



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL POLICY ON THE CONDUCT,
ADMINISTRATION AND MANAGEMENT OF THE
ANNUAL NATIONAL ASSESSMENT (ANA)**

National policy on the conduct, administration and management of the Annual National Assessment, published by means of Government Notice No. _____ in Government Gazette No. _____ of _____ and amended as:

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DEFINITIONS

In this policy document, any word or expression to which meaning has been assigned in the Act, shall have the meaning so assigned to it, unless the content indicates otherwise.

- “advisory committee”** means a committee, established by the Director-General to advise the Department on matters relating to annual national assessments;
- “annual national assessment”** refers to the administration of nationally standardised tests in mathematics and languages, targeting grades to be determined by the Minister of Basic Education;
- “annual national assessment process”** means, but is not limited to, the complete process relating to the annual national assessment cycle that includes, amongst others, the registration of learners, the setting of the annual national assessment (ANA) tests, moderation, the security, the marking and processing of results to ensure integrity of such annual national assessment;
- “assessment centre”** A centre designated by the provincial education department for the purpose of administering the annual national assessment;
- “assessment malpractice”** means any event, act or omission, or any alleged event, act or omission, which may undermine or threaten to undermine the integrity, credibility, or the fairness of the annual national assessment;
- “chief invigilator”** is the Principal or any other designated authority of a public or independent school that takes final responsibility for the administration of the annual national assessment at the school;

“chief test developer”	is the appointed individual who manages the setting of the annual national assessment test and takes responsibility for the quality and standard of the annual national assessment test, prior to the test being subjected to internal review;
“circuit manager”	is the head of a cluster of schools responsible for institutional management, administration and governance of schools. He/She is the immediate supervisor of the school principal;
“Department of Basic Education”	means the national department responsible for basic education which includes general and further education and training;
“district”	means a geographic area within a province which has been demarcated by the MEC for education of the province for purpose of effective education management and service delivery;
“grade”	means that part of an educational programme, which a learner may complete in one school year, or any other education programme;
“independent agent”	means an external body or agency with expertise in conducting large-scale assessments;
“independent school”	means a school registered or deemed to be registered in terms of <i>section 46</i> of the <i>South African Schools Act, 1996 (Act No. 84 of 1996)</i> ;
“invigilator”	means any person appointed by the school principal to assist the chief invigilator with the conducting of the annual national assessment at the designated assessment centre;

“learner”	means a learner, as defined in section 1 of the <i>South African Schools Act, 1996 (Act No. 84 of 1996)</i> ;
“review”	means the evaluation of the test, that is conducted by selected individuals with the required expertise, to ensure that that the test is of the desired standard and quality;
“moderator”	means a person appointed by the Department of Basic Education to develop a test framework and to moderate a test;
“Personnel Administration Measures (PAM)”	means measures that govern the remuneration and other service conditions of teachers employed in terms of the <i>Employment of Educators’ Act, 1998 (Act No. 76 of 1998)</i> ;
“provincial education department”	means an education department, as defined in section 1 of the <i>South African Schools Act, 1996 (Act No. 84 of 1996)</i> ;
“public school”	means an ordinary public school or a public school for learners with special education needs, as defined in terms of <i>section 1</i> of the <i>South African Schools Act, 1996 (Act No. 84 of 1996)</i> ;
“school-based assessment”	means all formal assessment, including examinations, conducted by the school throughout the year on a continuous basis;
“subject advisor”	is an official responsible to advise, facilitate and monitor the implementation of curriculum in schools;

“test developer”	is the person who is appointed by the Department of Basic Education to set the annual national assessment test according to the agreed test blueprints;
“Umalusi”	means the Quality Council, as defined in section 1 of the <i>General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)</i> .
“Universal ANA”	refers to the annual national assessment that is administered across schools in the grades designated by the Minister of Basic Education;
“Verification ANA”	refers to the annual national assessment administered across a selected sample of schools by an independent agent in order to validate the scores of the ANA.

CHAPTER 1

INTRODUCTION

1. Introduction

- (1) *Section 3(4)(1) of the National Education Policy Act, 1996 (No. 27 of 1996)* makes provision for the determination of national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards and assessments.
- (2) The policy stipulated in this document is applicable to public schools and independent schools that are receiving a government subsidy or are eligible for a subsidy, and would therefore participate in the annual national assessment (ANA). Independent schools shall be dealt with in accordance with the amended National Norms and Standards for School Funding, which provides for the implementation of the ANA in subsidised independent schools through Government Gazette No. 33973, published on 31 January 2011.
- (3) This policy document forms the basis for the Minister of Basic Education to determine the minimum norms and standards, as well as the processes and procedures for the conduct, administration and management of the annual national assessment (ANA), which is a part of learner achievement as stipulated in *section 6A(2) of the South African Schools Act, 1996 (Act No. 84 of 1996)* which is applicable to public and independent schools.
- (4) The outcomes and standards determined in terms of *section 6(A) of the South African Schools Act, 1996 (Act. No. 84 of 1996)* will be translated into regulations in terms of *section 61* of the said Act.

- (5) The policy is aimed at ensuring the reliability and validity of the ANA results and must be read in conjunction with the following policy documents:
- (a) Curriculum Assessment Policy Statements (CAPS);
 - (b) National Protocol for Assessment Grades R – 12;
 - (c) National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.

National policy on assessment is also contained in the Regulations pertaining to the Curriculum and the following policy documents:

- (d) *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 assessments in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning; and
 - (e) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.
- (6) All PEDs, public schools and subsidised independent schools that participate in the ANA must comply with the prescriptions as set out in the above documents

2. The purpose of the Annual National Assessment

ANA is a diagnostic assessment and its main purpose is to monitor and track learner performance. As a diagnostic tool ANA seeks to diagnose areas of weakness, curriculum

gaps in Languages and Mathematics as the Department of Basic Education works towards the goal of improving learner performance, in line with commitments made by government. ANA is based on the national curriculum in use by schools and tests the degree to which learners have mastered the knowledge and competencies as required in the curriculum.

ANA results will be used to monitor progress in the achievement of learning outcomes, guide planning and distribution of resources to help improve Language and Mathematics knowledge and skills of learners in the grades concerned. The results are not part of school-based assessment and will therefore not be used for progression and promotion. Among other things the results of ANA will:

- (1) Inform Government and the South African public as to how well the schools are serving the country's children in the attainment of minimum acceptable levels in literacy and numeracy skills that will enable them to study successfully in all subjects and to compete equitably in the labour market;
- (2) Provide the DBE with important diagnostic and systemic information that will help identify areas where urgent attention is required in order to help improve the quality of teaching and learning;
- (3) Assist provincial departments, including district offices, to make informed decisions about which schools require urgent attention in terms of providing necessary resources to improve learner performance in these subjects;
- (4) Provide teachers with essential data about the Language and Mathematics capabilities of learners and thereby help them make informed decisions when planning the year's programme;
- (5) Assist in the design of teacher training and development programmes with a focus on improving teachers' content and conceptual knowledge and classroom practice

- (6) Inform teachers about progress in the achievement of learning outcomes and learner performance targets and inspire them to realign their teaching strategies towards accomplishing such targets; and
- (7) Provide parents with a more accurate picture of the levels of learner performance in the school and so equip them to become involved in efforts to improve the performance on a school and individual learner level, and to support to learners at home.

CHAPTER 2

DESIGN AND METHODOLOGY

3. The assessment cycle

ANA will be administered during the third term of the school calendar year. This will ensure that learners are assessed on the greater part of the curriculum for the each grade requirements as set out in the Curriculum and Assessment Policy Statement (CAPS). The writing of ANA in the third term also makes it feasible to have diagnostic information at the beginning of the school year to assist teachers and School Management Teams (SMTs) with planning and interventions.

4. The universal annual national assessment

Annually, all learners in Grades 3, 6 and 9 in all public schools and Grade 3 or Grade 6 learners in subsidised independent schools will write nationally standardised tests in Language and Mathematics. Grades 3, 6 and 9 will be key focus grades of the Department of Basic Education and therefore assessment will be rigorously controlled in these three grades

In the case of the remaining grades, ANA will be administered based on the decision of the Minister of Basic Education. In this case the tests will be designed by the DBE and the PEDs will take responsibility for the administration, marking and processing of the results. The DBE will monitor all key stages of the assessment in these grades. It is compulsory for all learners in public schools, in the Grades designated by the Minister to write the tests.

Independent primary schools which are receiving or eligible for a subsidy will write ANA to determine their qualification for a subsidy. These schools will either write a Grade 3 or Grade 6 test, whichever is the higher grade offered by the school as per section 1(2) in Government Gazette No. 33973, published on 31 January 2011.

In the case of the Foundation Phase, the Language and Mathematics tests will be set in the home language, that is, the language of learning and teaching (LOLT) of the school.

In the Intermediate and Senior Phases, the tests will be set in English and Afrikaans or in the LOLT in the Phase. Learners will write the test at English or Afrikaans home language level or first additional level in these two phases.

These tests will be set and reviewed internally by the DBE, subject to external review by persons and institutions with the relevant expertise in assessment and in particular the subject assessed. This will ensure that the nationally administered test has been subjected to national scrutiny.

Teachers will mark the tests according to guidelines provided by the DBE. ANA results will be made available to parents and caregivers for each learner at the end of the third term after marking and moderation is completed in the school.

5. The verification annual national assessment

Verification of the ANA shall take place in Grades 3, 6 and 9 or in any other grade as determined by the Minister. The aim of the Verification ANA (V-ANA) is to provide an independent assessment of a selected sample of schools that is representative of the whole population which will serve to validate the assessment conducted by the DBE. As part of the verification process, and to enhance credibility, sampled schools will not be told beforehand that they have been sampled.

An independent agent will be responsible for the sampling of the schools and the learners, the monitoring of test administration, marking of the test scripts and for the analysis and reporting the results for both public and independent schools. Questionnaires will also be developed in order to collect contextual information from the learners, parents, teachers and school principals from the sampled schools.

CHAPTER 3

SCOPE AND MAGNITUDE

6. Learners to be assessed

The DBE will assess learners all public schools and applicable independent schools as described in Chapter 2 of this policy

7. The subjects for assessment

The subjects to be assessed are Language (Home Language or First Additional Language, whichever is the LOLT) and Mathematics in the Foundation Phase, the Intermediate Phase and Senior Phase. Other subjects that are not assessed through the ANA must not be neglected but continue to be assessed according to the CAPS.

8. The language of assessment

The DBE will provide standardised tests in all eleven official languages in the Foundation Phase and in English and Afrikaans (home and first additional languages) in the Intermediate Phase and Senior Phase.

9. The range of tests to be developed for the assessment

The ANA tests will be adapted for learners who experience barriers to learning. ANA will be conducted using differentiated and appropriate assessment methods and concessions in accordance with the learning barrier approved as per the relevant policies.

10. Benchmarking of the assessment

ANA tests will be benchmarked against international assessment best practice to ensure validity and credibility of the results.

CHAPTER 4

PREPARATION FOR THE ANNUAL NATIONAL ASSESSMENT

11. Management plan relating to the conduct of the assessment: Minimum Norms and Standards

- (1) DBE will develop a management plan in conjunction with the PEDs that outlines the key ANA processes, time frames and responsible officials at the institution (school, district, province, DBE).
- (2) The Management Plan will be endorsed by the National Examinations and Assessment Committee and approved by HEDCOM no later than the first term of the school calendar year.
- (3) The DBE shall convene regular meetings with the appointed provincial ANA convenors to plan and review the ANA processes.
- (4) DBE shall conduct monitoring and support visits in provinces to assess the state of readiness to conduct ANA.

12. National timetable

A common timetable will be communicated to all schools at least six months before the national assessment is administered.

13. Selection and appointment of test developers and moderators: Minimum Norms and Standards

- (1) The following criteria shall apply with regard to the selection and appointment of test developers and moderators:

- (a) The request for applications to serve as a test developer or a moderator will be published in a departmental circular as well as in a national newspaper.
 - (b) A selection panel shall be appointed by the DBE.
 - (c) Teacher unions that are members to the Education Labour Relations Council shall be allowed observer status on such a panel.
 - (d) The appointee must have:-
 - (i) at least a recognised three year post matric teaching qualification (REQV 13) which must include the subject concerned at second or third year level;
 - (ii) extensive experience as an educator in the particular subject, grade and at least five years teaching or other curriculum-related experience within the last 5 years at the appropriate level/phase;
 - (iii) undergone training on the Curriculum and Assessment Policy Statement; and
- (2) Preference shall be given to serving school-based teachers.
- (3) In respect of a test where no suitable appointee can be recruited with the required minimum qualifications or experience, the Director-General may approve the appointment of a suitable person. The final decision with regard to the appointment of test developers and moderators for ANA shall rest with the Director-General or his/her designee.
- (4) Appointees shall be remunerated in line with the tariffs in Chapter E of the Personnel Administration Measures (PAM).

**14. Responsibilities of chief test developers, test developers and internal moderators:
Minimum Norms and Standards**

- (1) The chief test developer must ensure that tests conform to the policy documents, adequately provide for differentiation across grades and that they are of the required standard and quality;
- (2) The moderator must ensure that the test conforms to the requirements of the policy and that it is of the required standard and quality and adequately provides for differentiation; and
- (3) The test developers and moderators must comply with all instructions issued to them by the DBE.
- (4) A moderator may not be involved in the development of the test since he/she is required to provide an objective and critical review of the test in terms of its coverage of the subject and the overall standard.
- (5) It is the responsibility of the DBE to ensure that all tests are piloted and the results of the test must be used to improve the reliability and validity of the test.
- (6) Control of test developers and moderators shall lie with the Director-General for Basic Education who is to ensure that test developers and moderators do not participate in any activity that may compromise confidentiality in their contracts.
- (7) DBE must provide test developers and moderators with clear guidelines relating to the setting of ANA tests. The guidelines must at least include
 - (a) the duration of the test,
 - (b) maximum marks,
 - (c) required cognitive levels and
 - (d) the broad format of the test.
- (8) Moderators must perform the following functions:
 - (a) evaluate the test in accordance with the prescribed criteria;
 - (b) liaise with test developers;

- (c) provide appropriate and necessary support, advice and guidance to test developers
- (d) provide a detailed report on the findings of the review and aspects that need to be improved.
- (e) indicate whether the test has been approved or needs to be re-submitted for approval.

15. Piloting of tests

- (1) Test prototypes will be piloted in a “judgment sample” of schools, where the sample is selected on the basis of specified non-statistical criteria, to ensure validity, reliability and suitability of items.
- (2) Selected items based on the analysis of the pilot will be refined by test developers and moderators.

16. Printing and packing of tests: Minimum Norms and Standards

- (1) Tests will be printed and packed by the PED or a service provider, for all learners in the subject(s) and grade(s) to be assessed per school and in the required official language(s) for Grade 1 to 3 and in English and Afrikaans for Grades 4 to 9.
- (2) Tests and mark sheets/class lists must be packed in accordance with the statistics available on the learner data base, per school, per subject and per grade.
- (3) The tests must be printed and packed in strict accordance to the Norms and Standards for printing approved by the DBE.

17. Storage and distribution of tests: Minimum Norms and Standards

- (1) The PED must ensure that that there are adequate storage facilities where test papers shall be kept before distribution to schools.

- (2) Test papers will be stored in a provincial warehouse and will be distributed to districts or distribution points, at least a week before the test date.
- (3) Tests will be distributed to schools at least a day before the writing of tests.

CHAPTER 5

CONDUCTING THE TESTS

18. **Appointment and duties of the chief invigilator and invigilator: Minimum Norms and Standards**

- (1) The Provincial Head of Department shall appoint the senior official at the school i.e. the principal or deputy principal or a head of department, as the chief invigilator who will take responsibility for the administration of ANA at the school. The school principal remains the accounting officer in all matters pertaining to the ANA.
- (2) The School Principal shall appoint in writing selected teachers at the school to serve as invigilators.
- (3) The Provincial Head of Department shall, where necessary, appoint private chief invigilators or departmental officials to serve as chief invigilators or invigilators at specific schools. This may apply in the case of independent schools that will be writing the ANA or in the case of the selected sample of schools in the province that will participate in the verification of ANA.
- (3) The chief invigilator shall be responsible for:
 - (a) the management of all ANA processes in his/her school,
 - (b) attending all ANA meetings convened by the district or the provincial head office,
 - (c) ensuring effective communication of ANA plans, timetables and invigilation rosters to all teachers in his/her school,
 - (d) furnishing the district with accurate statistics of his/her school for printing of ANA tests,

- (e) keeping tests safe and distributing them to invigilators during the writing of ANA,
 - (f) managing marking, moderation and reporting to parents, and
 - (g) ensuring that learners' scripts are kept safely at the school after marking for a minimum period of six months.
- (4) Invigilators shall administer the tests according to the Invigilators Guideline on the Conduct and Administration of ANA.

19. Information to learners: Minimum Norms and Standards

- (1) General instructions relating to the test must be read out to all learners at the commencement of the assessment.
- (2) The invigilator must assist learners in the completion of all the information on the test cover page correctly.
- (3) A period of ten minutes before the official commencement of the test must be allowed for the reading of the test questions, in Grades 3 to 6 and 9, which is in addition to the time allocated for the reading of any instructions.
- (4) No writing may take place during reading time.
- (5) In the case of learners in Grades 1 and 2, the test questions must be read out to learners and the learners will respond by writing the answers on the answer script.
- (6) The return of the sampled answer scripts to the DBE or independent agent must be handled with the same care and security as with the tests.

20. Monitoring of the Annual National Assessment: Minimum Norms and Standards

(1) Participation:

It is compulsory for all public schools to participate in ANA as determined by the Minister of Basic Education.

(2) Establishment of learner database:

An accurate learner database must be established by each school for all learners participating in ANA in Language and Mathematics for every cycle, on an ANA Information Technology (IT) platform, determined by the DBE.

(3) Administration:

(a) Management of the ANA

The Chief Invigilator must:

- (i) ensure that the environment is conducive to the writing of a national test, with regard to noise levels, lighting in the classroom, proper tables and chairs, etc.
- (ii) issue the required number of tests and class list to the respective invigilators,
- (iii) make sure that all learners are seated as planned,
- (iv) ensure that invigilators issue each learner with the correct test,
- (v) inform invigilators that the duration of the test as indicated on the paper must be adhered to,
- (vi) ensure that invigilators get the learners to complete all the information requested on the cover page,
- (vii) remind invigilators in Grades 1 and Grade 2 that they must read out each question to the learners in these grades, and also
- (viii) remind invigilators that they are required to take learners through practice exercises in the Foundation and Intermediate Phases. In Grade 9 learners must work independently.

(b) Timetabling

All schools shall write ANA tests on days and times as set in the national timetable. The timetable shall be strictly adhered to.

(c) Invigilation

Invigilators must:

- (i) request the required number of tests from the Chief Invigilator,
- (ii) seat learners according to the seating plan,
- (iii) ensure that each learner receives the correct test,
- (iv) ensure that the test cover page is completed correctly, and
- (v) be alert and vigilant to ensure the credibility of the testing process.

(d) Handling and return of scripts

- (i) Invigilators must ensure that the class list is correctly completed and learners that are absent must be clearly marked on the class list.
- (ii) The number of scripts collected per class must tally with the number of learners that are reflected as present on the class list.
- (iii) A proper record of all learners that wrote the test is safely kept with the original class list being packed with the answer scripts, after it has been checked and signed by the invigilator and the chief invigilator.
- (iv) A copy of each of the signed class lists must be retained at the school, in the case of any queries.
- (v) All unused tests must be locked away by the chief invigilator until such time that the chief invigilator is satisfied that all learners have completed writing the test. Unused tests can be made available to

teachers, thirty (30) minutes after the conclusion of the writing of the test.

(vi) The chief invigilator takes responsibility for the packing of all scripts from the different class groups, into a school batch that is checked and countersigned by the school principal. The scripts shall then be handed over to the relevant HOD or teacher for marking and moderation within the school.

(f) Absentees

All absentees must be recorded on the class list and given an opportunity to write the test(s) within five days of the original test date. If the scripts are submitted for centralised marking, they will be accepted, up to a maximum of seven (7) days after the test date, provided it is accompanied by a letter with reasons signed by the school principal.

(g) Malpractices

(i) All malpractices identified during the writing of the ANA must be reported by the school principal to the district office.

(ii) All malpractices will be managed in accordance with the Guidelines relating to ANA Malpractices.

21. Visits to the schools by monitoring teams: Minimum Norms and Standards

(1) The main function of the ANA monitoring team shall be to ensure that the assessment is conducted in accordance with the rules and procedures determined by the Department of Basic Education.

(2) Monitoring of the administration of ANA will be conducted in accordance with the Guidelines for Monitoring developed by the DBE.

- (3) The DBE will make available to PEDs the monitoring instrument for the monitoring of ANA in public and independent schools.
- (4) The monitoring team(s) must visit the assessment centres while the assessment is in progress and report on, amongst other matters, the following:
 - (a) general management of the ANA,
 - (b) invigilation,
 - (c) condition of rooms where assessment is conducted,
 - (d) seating of learners,
 - (e) handling, return and safekeeping of scripts, and
 - (f) control of absenteeism.
- (5) The Head of Department shall determine the composition of the monitoring teams and a monitoring schedule must be drafted which must be available for inspection by the DBE monitoring team, during their visit to the province.
- (6) All PED monitoring teams must write and submit reports to the provincial head office and or DBE on a daily basis during test administration and a consolidated provincial report must be submitted to DBE after the writing of all the tests is completed.
- (7) The DBE will make available to PEDs the reporting template.

CHAPTER 6

THE MARKING PROCESS

22. Marking procedures: Minimum Norms and Standards

- (1) Marking will be conducted following a two-pronged approach i.e. School-based marking and Centralised marking.

Centralised Marking

- (2) Centralised marking shall be organised for Grades 3, 6 and 9 at a provincial level.
- (3) Centralised marking shall be organised at venues within the province, either at district or cluster level so as to minimise distances to be travelled by markers on a daily basis.
- (4) Centralised marking shall be done by markers appointed by the PED. Centre managers, senior markers, markers and assessment assistants shall be recruited by the PEDs and remunerated in accordance with tariffs as approved in the PAM.

School-based Marking

- (5) Marking of scripts for all grades that are assessed, except scripts sampled for ANA verification, shall be done by the subject teachers of the learners' current grade at school level, under supervision of the school management team, using marking guidelines supplied by the DBE.
- (6) Teachers of the same grade and subject must discuss the marking guideline before commencement of marking at school.
- (7) The SMT must take responsibility for the moderation of marking at the school level. A sample of scripts that have been marked by teachers must be moderated

by the SMT. Members of the SMT shall be provided with a moderation instrument to assist with the moderation process at school level.

- (8) A sample of marked scripts from the school should be submitted to the district office for moderation, so as to ensure that a common standard is maintained across the district.

23. Marking Guideline Discussion: Minimum Norms and Standards

- (1) Discussions/Meetings on the National Marking Guidelines will be organised by the DBE to standardise the marking guidelines (memoranda) for both Mathematics and Languages in each of the grades. Representatives from each of the PEDs will participate in each of these meetings to ensure that the provincial inputs are incorporated into the final marking guideline.
- (2) After the Marking Guidelines have been agreed upon by all participants at the national meeting, the Marking Guidelines must be strictly adhered to in the marking that is done at the school level and centralised marking centres at the provincial level.
- (3) Marking Guideline discussions must be held at the provincial, district and school level so as to ensure that the markers are thoroughly acquainted with the Marking Guideline.

CHAPTER 7

PROCESSING OF MARKS

24. Processing of marks at different levels: Minimum Norms and Standards

After the tests have been marked, teachers will transfer the marks onto mark sheets. Where marking is done at the school level, the marks must be checked and approved by SMT members before the mark sheets are submitted to the district office. In the case of centralised marking, the mark sheets must be approved by the Chief Marker and then submitted to the Capture centre for capture. All marks for all grades will be captured on the GET system by the PED.

25. Capturing of marks by trained staff: Minimum Norms and Standards

- (1) All ANA marks will be captured centrally at the district level and consolidated on a provincial level under the direct supervision of the PED.
- (2) The double capturing of marks will be done during the capture process to eliminate any errors in the capture process.

26. Uploading of marks onto the assessment mainframe

Captured data from all PEDs will be uploaded onto the GET mainframe system by the system administrator at the provincial office at a time determined by DBE.

CHAPTER 8

RECORDING AND REPORTING OF ASSESSMENT RESULTS

27. Scale of achievement: Minimum Norms and Standards

- (1) Seven levels of competence are described for each subject in the National Policy pertaining to the Programme and Promotion Requirements of the CAPS and the National Protocol for Assessment for Grades R - 12.
- (2) These descriptions are intended to assist teachers to assess learners and Grade them at the correct level.
- (3) Teachers must record learners' performance by using a combination of marks, percentages and codes and comment with constructive feedback.
- (4) The percentage obtained will determine which rating code of the scale of achievement will be allocated to a learner.
- (5) The various achievement levels and their corresponding percentage bands are indicated in Table 1 below.

Table 1: Codes and descriptions for recording and reporting in Grades 1 – 6 and 9

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS (%)
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

28. Release of results at school level: Minimum Norms and Standards

(1) Reporting results to learners

- (a) After scripts have been moderated by the SMT and marks have been finalised, feedback must be given to learners on their results.
- (b) The feedback must indicate individual learner's strengths and weaknesses in answering questions on specific skills and competencies.
- (c) The results of learners must be recorded in the learner profiles for the current academic year.

(2) Reporting results to parents

- (a) The school principal must ensure that parents receive the moderated ANA results at least three to four weeks after the tests are written.
- (b) The ANA results may be incorporated into the learners' end of year report cards appearing as a separate mark or reported separately.
- (c) The report card containing ANA results must be explained to parents and discussed with them.
- (d) Parents will receive reports on learner performance that indicates areas of difficulty in terms of concept and skill development, as well as what support their children need.
- (e) To monitor learner performance at the school a summary of the results with a school improvement plan must be tabled at the governing body meeting in line with Section 16A of the South African Schools Act and the Quality Learning and Teaching Campaign (QLTC) committee after the release of the ANA results.

29. National report on the annual national assessment: Minimum Norms and Standards.

- (1) The DBE shall report to the Minister the results of universal ANA.

- (2) An independent agent will report to the Minister the results of verification ANA.
- (3) The Minister shall release to the public the results of ANA before the end of the fourth term after each cycle.

CHAPTER 9

UTILISATION OF ANNUAL NATIONAL ASSESSMENT FOR SCHOOL INTERVENTIONS

30. Target setting at different levels of the system

ANA results must be used as the baseline for target setting at all levels of the system.

31. Utilisation of results at different levels of the system: Minimum Norms and Standards

(1) Broad application

- (a) The ANA results will provide valuable baseline information for the system to benchmark performance in both Language and Mathematics and to provide a measure to track progress over the years towards the achievement of set targets.
- (b) One level of use will be to equip education officials and teachers to interpret the information presented and use it to develop interventions to address areas of poor performance.
- (c) For Grades 3, 6 and 9, the analysis of questions will be provided and will be used to provide support to teachers to improve teaching and assessment in the areas identified as problematic.
- (d) In areas of particular weakness, the results must give a clear indication of any additional learning materials to be developed both by the teacher or subject specialist to support classroom teaching and assessment.
- (e) Districts must develop focused interventions, based on what the results show, for schools that need support.
- (f) Schools must set annual targets in relation to the national benchmark for learner achievement in Language and Mathematics.

- (g) Information must be provided to learners on the areas where they are strong and where they experience challenges.
- (h) Information from ANA must be used to direct teachers towards particular kinds of teacher development programmes and to engage with school principals around what the problems in the school are.
- (i) ANA results will enable districts, parents and schools to have a standard source of information to determine which schools, learners and teachers are most urgently in need of support.

(2) Specific use of ANA results at different levels of the system

(a) At the school level

Teaching and Learning

Class teachers must:-

- (i) Analyse performance of each learner in the Language and Mathematics tests per question.
- (ii) Identify areas of strength and weakness per learner and communicate these to parents.
- (iii) Develop remedial programmes to address the identified weaknesses.
- (iv) Compare performance of the cohort of learners with other similar cohorts in neighbouring schools.
- (v) Compare the performance of individual learners in school-based assessment tasks, and thereby evaluate relevance of their own school-based assessment programme and tasks.
- (vi) Diagnose potentially difficult areas of learning for each learner and pre-empt anticipated learning difficulties.
- (vii) Assess and provide feedback to learners on their progress towards meeting the set targets.

Management

School principals and SMTs must:-

- (viii) Analyse the ANA data per class, per teacher and per subject.
- (ix) In collaboration with teachers, identify individual learners who may need additional learning support (especially in the case of a learner with identified learning barriers).
- (x) Identify areas of weakness and develop appropriate school remedial programmes.
- (xi) Ensure that school remedial programmes address teacher development, learner support, subject support, material support and or re-organisation of professional staff.

Governance

School Governing Bodies must:-

- (xii) Make informed decisions, based on the results, on how schools and communities should cooperate to improve learner performance.
- (xiii) Provide support to ensure school functionality.
- (xiv) Utilise the QLTC committee to support the curriculum management improvement plan on a community level.

(b) At the district level

Management support

The circuit manager must:-

- (i) Guide schools to include information from ANA in their annual reporting templates
- (ii) Collect all annual reports from schools in his/her circuit.
- (iii) Analyse the report to identify poorly performing schools and areas which require support.
- (iv) Ensure that the schools identified as poorly performing schools are informed about their status.
- (v) Guide poorly performing schools in developing School Academic/Curriculum Improvement Plans.
- (vi) Collect, collate and analyse improvement plans in the circuit.

- (vii) Identify common areas of support.
- (viii) Develop a circuit intervention plan based on plans submitted by the schools in the circuit.
- (ix) Support schools in providing identified needs such as textbooks and resources.
- (x) Regularly monitor curriculum improvement plans from schools and implement circuit intervention plans.

(c) Subject support

- (i) The district director, subject advisors and circuit managers to analyse both the quantitative and qualitative results.
- (ii) The district must summarise the question analysis for each grade in Language and Mathematics. This summary must be used to identify areas of strength and weakness in the district in order to implement focused support to teachers.
- (iii) Subject advisors to analyse and identify the reasons for poor performance at the identified schools.
- (iv) Subject advisors to conduct regular school visits to poorly performing schools to support the school in developing a remedial programme.
- (v) Subject advisors to assist with and evaluate teachers' development of learning support materials and teaching strategies for learners in problematic areas of concept development.
- (vi) District director to evaluate the performance of the district as a whole and compare district performance to the provincial average and the national average.
- (vii) District director to compare performance of district with similar or typical districts.
- (viii) District director to set a district target in relation to the national benchmark.

- (ix) Subject advisors and circuit managers to evaluate school performance on a continuous basis to assess progression to the desired target.

(d) Provincial level

- (i) Analyse the quantitative and qualitative data per district, to identify poorly performing districts and schools.
- (ii) Support poorly performing districts in developing their remedial programmes.
- (iii) Identify areas of weakness relating to particular subjects and grades. The PED must develop special support programmes directed at the identified subjects.
- (iv) Monitor a sample of schools across districts to evaluate the effectiveness of intervention strategies to effect school improvement.

(e) National level

The Department of Basic Education (DBE) must:

- (i) Monitor the national progress on learner achievement in mathematics and languages against set targets.
- (ii) Use the ANA results as a systemic tool for the development of policy, review and support.
- (iii) Publish annually, a national report that informs parents and relevant stakeholders on the results of learners.
- (iv) Write and amend guidelines on the utilisation of results.
- (v) Use the universal ANA data to generate standard district-wide reports.
- (vi) Construct a management plan for the interventions based on the results.

32. Alignment to improvement plans

The analysis of ANA results must inform and be aligned to improvement plans at all levels of the system.

33. Monitoring of school and district targets: Minimum Norms and Standards

PEDs must on an annual basis monitor whether schools, districts, provincial and national targets are being met in order to improve the quality of basic education.

CHAPTER 10

MINIMUM REQUIREMENTS FOR AN IT SYSTEM AND DOCUMENT CONTROL PROCESS PERTAINING TO THE ASSESSMENT

34. Minimum requirements for an ANA IT system: Minimum Norms and Standards

- (1) DBE shall be responsible for the development of guidelines with clear time frames to enhance the capacity of schools to capture ANA data linked to the national mainframe system either directly online or offline.
- (2) PEDs must appoint system administrators who shall, among other responsibilities, be responsible for all ANA IT and system related matters including the integrity of the data.
- (3) The envisaged IT system for ANA shall be a GET mainframe based system managed and maintained at the DBE. Viewing rights shall be given to selected levels of the department: provincial and district. System administrators at these levels will be required to register as users of the system.
- (4) A database of learner registration forms shall be developed and captured in the system. The database will be populated with learner registration data at the district level and validated by provincial officials. At both the district and provincial levels, system administration officials shall be appointed and trained on the use of the system. The system shall have a capturing tool to capture learner information and scores. It shall also be designed with functionalities to generate school, district and provincial reports as well as a national report on the ANA results.
- (5) DBE shall be responsible for the creation of a functional IT helpdesk for all ANA related IT queries.

CHAPTER 11

HISTORICAL RECORDS (ARCHIVING) AND DATA RETENTION

35. **Electronic data retention: Minimum Norms and Standards**

Electronic data in the computer system will be managed and maintained by DBE. Access to electronic data will be restricted to registered officials with administration rights acquired through approval of the DG.

36. **Access to historical records and data**

- (1) Historical records will be archived in the computer system with the system administrator having access to the records.
- (2) All requests for ANA data shall be presented in a formal letter to the DG with a clear indication of why the data are required and for what purpose.
- (3) Only signed off data may be made accessible to stakeholders in education provided appropriate permission has been obtained from the DG. Guidelines on application for permission to use data in historical records of the computer system will be developed.
- (4) If the data are required for research purposes, the research report must first be forwarded to the DBE for approval before it is published.

CHAPTER 12

ADVISORY COMMITTEE

**37. The appointment and functions of the national assessment advisory committee:
Minimum Norms and Standards**

- (1) An advisory committee shall be appointed by the DG to advise the DBE on all aspects of national assessments.
- (2) Representatives on the advisory committee shall include among others, subject specialists, international assessment experts, individuals from universities, Non-Governmental Organisations which specialise in assessments and reputable assessment bodies.
- (3) Other functions of the advisory committee will be to advise on test administration procedures, scoring and marking methodologies, standard setting and recommend appropriate assessment models.
- (4) The Advisory Committee will also advise the DG on the following aspects:
 - (a) Development of a suitable conceptual framework for the development and administration of national assessments
 - (b) Establishment and protection of the integrity, validity and reliability of the national assessments
 - (c) Establishment of appropriate systems, including IT systems, for development, maintenance and dissemination of good examples of assessment models and instruments
 - (d) Development of appropriate assessment instruments of a high quality that meet applicable professional, technical, and legal standards and are free from biases of gender, ethnicity, race, socioeconomic status, disability, religion, age, or national origin

- (e) Methods and procedures for effective administration of the assessment instruments
 - (f) Appropriate techniques for analysing and reporting data that has been collected through the developed instruments
 - (g) Interpretation, use and communication of the results of national assessments
 - (h) Research on the use of assessments to realise the objectives set out in the Education Sector Plan
 - (i) Establishment of relevant technical sub-committees to carry out specific tasks related to national assessments
 - (j) Development of procedures and protocols for benchmarking national assessments with relevant international systems that conduct similar assessments
 - (k) Evaluation of the efficiency and effectiveness of national assessments for improving the quality of basic education.
- (5) The committee will provide advice on proposed plans and policies of assessment, assist in establishing networks for benchmarking the national assessments against reputable international systems, and also support and encourage research to advance national assessments.

CHAPTER 13

SHORT TITLE AND COMMENCEMENT

38. Short title and commencement:

This Policy may be cited as *National policy on the conduct, administration and management of the annual national assessment (ANA)* and will commence on the day of its promulgation in the *Government Gazette* and becomes effective from date of publication in schools in the General Education and Training Band.