



higher education  
& training

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Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

*COVID 19 RESPONSE*

**TVET CURRICULUM INSTRUCTION**

**TEMPLATES**

**INTERNAL CONTINUOUS ASSESSMENT  
(ICASS) GUIDELINES FOR THE NC(V) QUALIFICATIONS**

**IMPLEMENTATION: JULY 2021**

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### ANNEXURE A: EXAMPLE OF A SUBJECT ASSESSMENT PLAN

Subject Name						NC(V) Level			Year	
No	Assessment Task	Assessment tool	Topics & Subject Outcomes	Time and mark allocation	Examiner	Moderator	Question paper submitted to the moderator - pre-assessment moderation	Assessment date	Memo discussion	Moderation of marked tasks (post assessment moderation)
1	Test	Marking memo	Topic 1: SOs 1-4 Topic 3: SOs 1-2	1 hr 50 marks	Ms G Training	Mr E Edu	03 February	22 February	XXX	01-04 March
2	Assignment	Rubric memo or checklist	Topic 2: SOs 1-2 & 4 Topic 3: SOs 2-4	2 hrs per day for 3 days 75 marks	Ms P Test	Mr E Edu	24 February	8-10 March	XXX	15-19 March
3	Internal examination	Marking memo	Topic1: SOs 1-4 Topic 2: SOs 1-4 Topic 3: SOs 1-4 Topic 4: SOs 1-3	1 hr 100 marks	Ms G Training & Ms P Test	Mr E Edu	27 May	20 June	2-4 June	7-11 June
4	Assignment	Rubric memo or checklist	Topic 1: SOs 1-4 Topic 2: SOs 1-4 Topic 3: SOs 1-4 Topic 4: SOs 1-3	1 hr per day for 4 days and 2 hrs on day 5 100 marks	Ms G Training	Mr E Edu	18 June	26-30 May	XXX	2-6 August
5	Test	Marking memo	Topic 2: SOs 3-4 Topic 4 SO 5	2 hrs or more 50 marks or more	Ms P Test	Mr E Edu	10 August	16 August	XXX	26-31 August

## ANNEXURE B: EXAMPLE OF A SUBJECT ASSESSMENT SCHEDULE FOR STUDENTS

Subject Name		NC(V) Level		Year	
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No	Assessment Task	Assessment Tools	Topics & Subject Outcomes	Time and mark allocation	Assessment date
1	Test	Memorandum	Topic 1: SOs 1-4 Topic 3: SOs 1-2	1 hr 50 marks	22 February
2	Assignment	Rubric or Memo or Checklist	Topic 2: SOs 1-2 & 4 Topic 3: SOs 2-4	2 hrs per day for 3 days 75 marks	8-10 March
3	Internal examination	Memorandum	Topic1: SOs 1-4 Topic 2: SOs 1-4 Topic 3: SOs 1-4 Topic 4: SOs 1-3	1 hr 100 marks	20 June
4	Assignment	Rubric or Memo or Checklist	Topic 1: SOs 1-4 Topic 2: SOs 1-4 Topic 3: SOs 1-4 Topic 4: SOs 1-3	1 hr per day for 4 days and 2 hrs on day 5 100 marks	26-30 May
5	Test	Memorandum	Topic 2: SOs 3-4 Topic 4 SO 5	2 hrs or more 50 marks or more	16 August

## ANNEXURE C: ICASS TASKS FOR FUNDAMENTAL SUBJECTS

### C1.1 ICASS Tasks for First Additional Language Level 2

Task	Time-frame	Assessment activity	Scope of Assessment	Suggested Marks Allocated	% Contribution to the year mark <i>Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year mark</i>
1	Term 1	Formal test	Comprehension and summary and/or theory and/or language structures and conventions (Comprehension text: 400-500 words) (Summary: 200 words reduced to 60-70 words)	At least 50 marks	10%
2	Term 1	Oral presentation & Listening Test	Prepared reading aloud and/or role play and/or giving directions and instructions and /or listening comprehension (2 minutes)	At least 20 marks	10%
3	Term 2	Functional writing (Shorter functional text AND longer functional text)	Shorter functional texts: visual representations and/or classified and display advertisements and/or poster and/or written procedures and/or written description. (80-100 words) (5 %) Longer functional texts: writing formal letters(letter of complaint and/or letter of enquiry and/or blog writing) (120-150 words) (10%)	Shorter Functional writing 20 marks  Longer Functional Writing 30 marks	10%
4	Term 3	Oral presentation	Prepared speech using visual, audio and/or audiovisual aids (in conjunction with ISAT) (2-3 minutes)	At least 20 marks	10%
5	Term 3	Assignment	Literature (Creative texts): Short story	At least 50 – 80 marks	20%
6	Term 2 OR Term 3	Internal Examination Paper 1  Internal Examination Paper 2	Subject Outcomes completed to date	Follow the norms in the suggested external examination papers	40% (Paper 1 = 20%) (Paper 2 = 20%)
TOTAL					100%

### C1.2 ICASS Tasks for First Additional Language Level 3

Tasks	Time-frame	Type of assessment activity	Scope of assessment	Suggested Marks Allocated	% contribution to the year mark
1	Term 1	Formal test	Comprehension & summary and/or contextual questions for language and grammar structures and conventions and/or theory (Length of reading text to be guided by length of text to be summarised +/- 230-300 words) (Summary: 230 words reduced to 70-80 words)	At least 50 marks	10%
2	Term 1	Oral presentation and listening test	Introduction of a speaker or giving a vote of thanks or accepting and presenting awards or telephone conversation AND listening comprehension (2-3minutes)	At least 40 marks	10%
3	Term 2	Functional writing (Shorter AND longer functional texts)	Shorter functional texts: e-mail and/or fax and/or filling in a form and/or a flyer and/or a magazine advertisement and/or telephone message and/or memorandum (80-100 words) (5 %)  Longer functional texts: notice, agenda and minutes and/or descriptive report and/or narrative report and/or expository report (120-150 words) (10%) (Reports 150-250 words)	Shorter Functional writing 20 marks Longer Functional Writing 30 marks	10%
4	Term 2	Oral presentation	Prepared subject-related speech using visual, audio and/or audio-visual aids (3 – 5 minutes)	At least 40 marks	10%
5	Term 3	Assignment	Literature assignment: Poetry	At least 50 – 80 marks	20%
6	Term 2 OR Term 3	Internal Examination * Paper 1 Internal Examination * Paper 2	Subject Outcomes completed to date		40% (Paper 1 = 20%) (Paper 2 = 20%)
<b>TOTAL</b>					<b>100%</b>

### C1.3 ICASS Tasks for First Additional Language Level 4

Task	Time-frame	Type of assessment activity	Scope of Assessment	Suggested Marks Allocation	% contribution to the year mark
1	Term 1	Formal test	Comprehension & summary AND/OR contextual questions for language and grammar structures AND/OR communication theory (Length of reading text to be guided by length of text to be summarised +/-400– 500 words) (Summary: 250 words reduced to 75-85 words)	At least 50 marks	10%
2	Term 1	Oral presentation and listening test	Negotiation and conflict resolution in structured scenarios AND/OR media or job interviews AND/OR demonstrating persuasive skill AND listening comprehension (4-5 minutes)	At least 40 marks	10%
3	Term 2	Functional writing (Shorter, intermediate and longer functional texts)	<b>Shorter &amp; intermediate functional texts:</b> Letter of application and CV AND/OR proposal or other persuasive piece (120 -180 words) (5 %)  <b>Longer functional and reflective writing</b> Reflective and critical writing (for example film or other review) AND/OR argumentative and discursive writing (newspaper or magazine article, editorial or letter to the press) ( 250 – 350 words) (10%)	Shorter & intermediate functional writing 20 marks  Longer functional writing 30 marks	10%
4	Term 2	Oral presentation	Prepared subject-related speech, using visual, audio and/or audio-visual aids (5-10 minutes)	At least 40 marks	10%
5	Term 3	Assignment	Literature assignment: Film Study AND/OR Novel	At least 50 – 80 marks	20%
6	Term 2 OR Term 3	Internal Examination* Paper 1 Internal Examination* Paper 2	Subject Outcomes completed to date		40% (Paper 1 = 20%) (Paper 2 = 20%)
<b>TOTAL</b>					<b>100%</b>

#### NOTES:

\*The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

**C2.1 ICASS Tasks for Life Orientation Level 2**

<b>TERM</b>	<b>PORTFOLIO ASSESSMENT</b>	<b>TOPIC</b>	<b>% contribution to the year mark</b>
Term 1	1: Practical assignment	Personal and Career Development Learning skills (Integration with ICT content and topic as per Assessment Guidelines)	20%
Term 1	2: Formal practical test	Word processing (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 2	3: Formal Test	Health and Well-being	10%
Term 2	4: Online Assessment	Chapter 7&9 (Get Connected)	10%
Term 3	5: *Project assignment <b>Covid 19 Project</b>	Citizenship (Integration with ICT content and topics as per Assessment Guidelines)	10%
	6: Internal Examination	Internal examination Paper 1 and Paper 2 on topics completed to date (Paper 1 = <b>Life Skills: 20%</b> ) (Paper 2 = <b>ICT: 20%</b> )	<b>40%</b>
<b>Total</b>			<b>100%</b>

**Note**

\*The Project should be based on the Covid 19 project shared in 2020

\*The Project should be given to students so that they can complete this in the mid-year Vacation.

\***The get connected tasks(All modules) earmarked for term 3 will be written online only. Colleges can still administer the test online for Cisco Certification purposes only.**

The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.



## C2.2 ICASS Tasks for Life Orientation Level 3

TERM	PORTFOLIO ASSESSMENT	TOPIC	% contribution to the year mark
Term 1	1: Practical Assignment	Personal and Career Development Learning skills (Integration with ICT content and topic as per Assessment Guidelines)	20%
Term 1	2: Formal practical test	Word processing (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 2	3: Formal Test	Health and Well-being	10%
Term 2	4: Formal practical test	Excel spreadsheets (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 3	5: *Project assignment Covid 19 project shared in 2020	Citizenship (Integration with ICT content and topics as per Assessment Guidelines)	10%
	6: Internal Examination	Internal examination Paper 1 and Paper 2 on topics completed to date (Paper 1 = Life Skills: 20%) (Paper 2 = ICT: 20%)	40%
Total			100%

### NOTE:

\*The Project and/or Practical assignment should be based on Covid 19 project shared in 2020.

\*The Project should be given to students so that they can complete this in the mid-year Vacation.

\*The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

*It is important to note that the minimum number of teaching hours for the subject Life Orientation must be the same as for the other subjects.*

## C2.3 ICASS Tasks for Life Orientation Level 4

TERM	PORTFOLIO ASSESSMENT	TOPIC	% contribution to the year mark
Term 1	1: Practical assignment	Personal and Career Development Learning skills (Integration with ICT content and topic as per Assessment Guidelines)	20
Term 1	2: Formal practical test	Word processing (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 2	3: Formal Test	Health and Well-being	10%
Term 2	4: Formal practical test	Excel spreadsheets (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 3	5: *Project assignment <b>Covid 19 Project</b>	Citizenship (Integration with ICT content and topics as per Assessment Guidelines)	10%
	7: Internal Examination	Internal examination Paper 1 and Paper 2 on topics completed to date <b>(Paper 1 = Life Skills: 20%)</b> <b>(Paper 2 = ICT: 20%)</b>	<b>40%</b>
Total			100%

### NOTE:

\*The Project and/or Practical assignment should be based on Covid 19 Project shared in 2020.

\*The Project should be given to students so that they can complete this in the mid-year Vacation.

\*The internal examination and the formal test (Term 3) can be swapped around to allow the examination to be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

*It is important to note that the minimum number of teaching hours for the subject Life Orientation must be the same as for the other subjects.*

**C3. ICASS Tasks for Mathematics and Mathematical Literacy**

TASKS	Time-frame	Type of assessment activity	Scope of assessment	% contribution to the year mark
			Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year mark	
1	Term 1	Formal test	Topics completed in term 1	10%
2	Term 1	**Assignment	Assignment on one or more topics completed to date	15%
3	Term 2	Formal test	Topics completed in term 2	10%
4	Term 2	Formal test:	Topics completed in term 1 and 2	20%
5	Term 2	**Assignment	Topics completed in term 2	15%
7	Term 2 OR Term 3	*Internal Examination Paper 1 Paper 2	All topics completed to date Paper 1=15 Paper 2=15	30%
TOTAL				100%

**NOTE**

\*The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

\*\*The **assignment** must be completed within 5 days. A clear instruction sheet outlining the task and the resources required to complete the task must be given to students.

**ANNEXURE D1: ICASS Tasks for Vocational Subjects****ICASS Tasks for vocational subjects**

TASKS	Time-frame	Type of assessment activity	Time and proposed mark allocation *(can be increased but not reduced)	Scope of assessment	% contribution to the year mark
				Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year mark	
1	Term 1	Test	1 Hour (50 marks)	Topics completed in term 1	20%
2	Term 1	Practical Assessment/ Assignment	Determined by the scope and nature of the task	One or more of the topics completed as an assignment	25%
3	Term 2	Practical Assessment/ Assignment	Determined by the scope and nature of the task	One or more of the topics completed as an assignment	25%
4	Term 3	Internal Examination*	As per external examinations (P1 & P2 where applicable)	Topics completed to date (P1 =15 & P2=15, where applicable)	30%
TOTAL					100%

**NOTE:**

\*The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%- 90% of the curriculum must have been covered.

Only one task is scheduled for term 3 to allow time for moderation and monitoring of portfolios and the completion of ISATs for submission on the last day of the 3<sup>rd</sup> term

**D2. ICASS TASK FOR HARDWARE AND SOFTWARE NC(V) LEVEL 3**

This is the same curriculum, but Online Assesses through Cisco

TASKS	Time-frame	Type of assessment activity	Time and proposed mark allocation *(can be increased but not reduced)	Scope of assessment	% contribution to the year mark
				Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year mark	
1	Term 1	IT Essentials Online assessment: Cert Checkpoint #1	1 Hour (100 marks)	IT Essentials PC Hardware & Preventative Maintenance	20%
2	Term 1	Practical Assessment/ Assignment	Determined by the scope and nature of the task	IT Essentials PC assembly & Advanced Computer hardware	25%
3	Term 2	Practical Assessment/ Assignment	Determined by the scope and nature of the task	IT Essentials Skills Assessment (Chapter 1-9)	25%
5	Term 3	Internal Examination*	As per external examinations (P1 & P2 where applicable)	Topics completed to date (P1 =15 & P2=15, where applicable)	30%
TOTAL					100%

\*The IT essentials tasks will be written online. The Task 5 can be written for CISCO certification but not for ICASS.

**ANNEXURE D3: ICASS TASKS FOR NC(V)4 Data & Communications**

TASKS	Time-frame	Type of assessment activity	Time and proposed mark allocation *(can be increased but not reduced)	Scope of assessment	% contribution to the year mark
				Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year mark	
1	Term 1	CCNA Introduction to Network Online assessment: Modules 1-3	1 Hour (100 marks)	CCNA Intro to Network: Basic Network Connectivity and Communications	20%
2	Term 1	Practical Assessment/ Assignment	Determined by the scope and nature of the task	CCNA Introduction to Network Online assessment: Lab 3.7.10: Use Wireshark to view Network Traffic	25%
3	Term 2	Practical Assessment/ Assignment	Determined by the scope and nature of the task	CCNA Introduction to Network Online assessment: Lab 10.4.4: Build a Switch and Router Network	25%
5	Term 3	Internal Examination*	As per external examinations (P1 & P2 where applicable)	Topics completed to date (P1 =15 & P2=15, where applicable)	30%

\*The CCNA tasks will be written online. Colleges will administer it for Cisco certification but not for ICASS.

## E.1 ANALYSIS GRID

*This analysis must be done for every test and assignment (excluding orals in First Additional Language) as well as for the internal examination question papers and must be attached to the task and accompanied by the memorandum/marking tool.*

<b>SUBJECT &amp; LEVEL:</b>	<b>EXAMINER:</b>
<b>TASK:</b>	<b>MODERATOR:</b>

Topic(s)	SOs	LOs	Item No.	Format/ Type			± Time (Min)	Mark allocation and Cognitive Level			Total
				Short Response	Medium Response	Extended Response		1 Knowledge	2 Application	3 Analysis and Problem solving	
<b>TOTAL</b>											

Short Response (multiple-choice, one-word, definitions, bulleted list, etc.)

Medium Response (short explanations / descriptions requiring a couple of sentences)

Extended Response (long explanations / descriptions requiring several or more sentences)

	<b>Signature</b>	<b>Date</b>
<b>EXAMINER:</b>		
<b>MODERATOR:</b>		

## ANNEXURE F: EXAMPLES OF ASSIGNMENTS/PROJECTS FOR ICASS TASKS

<b>PROGRAMME</b>	<b>EXAMPLE OF ASSIGNMENT</b>	<b>SUBJECT</b>
Drawing Office Practice	Create CAD templates using various layers, line weights and plotting	Engineering Graphics and Design
Marketing	Collect and investigate advertisements for a target market	Advertising and Promotion
Hospitality	Research recipes on a specific theme. Prepare and present the recipes	Food Preparation
Civil Engineering and Building construction	Nail a patent lightweight steel purin	Concrete structures
Tourism	Compile a tour itinerary and calculate tour costs	Tourism Operations
Electrical Infrastructure Construction	Build an electronic circuit	Electronic Control and Digital Electronics
Primary Agriculture	Demonstrate feeding and handling of chickens	Animal Production
Engineering and Related Design	Perform drilling operation	Fitting and Turning
Management	Exercise team motivation and analyse a business strategy	Management Practice
Process Plant Operations	Demonstrate safekeeping and handling of machinery and equipment	Process Technology
Information Technology and Computer Science	Investigate security issues when using the Internet	Computer Programming
Education and Development	Conduct talk show on impact of culture and HIV/AIDS on early childhood development	Early Childhood Development
Office Administration	Create, edit and print a business letter and Excel worksheet	Office Data Processing
Safety in Society	Host mock court cases	Criminal Justice
Mechatronics	Assemble a mechatronic system and interfacing hardware and software	Computer Integrated Manufacturing
Process Instrumentation	Install pneumatic transmitters and converters	Instrumentation Technology
Finance, Economics and Accounting	Record financial transactions from source documents	Applied Accounting
Transport and Logistics	Investigate the costs to transport specific goods by road versus rail	Freight Logistics
Fundamental	Volunteer to assist in a campaign to promote HIV prevention	Life Orientation



### ANNEXURE G 1: EXAMPLE OF A RUBRIC

Criterion	Assessment Criteria	Level 4: Outstanding	Level 3: Highly Competent	Level 2: Competent	Level 1: Not Yet Competent	Marks
1	<i>Prepare the work area according to work site procedures. (max. 5 marks)</i>	<u>Work site procedures:</u> (provide list of procedures)				
		All of the work site procedures were followed correctly (5 marks)	Most of the work site procedures were followed correctly. (4 marks)	Adequate work site procedures were followed correctly (3 marks)	Little or no work site procedures were followed. (0-2 marks)	
2	<i>Perform a pre-service inspection (max. 10 marks)</i>	<u>Aspects to check:</u> (provide list of aspects)				
		Outstanding performance of pre-service inspection was demonstrated – included all aspects to be checked (8-10 marks)	High level performance of pre-service inspection was demonstrated – included most aspects to be checked (7 marks)	An adequate performance of pre-service inspection was demonstrated (5-6 marks)	Little or no pre-service inspection was performed (0-4 marks)	
3	<i>Inspect, remove and rotate the wheels according to procedures. (max. 15 marks)</i>	<u>Procedures:</u> (provide list of procedures)				
		Demonstrates excellent understanding of the task and observed all procedures. (13-15 marks)	Demonstrates high level of understanding the task and observed most procedures. (11-12 marks)	Demonstrates an adequate level of understanding the task and observed some procedures. (8-10 marks)	Demonstrates little or no understanding of the task. (0-7 marks)	
4	<i>Adjust headlights correctly and safely. (max. 20 marks)</i>	<u>Procedures:</u> (provide list of procedures) <u>Tools:</u> (provide list of tools)				
		Student adjusted the headlights using all of the appropriate tools and procedures safely and correctly. (16-20 marks)	Student adjusted the headlights using most of the appropriate tools and procedures safely and correctly. (14-15 marks)	Student adequately adjusted the headlights using some of the appropriate tools and procedures safely and correctly. (10-13 marks)	Student adjusted the headlights using few of the appropriate tools safely and correctly. (0-9 marks)	
<b>TOTAL</b>						50

## G2: EXAMPLE OF A LIST OF ITEMS ACCOMPANYING A RUBRIC

Assessment criteria	Items	Marks	Total
Prepare the work area according to work site procedures (Work site procedures)	Clean and clear the work area	1	5
	Collect the tools required for the job	1	
	Ensure that there is adequate lighting	1	
	Ensure that the lifting equipments are in working condition	1	
	Ensure that there are waste bins	1	
Perform a pre-service inspection (Aspects)	Check the level of water from the radiator	1	10
	Check the level and cleanliness of the engine oil	1	
	Check oil leaks from the engine	1	
	Check the tyre pressure	1	
	Check the headlights as well as the tail light	1	
	Check the alternator	1	
	Check the battery	1	
	Check the water leakage	1	
	Check the anti-freeze concentration	1	
	Check the belt tension	1	
Inspect, remove and rotate the wheels according to procedures (Procedures)	Correctly lift the vehicle	4	15
	Inspect the wheels by rotating them	5	
	Remove the wheels correctly	2	
	Secure all wheels	2	
	Descend the vehicle (slide down)	2	
Adjust headlights correctly and safely (Procedures)	Check that the bulb is in working condition	2	20
	Check the current supply to the headlight	2	
	Adjust the headlight according to the manufacturer's specification on headlights	8	
	Test the height of the light against the wall	6	
	Check dim and brightness of the headlights	2	

## ANNEXURE H: PRE-ASSESSMENT MODERATION PROCESS AND CHECKLIST

### H1. PRE-ASSESSMENT MODERATION PROCESS

#### Process and timeline for pre-moderation of ICASS tasks

PROCESS	RESPONSIBILITY	TIMELINE
Allocate specific <b>examiners and moderators</b> names, per subject per level, to each assessment on the Assessment plans. The examiner and moderator must be two different people. (Note: Examiners and moderators must be subject experts. The allocated examiners and moderators must be teaching the subject and level. Empower all staff to develop and moderate assessments)	HOD / Senior lecturer	January of the new year, before classes commence
Add <b>internal college due dates</b> to manage the time lines in order to meet the Subject committee assessment plan deadlines.	HOD / Senior lecturer	January of the new year, before classes commence
<b>Managing of the due dates</b> on the Subject committee Assessment plan.	HOD / Senior lecturer	Throughout the year
<b>Moderation of assessments tasks and tools</b> (Pre-moderation of tests, assignments, internal exams, etc.): <ul style="list-style-type: none"> <li>Check that the examiner completed the '<u>Examiner's and moderator's checklist</u>': <ul style="list-style-type: none"> <li>Technical criteria</li> <li>Content coverage</li> <li>Cognitive skills</li> <li>Types of questions</li> <li>Memorandum</li> <li>Language and bias</li> </ul> </li> <li>Start by going through the entire assessment task and tool</li> <li>Determine whether the students will be able to complete the assessment within the given time</li> <li>Moderator must also complete the moderator's section on the 'Examiner's and moderator's checklist'</li> <li>Moderator must give feedback regarding changes needed and make recommendations on checklist</li> <li>Keep all evidence of the moderation process</li> </ul>	Subject Moderator as allocated on internal assessment plan	As per internal assessment plan
<b>Feedback</b> to examiner: <ul style="list-style-type: none"> <li>Keep all evidence of the moderation process</li> </ul>	Subject Moderator as allocated on internal assessment plan	Within TWO days after receiving the assessment task and tool
<b>Implement changes</b> as recommended by the moderator	Subject examiner as allocated on internal assessment plan	Within TWO days after receiving feedback on the assessment task and tool.
<b>Final approval of the assessment instrument for printing:</b> <ul style="list-style-type: none"> <li>Print final approved assessment task and tool (Note: To check layout, fonts and alignment before submitting for printing)</li> </ul>	Subject Moderator as allocated on internal assessment plan	Within ONE day after receiving the adjusted assessment task and tool

**H2. EXAMPLE OF A PRE-ASSESSMENT MODERATION CHECKLIST****EXAMINER'S AND MODERATOR'S CHECKLIST**

EXAMINER: \_\_\_\_\_ MODERATOR: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ ASSESSMENT TASK: \_\_\_\_\_

THE FOLLOWING CHECK LIST NEEDS TO BE COMPLETED BY THE EXAMINER and THE MODERATOR

*(Examiner to forward checklist WITH the assessment task to the moderator)*

**CRITERION 1: ANALYSIS OF TASK (accompanying assessment task)**

	Examiner	Moderator
<b>ANALYSIS GRID</b>	Yes: ✓ No: x N/a	Yes: ✓ No: x N/a
1.1 Name of subject, task, examiner and moderator is provided		
1.2 List provided of topics, SOs and LOs covered in each question / instruction of the task		
1.3 Conceptual level indicated per question/ instruction along with mark allocation		
1.4 Spread of conceptual weighting indicated for the task as a whole		

**CRITERION 2: TECHNICAL CRITERIA**

	Examiner	Moderator
<b>TASK</b>	Yes: ✓ No: x N/a	Yes: ✓ No: x N/a
2.1 Cover page: Name of subject, time allocation and mark allocation		
2.2 Instructions to students are clearly specified and unambiguous		
2.3 Layout is reader friendly		
2.4 The questions on the paper/assessment task has the correct numbering		
2.5 Pages are numbered		
2.6 Appropriate fonts are used throughout the paper		
2.7 Format is correct (check page breaks, spacing etc.)		
2.8 Mark allocations are clearly indicated (Marks per question / instruction, after each sub-section, marks added and totals are correct)		
2.9 The paper can be completed in the time allocated		
2.10 Formula sheet / Answer sheets / Addenda attached where relevant		
2.11 Drawings – Clear and complete (With mark allocation) where relevant		
2.12 The quality of illustrations, graphs, tables etc is clear and print ready		
2.13 Paper printed and checked before forwarded to Moderator as final version		
2.14 List of materials required to complete the task is provided where relevant		
2.15 A clear indication is provided of the evidence that needs to be produced during and/or on completion of the task (e.g. artefact, computer printout, activity sheet, written response, etc)		
2.16 The task is cost-effective		

**CRITERION 3: CONTENT COVERAGE**

3.1	The task covers Topics, SOs and the LOs as prescribed in the policy and guideline documents for the particular subject and level	
3.2	The weighting and spread of content of SOs and LOs covered is appropriate	
3.3	The examples and illustrations are suitable, appropriate, relevant and academically Correct	
3.4	The task allows for creative responses from students where relevant	
3.5	The assessment standards are appropriately linked and integrated where possible	
3.6	The content addressed is relevant and up to date with developments in the subject	

**CRITERION 4: COGNITIVE SKILLS**

4.1	There is an appropriate distribution in terms of cognitive levels (Bloom's taxonomy or any other taxonomy that may have been used).	
4.2	Choice questions are of an equal level of difficulty where relevant.	
4.3	There is a correct distribution of marks across topics/learning covered as per Subject Guidelines and Assessment Guidelines documents.	
4.4	Sub-questions / sub-tasks range from simple to complex	

**CRITERION 5: TYPES OF QUESTIONS / TASKS**

5.1	There is an appropriate distribution in the types of questions / tasks.	
5.2	The task is according to the requirements of the Subject Policy documents	
5.3	The type of task is authentic to the content being assessed	
5.4	There is a correlation between mark allocation, level of difficulty and time allocation	

**CRITERION 6: LANGUAGE AND BIAS**

6.1	Subject terminology is used correctly.	
6.2	The language is appropriate and unambiguous for the level of the candidate.	
6.3	The task does not have any evidence of bias in terms of gender issues, race, cultural issues, and provincial and regional bias.	
6.4	Passages / scenarios used in the task are of appropriate length.	

**CRITERION 7: OVERALL IMPRESSION**

7.1	The task is of the appropriate standard. It compares favourably in relation to previous tasks.	
7.2	There is a balance between the assessment of skills, knowledge and values.	
7.3	The task is in line with the relevant current policy/guideline documents.	

**CRITERION 8: ASSESSMENT TOOL**

8.1	Cover page: Name of subject, time allocation and mark allocation		
8.2	The assessment tool is appropriate for the type of assessment task being used.		
8.3	Format (Alignment, check page breaks, spacing)		
8.4	The assessment tool is laid out clearly and neatly typed.		
8.5	Clear mark allocation is provided per question / instruction.		
8.6	The assessment tool facilitates marking – clear guidance is provided on how to allocate marks to a response / action.		
8.7	Mark allocation corresponds with marks on the assessment task.		
8.8	The assessment tool makes allowance for alternative responses where relevant.		
8.9	Drawings are clear and complete with accompanying mark allocation where relevant.		
8.10	The assessment tool is accurate.		
8.11	Total number of marks is indicated per section and for the task as a whole on the assessment tool.		
8.12	Assessment tool printed and checked before forwarded to Moderator as final.		

**RECOMMENDED CHANGES:**

This section should be completed for the task and the assessment tool separately by the moderator.

**TASK:** The TASK is **APPROVED / CONDITIONALLY APPROVED / REJECTED-**

ITEM NUMBER	RECOMMENDED CHANGE	MOTIVATION

**ASSESSMENT TOOL:** The ASSESSMENT TOOL is **APPROVED / CONDITIONALLY APPROVED / REJECTED-**

ITEM NUMBER	RECOMMENDED CHANGE	MOTIVATION

**GENERAL COMMENTS:**


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	Signature	Date
<b>EXAMINER:</b>		
<b>MODERATOR:</b>		

## ANNEXURE I: POST-ASSESSMENT MODERATION PROCESS AND CHECKLIST

### I.1. POST-ASSESSMENT MODERATION PROCESS

#### Timeline for ICASS moderation and monitoring

PROCESS	RESPONSIBILITY	TIMELINE
<p><b>Moderate 10%</b> or a minimum of 5 written assessments</p> <ul style="list-style-type: none"> <li>Moderators should familiarise themselves with the assessment</li> <li>The marked scripts selected for moderation should reflect best, medium and poor performance.</li> <li>Moderators should use a <b>green pen</b> only.</li> <li>Moderators should re-mark the entire script and also show all ✓ as indicated on the assessment tool.</li> </ul>	Subject Moderator (Subject expert: <i>empower all staff / peer moderation</i> )	Within 2 days after the marked assessments were handed to the moderator
<p><b>Feedback</b> to marker:</p> <ul style="list-style-type: none"> <li>Keep all evidence of the moderation process (E.g. 55 % / 66 %)</li> </ul>	Subject Moderator	Within 2 days after the marked assessments were handed to the moderator
<p><b>Re-marking</b> is strongly advised in the following instances:</p> <ul style="list-style-type: none"> <li>If the variance between the marker's and moderator's marks is greater than 5 % for more than half of the moderated scripts. <b>(Note:</b> A remark of the entire batch is advised if the variance is applicable to more than half of the sample moderated)</li> <li>If the variance between the marker's and moderator's marks is the result of incorrect marking. <b>(Note:</b> Sections/specific question/s indicated by the moderator of the entire batch must be remarked.) <b>Examples of incorrect marking:</b> <ul style="list-style-type: none"> <li>Awarding marks for incorrect answers</li> <li>Not awarding marks for correct answers</li> <li>Not marking alternative correct answers</li> <li>Incorrect allocation of marks</li> <li>Inconsistent mark allocation for similar answers</li> </ul> </li> </ul>	Marker	Within 2 days after feedback was received from the moderator
If re-marking was advised, 10 % of the entire batch should be moderated again on completion of re-marking.	Subject Moderator	Within 2 days after re-marking
<p><b>Errors in the adding</b> of marks made by the marker:</p> <ul style="list-style-type: none"> <li>Add and check totals of all scripts again <b>(Note:</b> If for example, an <i>adding</i> error was made by the marker, the student must be given the correct (moderated) mark. The moderator should determine whether the error was restricted to the one script only. The moderator should moderate one or two additional scripts)</li> </ul>	Marker	
<p><b>Hand assessments back to students</b></p> <p>The converted mark must be indicated on the marked task, e.g. 60/100 = 60% = 15/25.</p>	Lecturer	First contact session with students

PROCESS	RESPONSIBILITY	TIMELINE
<p><b>Capturing of marks</b> on IT system:</p> <ul style="list-style-type: none"> <li>After the moderation is completed the lecturer's (red pen) marks must be captured on the IT system.</li> </ul> <p><i>(Note: All students must benefit from the moderation and not only the sample of scripts moderated. The aim of moderation is to ensure consistency in the marking process)</i></p>	Lecturer	Refer to college policy
<p><b>Corrections</b> should be done (PoE: Task; assessment tool and corrections) (Note: As part of remedial work the lecturer should go through the task with the students)</p>	Lecturer	First contact session with students



## I.2. EXAMPLE OF A POST- ASSESSMENT MODERATION CHECKLIST

### MODERATOR'S CHECKLIST

LECTURER: \_\_\_\_\_  
 SUBJECT: \_\_\_\_\_

MODERATOR: \_\_\_\_\_  
 ASSESSMENT TASK: \_\_\_\_\_

#### DETAIL OF MODERATION

Number of students assessed			
Number of answers sheets/scripts/assignments moderated			
ID Numbers and names of students whose scripts/assignments were moderated	Assessed Mark	Moderated Mark	Comments
1.			
2.			
3.			
4.			
5.			
6.			

#### THE FOLLOWING CHECK LIST MUST BE COMPLETED BY THE MODERATOR

CRITERIA				Moderator Score
Score key:	0=non existent	n/a=not applicable		
	1=does not meet the requirement	2=partially meets the requirement	3=meets the requirement	
1.	A marking discussion took place to standardise the assessment tool prior to the commencement of assessment of students' performance ( <i>applicable to internal examination only</i> )			
2.	The assessment was in accordance with the assessment plan and the approved task was used			
3.	Students were not advantaged/disadvantaged in either/or questions (choice of questions)			
4.	Alternative answers have been accommodated where relevant and credited where applicable.			
5.	All responses have been marked.			
6.	Responses have been assessed and allocated marks in accordance with the assessment tool.			
7.	The marks for the particular task have been totalled correctly			
8.	The total mark achieved for the particular task has been correctly recorded on the record sheet (class list)			
9.	The weighted total mark achieved for the task has been correctly recorded on the record sheet.			
10.	The lecturer was consistent in the marking of the entire batch of assessments			
11.	The lecturer provided feedback on each script			
12.	There is proof of authenticity for all evidence without direct supervision			
13.	Corrective measures were discussed with the lecturer			

#### RECOMMENDED AREAS FOR IMPROVEMENT IN THE ASSESSMENT OF PERFORMANCE:

(This section should be completed by the moderator)

ITEM NUMBER	RECOMMENDED IMPROVEMENT	MOTIVATION

#### GENERAL COMMENTS:

\_\_\_\_\_

	Signature	Date
MODERATOR:		

**ANNEXURE J: EXAMPLES OF RECORD SHEETS FOR ICASS TASKS**

**J1.1 RECORD SHEET FOR FIRST ADDITIONAL LANGUAGES LEVEL 2 and 3**

FIRST ADDITIONAL LANGUAGES			LANGUAGE: .....						LEVEL: .....		
YEAR: .....			MARKS FOR ICASS TASKS						FINAL ICASS MARK		
LECTURER: .....											
ICASS TASKS			Test 1	Oral 1	Functional writing	Test 2		Literature: Creative text: Short story	Internal Examination	ICASS TOTAL (100)	Competence Code
No.	Student's ID number	Students' Names (Surname & Initials)	Convert the mark to weighted %						%	1-7	
			10	10	10	10		20			40
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
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18											
19											
20											
21											
22											
23											
24											
25											

**J 1.2 RECORD SHEET FOR FIRST ADDITIONAL LANGUAGES LEVEL 4**

FIRST ADDITIONAL LANGUAGES			LANGUAGE: .....						LEVEL: .....		
YEAR: .....			MARKS FOR ICASS TASKS						FINAL ICASS MARK		
LECTURER: .....											
ICASS TASKS			Test 1	Oral 1	Functional writing		Test 2	Assignment	Internal Examination	ICASS TOTAL (100)	Competence Code
No.	Student's ID number	Students' Names (Surname & Initials)	Convert the mark to weighted %						%	1-7	
			10	10	10		10	20			40
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
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22											
23											
24											
25											

**J2. RECORD SHEET FOR LIFE ORIENTATION LEVELS 2, 3 and 4**  
**For Level 2, Task 4 and 6 Assessment will be on Cisco Online Assessment**

YEAR: ..... LECTURER: .....			MARKS FOR ICASS TASKS							FINAL ICASS MARK	
ICASS TASKS			1. Personal & Career	2. Word Processing	3. Health & Wellbeing	4. Excel Spreadsheets and Cisco online for level 2	5. Citizenship	Online task Administered for Cisco Certification only	7. Internal Exam	ICASS TOTAL (100)	Competence Code
No.	Student's ID number	Students' Names (Surname & Initials)	Convert the mark to weighted %							%	1-7
			20	10	10	10	10	40	100		
1											
2											
3											
4											
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8											
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25											

### J3. RECORD SHEET FOR MATHEMATICS / MATHEMATICAL LITERACY

YEAR: ..... LECTURER: .....			MARKS FOR ICASS TASKS							FINAL ICASS MARK	
ICASS TASKS			1. Test: 1	2. Assignment 1	3. Test: 2	4. Assignment 2	5. Test: 3		7. Internal Examination	ICASS TOTAL (100)	Competence Code
No.	Student Surname & Initials	Student ID number	Convert the mark to weighted %							%	1-7
			10	15	10	15	20		30	100	
1											
2											
3											
4											
5											
6											
7											
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10											
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22											
23											
24											
25											

### J4. RECORD SHEET FOR VOCATIONAL SUBJECTS

VOCATIONAL SUBJECT: .....				LEVEL: .....					
YEAR: .....			MARKS FOR ICASS TASKS					FINAL ICASS MARK	
LECTURER: .....			ICASS TASKS					ICASS TOTAL (100)	
			1. Test 1	2. Assignment 1		4. Assignment 2	5. Internal Examination	Competence Code	
No.	Student Surname & Initials	Student ID number	Convert the mark to weighted %				% 100	1-5	
			20	25		25			30
1									
2									
3									
4									
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25									

**J5. RECORD SHEET FOR HARDWARE AND SOFTWARE NC(V) LEVEL 3**

		VOCATIONAL SUBJECT: .....						LEVEL: .....	
YEAR: .....		MARKS FOR ICASS TASKS						FINAL ICASS MARK	
LECTURER: .....									
ICASS TASKS		1. Online Test 1	2. Assignment 1	3. Assignment 2	4. Online Test 2 for Cisco certification only	6. Internal Examination	ICASS TOTAL (100)	Competence Code	
No .	Student Surname & Initials	Student ID number	Convert the mark to weighted %				% 100	1-5	
			20	25	25	30			
1									
2									
3									
4									
5									
6									
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9									
10									
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22									
23									
24									

### J.6 RECORD SHEET FOR DATA AND COMMUNICATION NC(V) LEVEL 4

		VOCATIONAL SUBJECT: .....						LEVEL: .....	
YEAR: .....		MARKS FOR ICASS TASKS						FINAL ICASS MARK	
LECTURER: .....									
ICASS TASKS		1. Online Test 1	2. Assignment 1	3. Assignment 2	4. Online Test 2 for Cisco Certification Only	6. Internal Examination	ICASS TOTAL (100)	Competence Code	
No .	Student Surname & Initials	Student ID number	Convert the mark to weighted %				% 100	1-5	
			20	25	25	30			
1									
2									
3									
4									
5									
6									
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24									



## ANNEXURE K - MONITORING REPORT TEMPLATES

### K.1 EXAMPLE OF A MONITORING REPORT TEMPLATE

Subject and Level	Name of lecturer	Date
Designation of moderator	Name of Moderator	Signature of moderator

#### Checklist for the contents of the Lecturer Portfolio of Assessment (PoA)

ITEM	YES	NO
a) Is the lecturer's information available? <i>Name, ID no, qualifications, SACE registration, teaching/lecturing experience, workplace experience</i>		
<b>b) Does the lecturer's PoA file contain the following?</b>		
1. Content page		
2. Subject and Assessment Guidelines		
3. Subject assessment plan ( <i>Annexure A</i> )		
4. All ICASS tasks, their accompanying marking memoranda/guidelines and list of resources required to complete a particular task		
5. A completed pre-moderation checklist ( <i>for each of the ICASS tasks and their accompanying assessment tools</i> ) ( <i>Annexure H2</i> )		
6. A completed post-moderation checklist ( <i>once the task has been administered and assessed</i> ) ( <i>Annexure I2</i> )		
7. Subject record sheets per level / class ( <i>reflecting the marks achieved by the students in the ICASS tasks as they are completed</i> ) ( <i>Annexure J</i> )		
8. Evidence of review ( <i>diagnostic and statistical analysis, including notes on improvement of the task for future use</i> ).		
9. Evidence of repeaters work/tasks are assessed		
c) Are the documents in the file up to date and related to assessment?		

#### Checklist for the Student Portfolio of Evidence (PoE)

ITEM	YES	NO
a) Is the student's information indicated on the file?		
<b>b) Does the student's PoE file contain the following?</b>		
1. A completed declaration of authenticity ( <i>signed and dated</i> )		
2. Table of contents ( <i>contents page</i> )		
3. Subject assessment schedule ( <i>Annexure B</i> )		
4. All marked ICASS task responses ( <i>scripts, booklets, computer printouts</i> ) <i>Note*1 In the instance of an artefact evidence must be safely stored and be available on request</i> <i>Note*2 A completed assessment tool (e.g. rubric and/or checklist) reflecting student performance where applicable when a marking memorandum has not been used to assess student performance</i>		
5. Record of results ( <i>a summary of results with all marks achieved per assessment for the subject</i> )		
6. Evidence of moderation ( <i>where applicable for those students' whose tasks were moderated</i> )		
7. Consolidated record of performance sheet ( <i>completed and signed</i> )		

**K2. EXAMPLE OF A COMPOSITE PRE AND POST MODERATION REPORT****TERM 1 / 2 / 3**

Subject:	
Level:	
Campus(es):	
Faculty manager/HOD/programme manager:	
Total number of students enrolled:	
Total number of students assessed:	
Drop-out rate	
Total number of students who passed all assessments for this period:	
Throughput rate	
Pass rate	
Total number of assessments conducted and moderated:	
Number of assessments conducted for this period expressed as a percentage of the total planned assessments for this subject:	

**Please complete the checklist below for compliance to pre- and post assessment requirements:**

CRITERIA	YES	NO	Comment and corrective action if answer is no
1. Lecturers and moderators are assigned prior to assessment implementation	Y		For every subject and for every task there is an examiner and a moderator, they know who they are and what is expected of them
2. An approved subject assessment and moderation plan is used	Y		There is a common plan for TO L3 which is followed by Campus X and Y, i.e. students on the two campuses write the same tests on the same day.
3. Assessment tasks and tools are pre-moderated	Y		At least five working days before tasks are given to students, tasks are print-ready and signed off
4. Assessments are conducted according to assessment and moderation plan	Y		For the whole college for the whole year all assessment tasks are conducted according to the scheduled dates – as set in Jan of the academic year
5. Post-moderation is conducted on 10% of the marked evidence	Y		Evidence of 10% moderated scripts are available from Ms English in room T35 on Campus X and from Mr Bean in room S2 on campus Y.

.....  
HOD / Academic Head

Date:

## L. CONSOLIDATED RECORD OF PERFORMANCE IN ICASS TASKS

<b>STUDENT'S SURNAME &amp; INITIALS</b>	
<b>STUDENT'S ID NO.</b>	
<b>NAME OF SUBJECT</b>	
<b>LEVEL</b>	
<b>EXAM CYCLE &amp; YEAR</b>	

	<b>ICASS TASK &amp; WEIGHTING</b>	<b>RAW MARKS</b>	<b>CONVERTED MARKS</b>	<b>WEIGHTING PER TASK</b>
<b>1</b>	Test (20%)	/ ___	/ 10	<b>20%</b>
<b>2</b>	Practical Assessment/ Assignment (25%)	/ ___	/ 25	<b>25%</b>
<b>3</b>	Practical Assessment/ Assignment (25%)	/ ___	/ 25	<b>25%</b>
<b>5</b>	Internal Examination (30%)	/ ___	/ 30	<b>30%</b>
<b>6</b>				
<b>7</b>				
	<b>TOTAL</b>		<b>/ 100</b>	<b>100%</b>

<b>SIGNATURE OF STUDENT</b>	
<b>DATE</b>	

<b>SIGNATURE OF SUBJECT LECTURER</b>	
<b>DATE</b>	

<b>SIGNATURE OF HOD / LECTURER VERIFYING MARKS</b>	
<b>DATE</b>	

**M. TEMPLATE OF ICASS IRREGULARITY REGISTER**

<b>NAME OF COLLEGE</b>	
<b>EXAM CYCLE &amp; YEAR</b>	

Date	Centre No.	Centre Name	ID NO												Offering / Subject	Level	ICASS Task	Mark Sheet No	Category of Irregularity as per irregularity form	Action taken

<b>SIGNATURE OF COLLEGE EXAMINATIONS OFFICER</b>	
<b>DATE</b>	

<b>SIGNATURE OF COLLEGE ACADEMIC HEAD</b>	
<b>DATE</b>	

<b>SIGNATURE OF COLLEGE PRINCIPAL</b>	
<b>DATE</b>	