



Verw. : FORMELE ASSESSERINGS – 2023  
 Dept. : Kommunikasie  
 Kontak: Mev. H. Koen  
 Datum : 17 Januarie 2023

10

Geagte Ouers/Voogde

## FORMELE ASSESSERINGS

Neem asseblief kennis dat die Formele Assesserings van 2023, weekliks op Dinsdae en Donderdae sal plaasvind.

Die Eksamenroosters, soos aangedui, is slegs **voorlopige** roosters en datums, wat nog kan verander omdat dit onderhewig is aan die voorskrifte van die WKOD. Die voorgestelde datums word egter eers later ontvang en dan sal Eversdal se rooster aangepas word, indien nodig.

Formele assessering bestaan uit Skoolgebaseerde Assessering (SBA), asook die jaareindeksamen. Formele assesseringstake word gemerk en formeel deur die onderwyser opgeteken vir bevorderingsdoeleindes. Alle formele assesseringstake sal aan moderering onderwerp word vir die doel van gehalteversekering en om seker te maak dat die gepaste standaardte volgehou word.

Die SBA komponent kan verskillende vorms aanneem, naamlik toetse, eksamens, projekte, werksopdragte, ondersoeke en take.

### Die onderstaande inligting is vir u kennisname oor die verskillende tipes assesserings:

**Projekte** word gebruik om 'n verskeidenheid vaardighede en bevoegdhede te assesser. Leerders is in staat om hulle begrip van die verskillende konsepte te demonstreeer d.m.v. projekte. Die assesseringskriteria behoort duidelik aangedui te word op die projek-spesifikasie en moet fokus op die inhoud wat betrokke is. Dit moet nie fokus op prente en feite wat vanuit verwysingsmateriaal gedupliseer is nie. Goeie projekte bestaan uit die versameling en tentoonstelling van regte data wat gevolg word deur gevolgtrekkings wat bewys kan word.

**Toetse en eksamens** is individuele assesseringstake en moet versigtig ontwerp word om seker te maak dat leerders hulle volle potensiaal t.o.v. die inhoud bereik. Die vrae moet sorgvuldig gekies word om vir die verskillende kognitiewe vlakke van die leerders voorsiening te maak. 'n Memorandum moet gebruik word wanneer toetse en eksamens vir assessering gebruik word.

**Werkopdrag:** Soos in die geval met toetse en eksamens, is dit hoofsaaklik 'n individuele taak. Dit kan bestaan uit vorige vrae, maar dit *behoort op die meer uitdagende werk te fokus* omdat enige navorsingsmateriaal gebruik kan word, wat nie die geval is met 'n taak wat in die klas onder toesig gedoen word nie.

'n **Ondersoek** moedig kritiese en kreatiewe denke aan. Dit kan gebruik word om reëls en konsepte te ontdek wat die volgende bevat: inleidende redenasies; identifisering of toetsing van patrone of verwantskappe en vasstelling van algemene neigings.



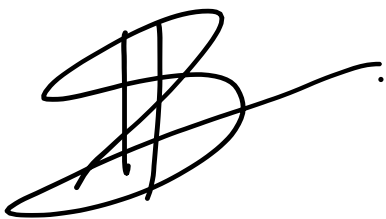
Hoewel die aanvanklike ondersoek met hulp gedoen kan word, word dit aanbeveel dat die finale skryfwerk in die klas, onder toesig, gedoen moet word om te verhoed dat die leerder toegang tot werk het wat sonder begrip gedupliseer word.

Vaardighede wat ontwikkel word sluit in:

- organisasie en rekordering van idees en ontdekkings, bv. diagramme en tabelle;
- kommunikeer die idees met gepaste verduidelikings;
- berekeninge wat duidelike begrip van die wiskundige begrippe en prosedures toon;
- veralgemenings en gevolgtrekkings maak.

**Take** moet ontwerp word om die inhoud en konsepte van die vak te dek en sluit 'n verskeidenheid van aktiwiteite in wat gekies word om die geïdentifiseerde doelwitte en vaardighede te evalueer. Formele assesseringstake kan een of 'n kombinasie van die aktiwiteite wat hieronder gelys word, insluit. Hierdie lys kan uitgebrei word:

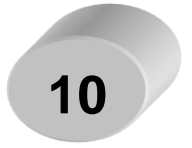
- Skryf kort antwoorde op vrae (dit kan enkele woorde, kort frases of sinne insluit).
- Skryf paragrawe, en vanaf graad 7, moet uitgebreide skryfwerk in die regte volgorde gerangskik word.
- Navorsing van vrae of onderwerpe en skryf 'n klein stukkie van die navorsing neer.
- Lees en som op.
- Luister en notuleer.
- Waarnemings aanteken.
- Vrae beantwoord (kort- en/of langer antwoorde).
- Voltooiing van vraag- en antwoordbladsye.
- Tekeninge en byskrifte aanbring.
- Pas, sorteer, lys, beskryf en vergelyk tekste, grafieke, kaarte, foto's, prente.
- Die maak van verbindings tussen oorsake en gevolge.
- Identifiseer ooreenkomste en verskille.
- Kies en organiseer inligting.
- Analiseer en sintetiseer inligting.



**MEV. H KOEN**  
**LAERSKOOL EVERS DAL: KURRIKULUMHOOF**



Ref. : FORMAL ASSESSMENTS - 2023  
Dept. : Communication  
Contact: Mrs H. Koen  
Date : 17 January 2023



Dear Parents/Guardians

### FORMAL ASSESSMENTS:

Please note that the Formal Assessments of 2023 will take place on Tuesdays and Thursdays every week. The Examination timetables are only **provisional** timetables, which may change as they are subject to the WCED's instructions. However, the proposed dates will only be received later and then Eversdal's timetable will be adjusted if necessary.

All assessment tasks that 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 and certification 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 tasks form part of a year-long formal programme of assessment in each grade and subject.

### Below find further information about the different forms of assessment:

**Projects** are used to assess a range of skills and competencies. Through projects, learners can demonstrate their understanding of different concepts and apply them in real-life situations. The assessment criteria should be clearly indicated on the project specification and should focus on the content involved and not on duplicating pictures and facts copied from reference material. Good projects contain the collection and display of real data, followed by deductions that can be substantiated.

**Tests and examinations** for formal assessment should cover a substantial amount of content. Tests and examinations are completed under strictly controlled conditions. Each test and examination must cater for a range of cognitive levels.

An **Assignment**, as is the case with tests and examinations, is mainly an individualised task. It can be a collection of past questions but should focus on the more demanding work as any resource material can be used, which is not the case in a task that is done in class under supervision.

An **Investigation** promotes critical and creative thinking. It can be used to discover rules or concepts and may involve inductive reasoning, identifying or testing patterns or relationships, drawing conclusions, and establishing general trends. To avoid having to assess work, which is copied without understanding, final write-up should be done in class, under supervision, without access to any notes.

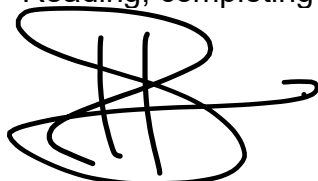


Investigations are assessed with rubrics, which can be specific to the task, or generic, listing the number of marks awarded for each skill. These skills include:

- organizing and recording ideas and discoveries, e.g. diagrams and tables
- communicating ideas with appropriate explanations
- calculations showing clear understanding of mathematical concepts and procedures
- generalizing and drawing conclusions

**Tasks** should be designed to cover the content and concepts of the subject and include a variety of activities selected to assess the identified aims and skills. Formal assessment tasks may include one or a combination of the activities listed below. This list may be extended:

- Writing short answers to questions (these may be single words, phrases, or sentences).
- Writing paragraphs and, from Grade 7, sequencing these into passages of extended writing.
- Researching questions or topics.
- Writing up a small piece of research.
- Reading and summarising.
- Listening and note-taking.
- Recording observations.
- Answering questions (short and/or longer responses).
- Asking questions (questions reveal insight).
- Completing worksheets.
- Drawing and labelling.
- Matching, sorting, listing, describing, and comparing texts, graphs, maps, photographs, pictures.
- Making connections between causes and effects.
- Identifying similarities and differences.
- Selecting and organising information.
- Analysing and synthesising information.
- Reading, completing and/or drawing maps.

A handwritten signature in black ink, appearing to be 'H. Koen', written in a cursive style with a large loop at the end.

**MRS H. KOEN**  
**EVERSDAL PRIMARY SCHOOL: HEAD OF CURRICULUM**