasks and memoranda to be moderated

- 10% of learner books/ scripts to be moderated

- Duration and appropriate mark allocation

- instructions for tasks and projects

- the wording of questions in examinations

- use of various cognitive levels/Level of difficulty

- use of appropriate assessment tools

Cognitive levels (Bloom's Taxonomy Breakdown)

Grade	Lower order (Knowledge/ Remembering)	Middle order (Understanding, Applying)	High order (Analysis, Evaluating, Creating)
8	30%	40%	30%
9	30%	40%	30%
10	40%	40%	20%
11	30%	50%	20%
12	25%	50%	25%

Informal Assessment

These must be:

- *for daily monitoring of learners' progress*

- *done through observation, discussion, practical demonstration, written work such as class work, homework and feedback should be given to learners*

- *an integral part of teaching and learning activities*

- *used usually to develop skills, demonstrate knowledge and skills and for learners to practice (assessment **for** learning)*

- *marked by learners at times or teacher*

- *checked and monitored by teacher*

- *recorded by teacher in his/her record book*

- *noted that they cannot be used for promotion purposes*

Formal Assessment

- Pertains to assessment tasks that make up a formal Programme of Assessment for the year.
- is an integral part of teaching and learning activities.
- Moderated for quality assurance to maintain appropriate standards.
- Marked and recorded by teacher.
- Feedback must be given to learners and other stakeholders.
- Provides teachers with the systematic way of evaluating of how learners are progressing (assessment **of** learning).
- Used for promotion purposes.

What is assessment?

- **Assessment is a continuous planned process of**
- identifying   (selecting learner response items)
- gathering   (learner responses)
- Interpreting   (marking learner responses)

about the performance of learners.

PROCEDURE:

Internal moderation

- After each formal task given to the learners the educator has **2- 3 days** to finish marking.
- The Educator must give the finished batch of scripts to the Subject Head with the question paper, memorandum & mark sheet.
- The Subject head must choose **minimum of 10% of scripts or maximum of 9** from the batch (low, middle, high) for moderation.
- Internal moderation tool must be used by the Subject head and completed after moderation.
- A green pen must be used for moderation.
- No shadow marking must be done.
- Subject Head needs to check that all marks are recorded properly.
- Scripts must be returned to the teacher after 2 days.
- The educator must proceed to punch in the marks on SASAMS.
- The educator must print the computerised mark sheets and put them in his/her Master Portfolio.
- The educator must bring the Master portfolio to the Subject head with the 9 moderated portfolios for the Term.
- Subject Head must sign the Internal Moderation Form.
- The Subject Head must take the Master Portfolio and the Learners' Portfolios to the Principal.
- The Principal must check the mark sheets and sign the Learners' Portfolios, Mark sheets and Internal moderation tool.
- A school stamp must be on mark sheets; learner portfolios and internal moderation tool.
- If the school is sharing with another school for internal moderation then this process must take place a week before the scheduled cluster moderation times.

CLUSTER MODERATION

- The department will provide a schedule with times, venues and dates of when this moderation will take place.
- All Master Portfolios must be signed **2 days** before the scheduled time from the department for each subject.
- Educators must have an orange pen for this moderation.
- **No files must be brought to the office on the scheduled moderation dates.**
- **Signed marks schedules to be handed in to the specific Subject Advisor.**
- **The one copy to be kept at school.**