

ASSESSMENT POLICY FOR DSK IEB SUBJECTS 2022 GRADE 10-11

The purpose of this document is to guide learners, parents and teachers in a partnership of cooperative learning. Assessment should be fair, reliable and valid using a variety of assessment and moderation methods. Assessment at the DSK follows the guidelines as set out in the Schools Act, the IEB Subject assessment guidelines (SAG) as well as the IEB assessment, examination and irregularities guidelines. The Subject teacher, Head of Department and the Grade Head are responsible for assessment and any queries should follow this hierarchy. A termly report is available to parents and learners to track progress. Teacher report conferences are led by the Class teacher and Grade Head and plan learner academic interventions followed by parent / legal guardian meetings where necessary.

Various forms of assessment are practised within the IEB subjects at DSK.

Diagnostic assessment evaluates learning progress informally and may include quick quizzes, dialogue, class work, practical work, team work, observations, orals etc. These items are not indicated on the assessment plan.

Formative Assessment takes place throughout the year and allows learners, parents and teachers to evaluate the learner's progress each term. In grade 12 this is referred to as *School Based Assessment (SBA)*

Summative assessment is the final culmination of subject learning in a formal assessment. Within the IEB system this manifests as a series of larger assignments, tests, orals, practical tasks in term 1-3 and November examinations in Grade 10 and 11. Based on the Subject Assessment Guidelines (SAG) a summative assessment may be weighted at 50% or 75% of the final mark depending on the specific subject. In Grade 12 the Summative Assessment is the external *November Examinations*.

The Academic Staff Commitment.

The Academic staff commit to practising formative and summative assessment which adhere to the following guidelines:

1. Summative Assessments will be communicated clearly on an Assessment plan through formal school channels, early each term.
2. Should any deviation occur from the set schedule, learners will be consulted in rescheduling and parents will be informed.
3. Learners will be given preparation time after the introduction of new knowledge before assessments.
4. A variety of assessment strategies will be applied according to the Subject Assessment Guidelines.

5. An internal or external pre- and post-moderation process will be followed to ensure standardisation of marking and quality of assessment.
6. Timeous and thorough assessment feedback will be given, allowing learners to evaluate and redirect learning.
7. A digital sampling of learner assessment portfolios will be kept as quality assurance measure.

Learners agree to the following conduct.

1. Be present and punctual for class.
2. Be present for all assessments unless a medical certificate is submitted or pre-approved absence is granted from the Head of NSC/IEB.
3. Collect and complete work missed during an absence from the relevant subject's digital platform or a peer.
4. Actively engage in the learning process.
5. Submit tasks timeously as per the assessment schedule in the requested format.
6. Take care to submit task drafts where required and digitally check all submissions to avoid plagiarism.
7. Refrain from using electronic devices during class time for non-academic purposes.
8. Behave in an honest and honourable manner according to the *Code of Conduct*; whilst respecting peers, DSK staff and safeguarding the academic process and the reputation of the school.

Consequences of learner academic misconduct.

1. Consistent lack of punctuality (5 minutes+) will result in a negative absenteeism record, followed by possible detention and frequent offenders will be placed on an *Academic Daily Report* system to assist them in evaluating and developing time management.
2. A missed formal assessment without a medical certificate or Grade Head approval will receive a zero. A rewrite opportunity can be given to qualifying learners at the discretion of the subject teacher and the Head of NSC/IEB.
3. The *Code of Conduct* will be followed for truancy on- or off-campus; this includes initial warnings, reprimands and detention and if necessary, more severe measures.
4. Educational measures will be followed for learners demonstrating deficient work ethic or lack of academic engagement, followed by initial parent notifications, the daily report, remedial action, a class conference and further specialist referrals if improvement is not evident.
5. Late task submission will receive 5% deducted per day until 25%, thereafter zero.
6. Plagiarised tasks will receive a zero and severe written reprimand for dishonesty.
7. Learners caught cheating in assessments will receive a zero and a severe written reprimand. This will be followed by sterner disciplinary actions according to the *Code of Conduct* in the case of repeat offenses.
8. Grade 12 assessments follow the IEB Assessment and Examination Guidelines.

Subject changes.

Each subject follows a rigorous three-year academic programme and frequent or late subject changes affect a learner's ability to achieve success. The subject change application requires that a signed form is submitted by the parent/guardian to the phase head. After approval, a notification will be sent out to the learner, parent and teachers, after which the subject change may take place. The form is available in the office and via Skooler. Subject changes should be concluded at the end of Term 1.

Internat and Exchange learners.

The **Internat** learners are expected to fully participate in the academic programme, whilst the **DSK exchange learners** are expected to catch up work upon their return and may use the relevant academic digital platform to do so independently.



ACKNOWLEDGEMENT OF RECEIPT. KINDLY RETURN TO THE CLASS TEACHER.

Learner's name [please print]: _____ Grade and class: _____

I hereby confirm that I have read the Assessment Policy for IEB subjects and understand the School's expectations of me during this critically important stage of my school career.

Signature: _____ Date: _____

I, name of parent/legal guardian of _____, [please print] hereby confirm that I have read the Assessment Policy for IEB subjects and have discussed it with my child.

Signature: _____ Date: _____

Academic Policy Review Date January 2023. Adrievivier@dsk.co.za