

SECTION 4

ASSESSMENT IN LIFE SKILLS

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

4.2 INFORMAL OR DAILY ASSESSMENT

Informal or daily assessment has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. It is a daily monitoring of learners' progress, and may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching. It should not be seen as separate from learning activities taking place during a lesson.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

Informal assessment in the Personal and Social Well-being study area provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the study area. It is done during and after the teaching and learning process. The teacher may choose any of the following as a daily assessment task: a short class test, a discussion, a practical demonstration, a mind map, debate, role-play, an interview, design and make, case study, oral and written presentation.

The teacher does not have to mark each of these tasks, but can guide learners to assess their own performance or that of peers with relevant assessment tools such as a memorandum for tests, or a checklist for an observation exercise. The use of an observation checklist in daily assessment tasks helps learners to determine their progress towards the knowledge, skills and values that will be assessed in the Formal Assessment tasks.

4.3 FORMAL ASSESSMENT

All assessment tasks which make up a formal programme of assessment for the year are, regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical demonstration, projects, design and make, case study and assignments. The forms of assessment used should be age and development level appropriate.

4.4 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

4.4.1 Assessment in Personal and Social Well-being

In the Personal and Social Well-being study area, learners are expected to complete a total of four formal assessment tasks per grade. The four formal tasks make up 30% of the total mark for the subject for each of Grades 4, 5 and 6.

The weighting of marks for the **FOUR** internal formal assessment tasks for Personal and Social Well-being is as follows:

Task 1			Task 2	Task 3	Task 4	
Grade 4	Grade 5	Grade 6	Grade 4 – 6		Grades 4 and 5	Grade 6
Assignment/ Design and make: 30 marks	Assignment/ Case study/ Design and make: 30 marks	Assignment/ Case study: 30 marks	Test: 30 marks	Project: 30 marks	End-of-year examination: 30 marks	End-of-year examination: 60 marks

Note: For Grade 6, the examination will count 60 and divided by 2, that is, $60 / 2 = 30$ marks for recording.

a. Project

The Personal and Social Well-being project will be any piece of work in which knowledge, skills and values which lead towards competence in specified content are demonstrated. The task will involve collecting, interpreting and presenting findings into a written product that may be reported or performed by the learners. Learners will collect data/resources/ information to perform the task outside of contact time. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.

The nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given adequate guidance at the outset of the project and progress should be monitored throughout. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project. Learners must be given enough time to complete the project, it should be given before the end of the second term for submission during the third term.

b. Assignment

This form of assessment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment will be a problem-solving exercise with clear guidelines and of a specified length. The focus and nature of the task will be determined by the content covered according to the annual teaching plan for the Personal and Social Well-being study area. The teacher will provide learners with resources and information required to deliver the task.

c. Case study

The case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. The case study will enable the teacher to assess whether learners can apply the knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan for the Personal and

Social Well-being study area. The teacher will provide learners with resources and information required to deliver the task.

d. Design and make

Design and making involves the production of the actual product using creative processes to achieve a certain competency. An object is the end product of a design. Learners will be required to design, make and write descriptive statements on the task and show an understanding of knowledge gained and the application of knowledge and skills. The focus will be determined by the content covered according to the annual teaching plan. The teacher will provide learners with resources and information required to deliver the task. All assessment criteria applicable to the task has to be discussed with the learners prior to the commencement of the task.

e. Test

Tests will be administered at the end of the second term during the Personal and Social Well-being period. This test will cover work done in term 1 and 2. They will consist of a range of questions that will assess knowledge recall, understanding and application of knowledge.

f. Examinations

Examinations of at least 45 minutes in Grades 4 and 5 and 75 minutes in Grade 6 will be administered at the end of the year as part of the internal examination timetable of the school/district/province. The examination will cover work done for the whole year. The examinations will address the knowledge and skills covered according to the annual teaching plan for the Personal and Social Well-being study area. They will incorporate more than one type of question and require the application of knowledge and skills.

Outline for examinations and tests

The outline below will be followed when setting the Personal and Social Well-being examination and test papers.

The Grades 4 and 5 examinations and tests will consist of two sections. Total for examination or test: **30 Marks**

Section A: 15 marks	Section B: 15 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • The questions will be matching columns and/or fill in/ complete sentences and/or lists. • Questions will test understanding and factual knowledge. 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • Case study may be used. • The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. • Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class. • Learners will provide direct responses and full sentences in point form. • One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph. • Learners will solve problems, make decisions and give advice. They will provide a few direct responses.

Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.

The Grade 6 test will follow the Grades 4 and 5 examination outline. The Grade 6 examination paper will consist of three sections. Total for examination: **60 Marks**

Section A: 25 marks	Section B: 20 marks	Section C: 15 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • The questions will be matching columns, true or false, multiple choice or list. • Questions will test understanding and factual knowledge. • Response will be short and direct and may be one word, a phrase or a sentence. 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • Case study may be used. • The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe. • Questions will be short open-ended and knowledge-based and include information that learners have acquired from the Personal and Social Well-being class. • Learners will provide direct responses and full sentences in point form. 	<p>Learners will be expected to answer a 10-mark and a 5-mark question.</p> <ul style="list-style-type: none"> • Questions will focus on the application of knowledge and skills. • Learners will make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue. • Each question will focus on the specific information or the integration of content. • A short text/ diagram/ data can be provided as a stimulus.
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of the assessment tool. Provision must be made in the marking memorandum or guideline for the learner’s own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in personal and Social Well-being are the marking memorandum or guideline, criteria checklist, observation sheet or rubric.

4.4.2 Assessment in Physical Education

The Physical Education Task (PET) is evaluated across all four school terms in Grades 4, 5 and 6. Learners are expected to participate in Physical Education periods every week which are timetabled to take place in fixed periods, labelled Physical Education on the school timetable. All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes.

Learner participation and movement performance in the PET will be assessed through class observation and reported at the end of each term. The mark allocation for the PET is 30% of the total mark for the subject. The subject advisor will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories:

- Participation: exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and the building of confidence.
- Movement performance: each learner will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of the movement. However, once a teacher has gained confidence and can break down a motor skill and movement sequence into different parts, additional criteria

can be added to assess the performance in greater depth

Assessment Tool for Physical Education

The assessment tool to assess learner performance in the two criteria of the task:

Level	Limited	Adequate	Proficient	Excellent
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of movement performance (5x2=10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the end of each term. This means, four lists for each of Grades 4, 5 and 6. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Example of the class list for participation and movement performance in Physical Education:

	TERM 1	1. Frequency of participation PE periods per term (P1= period 1)								2. Movement performance			TOTAL FOR TERM
		P1	P2	P3	P4	P5	P6	%	Marks 20	1 st Observation	2 nd Observation	Total marks 10	30
1.													
2.													
3.													
4.													
5.													

Note.

Criterion 1: Frequency of participation

Each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation across the Physical Education periods. An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate. A learner who always participates when he/she is present in class should not be penalised when absent, but a learner who participates on and off when present should be penalised when absent.

Divide number of times a learner participated by number of PE periods per term and **multiply** by 100 to obtain a

percentage and then convert to a mark out 20 according to the assessment tool above.

Criterion 2: movement performance

While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance. Allocate a mark out of five (5) for each of the two observations to obtain a final mark out of ten (10) according to the assessment tool above.

Total for the term

The marks awarded for frequency of participation and movement performance respectively for the term are added up to arrive at a mark out of 30 per learner. The mark obtained out of 30 is the PET mark to be formally recorded on the record sheet for the term.

4.4.3 Assessment in Creative Arts

The most important aim of Creative Arts at this level is that learners should engage fully in experiential learning, to develop creativity, expressiveness, communicating in different ways and enjoyment of the arts. There should be feedback from the teacher (brief, meaningful, constructive comments appearing in each learner's report) for both Visual Arts and Performing Arts at the end of each term. The teacher will observe learners' participation and ability to respond to instructions, improvise with confidence, and communicate through visual or performance arts' tools, work sensibly with others and be creative.

Formal Assessment Requirements:

Practically the Creative Arts Task (CAT) is administered twice a year for each stream (Visual and Performing Arts) in Grades 4, 5 and 6. By mid-year, a CAT for each of Visual and Performing Arts should have been administered, and again by the end of the year. This means that a CAT assessment should be held in each term. Participation in both streams will be assessed informally through class observation and reported in each term. Ability for only one stream will be formally assessed per term. When assessing Performing Arts, it is important that the teacher choose a CAT that comprises of at least TWO of the three art forms.

In Terms 1, 2 and 3 the marks for the practical Creative Arts Task (PCAT) will be 40 marks in each term. In term 4 the Practical Creative Arts Task will be 20 marks as Creative Arts written task will also be administered. The composition of the written task in term 4 will be as follows. There is an equal weighting between the practical task and the written exam with a mark allocation of 40 marks for the practical task and 40 marks for the written exam. Each art form should be allocated 10 marks.

The cognitive weighting of the paper is 30% lower order, 40% middle order and 30% higher order questions. The total of the practical task and the written exam is converted to total marks of 40 for term 4. The PSW and Creative Arts Study areas will have one paper in term 4 for written task whereby Section A will be PSW with 30 marks and Section B will be Creative Arts with 20 marks. Practical mark which is 20 marks will be added to the section B written exam mark which 20 to a total of 40 marks. The Creative Arts section will comprise of all 4 art forms.

When developing formal assessment tasks, the teacher must design the learning and teaching activities in such a way that they adhere to the weighting of cognitive levels as indicated below. These levels should inform the learning, teaching and assessment strategies of each task.

COGNITIVE LEVELS FOR SETTING FORMAL ASSESSMENT TASKS			
Cognitive Levels	Action word/ instruction	% of Task	Marks (per cognitive level)
			Grades 4 - 6
Low Order Remembering / Recall	Recall, multiple choice, fill in, match, underline, true/ false statements, name, list, label, identify, describe, define, memorise	30%	5
Medium Order Understanding / Applying	Interpret, apply, analyse, compare, demonstrate, complete, summarise, discuss	40%	10
High Order Analysing / Evaluating / Creating	Create, compose, design, explain, critique, defend, solve, justify, recommend, construct, propose, invent, exhibit	30%	5
Total Marks			20

Visual Arts CATs can take the form of any creative task from the term, which takes a minimum of 3 periods to complete.

Performing Arts CATs can be taken from any of the tasks in Topics 2 or 3 for the term, which combine use of at least TWO of three art forms.

Creative Arts Year Plan:

Term 1: CAT (Visual or Performing Arts)	40 marks
Term 2: CAT (Performing or Visual Arts)	40 marks
NOTE: By mid-year, both streams should have been assessed.	
Term 3: CAT (Visual or Performing Arts)	40 marks
Term 4: CAT (Performing or Visual Arts)	40 marks
NOTE: By end-year, both streams should have been assessed for the second time, to indicate progression.	
TOTAL CREATIVE ARTS MARKS FOR THE YEAR:	160 marks

In Creative Arts formal assessment is done through practical assessment tasks, and an edition of written examination in term 4 which is a Section B of the combined paper of PSW and Creative Arts.

TWO of three art forms.

Creative Arts Year Plan:

Term 1: CAT (Visual or Performing Arts)	40 marks
Term 2: CAT (Performing or Visual Arts)	40 marks
NOTE: By mid-year, both streams should have been assessed.	
Term 3: CAT (Visual or Performing Arts)	40 marks
Term 4: CAT (Performing or Visual Arts)	20 marks
Term 4: CAT (Written task of all art forms which is section B of the paper combining PSW and CA)	20 marks
NOTE: By end-year, both streams should have been assessed for the second time, to indicate progression.	
TOTAL CREATIVE ARTS MARKS FOR THE YEAR:	160 marks

In Creative Arts formal assessment is done through practical assessment tasks, not written examinations.

4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner’s performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner’s conceptual progression within a grade and her/his readiness to progress or to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways which include report cards, parents’ meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers will record

actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Life Skills, the following marks are applicable per term:

Term	Grade 4 Tasks	Grade 5 Tasks	Grade 6 Tasks	Marks per term	
				For recording	For reporting
1	Assignment/ Design and make	Assignment/Case study/ Design and make	Assignment/ Case study	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
2	PSW: Test	PSW: Test	PSW: Test	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
3	PSW: Project	PSW: Project	PSW: Project	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
4	PSW: Examination	PSW: Examination	PSW: Examination	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	20	
	Written Exam	Written Exam	Written Exam	20	
	Total			400	400

N.B. The assignment, design and make, case study, test, project and examination are formal assessment tasks for Personal and Social Well-being (PSW) for each of the Grades 4, 5 and 6.

The various achievement levels and their corresponding percentage bands are as follows:

Codes and percentages for recording and reporting

Rating Code	Description of Competence	Percentage
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

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices should be in place for the quality assurance of the subject assessments. All Personal and Social Well-being formal assessment tasks should be internally moderated by the head of the department or subject head at a school. The subject advisor will moderate a sample of these tasks during her/his school visits, to verify the standard of the internal moderation

4.7 GENERAL

This document should be read in conjunction with:

4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum*

Statement Grades R-12; and

4.7.2 *National Protocol for Assessment Grades R-12.*