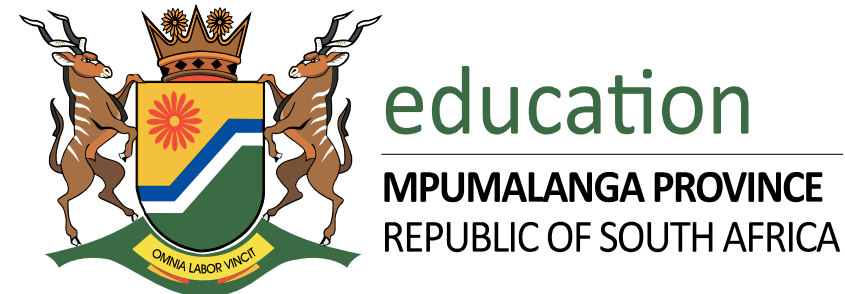




WHEN THE SUN RISES
WE WORK HARD TO DELIVER

Quality Assurance of School Based Assessment (SBA) : A case of Mpumalanga

16 April 2026



1. Structure of Public Examinations and Assessment
2. National Assessment Framework (NAF)
3. Key roles and responsibilities of the Assessment Services Unit
4. Policy documents guiding the administration and management of SBA
5. SBA in GET
- 6. Provincial SBA centralized moderation**
7. Management of SBA Centralized moderation
8. Appointment and Remuneration of moderators
9. Sampling of schools for Central SBA Moderation
10. Documents submitted by schools for central SBA moderation
11. General findings of Provincial SBA centralized moderation
12. General recommendations to Assessment Unit in the DBE and Provincial Departments

1. PUBLIC EXAMS AND ASSESSMENTS DIRECTORATE

1. SYSTEM ADMINISTRATION

1 DEPUTY DIRECTOR
3 ASSISTANT DIRECTORS

2. POLICY COMPLIANCE

1 CES
2 DCES (1 VACANT)

3. ITEM DEVELOPMENT & PAPER PRODUCTION

1 CES
1 DCES
1 ASSISTANT DIRECTORS
(VACANT)

4. MARKING PROCESSES

1 CES
2 DCES

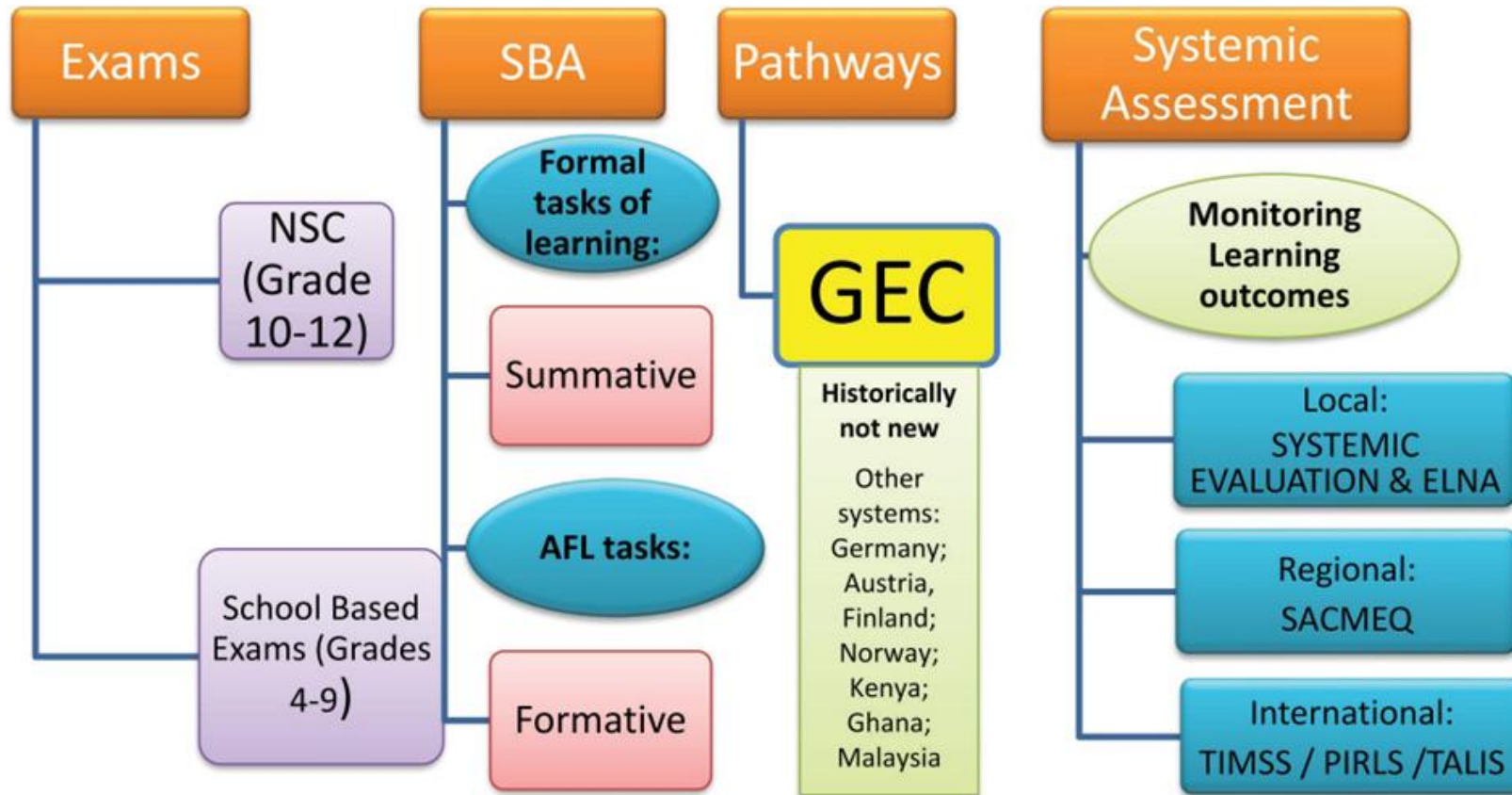
5. ASSESSMENT SERVICES

1 CES
4 DCES (3 VACANT)

MPUMALANGA DEPARTMENT OF EDUCATION



2. The National Assessment Framework (NAF)



3. Key roles and responsibilities of the Assessment Services Unit

- **Coordinate the administration** of International; Regional; Provincial assessment/surveys’;
- **Mediate** DBE assessment policies and circulars ;
- **Organise and coordinate** trainings of subject advisors and cluster leaders on assessment e.g. AfL
- **Develop and supply** assessment training material for teachers and subject advisors
- **Train** subject advisors and cluster leaders on setting quality assessment tasks; and technical aspects of assessment instruments (test and marking guidelines);
- **Provide** schools with exemplar assessment tasks;
- **Coordinate the development and administration** of common papers (LPIP strategy to improve learner’ performance);
- **Nodal point** between National Assessments (DBE) and Provincial Assessment
- **Conduct** SBA centralised moderation for GET and FET

4. Policy documents guiding the administration and management of SBA

- CAPS; NPPPR; NPA
- *Circular S5 of 2022: Guidance on adjusting the time allocation for Languages and Mathematics in the Foundation Phase.*
- *Circular S33 of 2022: Revised Annual Teaching Plans (R-ATP) for 2023/24 and the revised weightings for School Based Assessment (SBA) and examinations in schools.*
- *National Assessment Circular 05 of 2022; 02 of 2023; and 02 of 2024: Special Mark Adjustment and Condonation Dispensation for learners in Grades 4-9 and the scenarios on Annexure A: Application of Mark Adjustment/ Condonation*
- *National Assessment Circular 01 of 2023 implementation of the 2023 Assessment Programme in Mainstream and Special schools across the General Education and Training (GET) Band*
- *Circular S15 of 2024: Retention of Grades R-12 2023/23 Annual National Teaching Plans including Revised School based and examinations for the 2025 academic year*
- ***Provincial Circular 2 of 2026 Pertaining the Management of Assessment in grades R-12)***

5. SBA IN GET

- SBA comprised of **ALL** forms of assessment conducted by the teacher at school level (homework, class works, assignments, projects, simulations, research; demonstrations, tests, etc.)
- **Foundation Phase** - SBA constitutes a **100% weighting**, achieved through a series of continuous assessment practices indicated in the CAPS & ATP.
- **Intermediate Phase** - SBA count **80%** of the final progression mark; and the end-of-year controlled tests carry a weighting of 20%.
- **Senior Phases** - SBA count **60%** of the final progression mark; and the end-of-year controlled tests carry a weighting of 40%.

5. QUALITY ASSURANCE OF SBA

To ensures that :

- Assessment tasks are aligned with the curriculum
- Marking is accurate and consistent
- Standards are comparable across different schools
- Results are credible and trustworthy

5. ROLE PLAYERS IN QUALITY ASSURANCE OF SBA

- **Teachers** - Design and mark assessments
- **Department Heads** - Internal moderation
- **School Management Teams (SMTs)**: Conduct oversight
- **District Officials**: External moderation
- **Provincial/National Departments**: Policy and standard setting

6. Background towards SBA centralized moderation

- Lack of proper systems on the management of SBA in the province
- Lack of proper provincial SBA moderation guidelines
- Poor quality of moderation at school level
- Lack of verification of SBA marks
- Lack of the clarification of roles and responsibilities for officials responsible for the moderation of SBA in various levels

6. Purpose of the Centralized SBA Moderation

- Strengthen the management of SBA in the province.
- Develop a better system for the monitoring and quality assurance of SBA.

7. Management of SBA Central moderation

- Every year, the SBA central moderation is communicated through ***Provincial Circular 2 of 2026 Pertaining the Management of Assessment in grades R-12***
- SBA centralised moderation commenced with a pilot study in 2023.

Conducted twice every year in exit grades in GET; and 10 & 11.

- **Grade 3:** Mathematics and Home Languages (English ; IsiNdebele HL; isiZulu HL; siSwati, Sepedi and Xitsonga).
- **Grade 6 :** Mathematics, Natural Sciences, English FAL, IsiNdebele HL; isiZulu HL; siSwati HL, Sepedi HL and Xitsonga HL
- **Grade 9 :** Mathematics, Natural Sciences, English FAL, IsiNdebele HL; isiZulu HL; siSwati HL, Sepedi HL and Xitsonga HL
- **Grade 10 and 11:** Accounting; English FAL; Life Orientation; Physical Sciences; Mathematics

8. Appointment and Remuneration of the moderators

- Issue and advert; Selection panels formed by PEA; and Curriculum Managers. Labour Union involved
- Appoint SBA moderation panels per grade and subjects comprised of 3 officials (school and office-based)
- Each panel deal with 60 learner's portfolios and teacher' files for 6 days
- Moderators remunerated according to nationally determined tariffs and hours.

9. Sampling of schools for SBA Central Moderation

- Through the ***Provincial Circular 2 of 2026 Pertaining the Management of Assessment in grades R-12***, teachers are guided on arranging of SBA file
- 4 districts in the province
- Stratified random sampling (district; location ; overall school academic performance; SBA report of the previous central mediation sessions)
- In total, 20 schools sampled for each targeted grade and subject
- In Foundation Phase, LoLT is considered for the different districts
- Sample list is released in May for the mid-year SBA centralized moderation
- Each sampled school is expected to submit 3 learners' portfolios and teachers' file

1. Teacher files :

- Annual Programme of assessment
- Subject policy
- ATPs
- Lesson plans
- Test framework
- Formal tasks (test; project; etc.)
- Marking guidelines
- Rubrics (where applicable)
- SA-SAMS recording sheets
- Evidence of SBA moderation reports (School and district level)

2. Learner's evidence :

- Informal and formal tasks
- DBE workbooks (where applicable)

11. Reporting to schools and Curriculum

1. List of sampled schools released through assessment instruction
2. School report produced, emailed to the principal and hard copies sent through the circuit office.
3. Circuit managers and subject advisors should access the report when visiting the schools
4. Expectation is that provincial curriculum managers should discuss subject reports in their subject meetings with subject advisors

12. General findings : Areas of good practices

1. Schools have assessment programmes in line with CAPS and ATPs
2. Most schools comply with the CAPS in terms of the number of formal tasks administered per term.
3. Most schools follow the provincial guide on preparing the SBA teacher' file
4. There is evidence for the moderation of teachers' files by Departmental Heads
5. DBE workbooks utilized by schools

General Findings- Areas of concern

1. Lack of important documents in the teacher' files (e.g., test framework, marking guidelines; rubrics)
2. Poor **monitoring of informal tasks** by Departmental Heads
3. Poorly designed formal assessment tasks
4. Poor quality of **moderation of formal tasks**, reports do not give a developmental feedback .
5. No evidence of **SMT** conducting oversight
6. Lack of external moderation
7. Inconsistent marking
8. Lack of verification of marks
9. In few instances, there is no correlation between the teacher's file and learner' evidence.
10. Lack of verification of marks entered into SA-SAMS

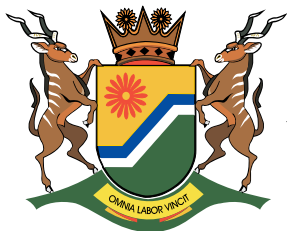
13. General Recommendations

- The DBE should fast-track the development of guidelines on the quality assurance of SBA in GET

Assessment Units in all provinces should :

- provide continuous teacher training on assessment practices
- strengthen the internal and external moderation systems
- develop clear and standardized marking guidelines
- encourage collaboration among educators
- enhance the use of artificial intelligence in the development of assessment tasks in order to improve the quality and validity of school-based assessment

THANK YOU



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