**Annexure J 1**



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| **PRE-ASSESSMENT MODERATION TOOL** |

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| **Name of centre/ school** | | |  | | | | **District:** |  |
| **Subject** |  | | **Name of Examiner** | | |  | **Name of DH/ Subject specialist** |  |
| **Grade** |  | **Term** |  | **Task number** |  | **Task Description** |  | |

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| **N.B: This tool must be used by the DH/Subject Specialist/Moderator to moderate tasks prior to their administration.** |
| Comment on the quality of each of the following criteria to determine the acceptability of standards applied on the task. |

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| 1. **TECHNICAL CRITERIA** | | |
|  | **CRITERION** | **COMMENTS** |
| 1.1 | Cover page:  Name of school, district, subject, time allocation, grade, task description, mark allocation, examiner, moderator, number of pages. |  |
| 1.2 | Clearly specified and unambiguous instructions. |  |
| 1.3 | Correct numbering of questions. |  |
| 1.4 | Appropriate font size and type throughout the task. (Arial, 12) |  |
| 1.5 | Mark allocations (marks per question / instruction, after each sub­ section, marks additions and correct totals). |  |
| 1.6 | The quality of illustrations, graphs, tables, drawings, pictures etc. |  |

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| **2. CONTENT COVERAGE AND COGNITIVE DEMANDS** | | |
|  | **CRITERION** | **COMMENTS** |
| 2.1 | Content coverage of the task as prescribed in the ATP. |  |
| 2.2. | The weighting of the content as prescribed by the CAPS. |  |
| 2.3 | Appropriate distribution of cognitive levels as prescribed by CAPS. |  |
| 2.4 | Analysis grid/ Assessment framework. |  |
| 2.5 | Scaffolding of questions from simple to complex. |  |
| 2.6 | Predictability of questions. |  |
| 2.7 | Choice questions/Multiple choice questions: (equal level of difficulty where relevant, equal length and number of words) |  |
| 2.8 | Correlation between mark allocation, level of difficulty and time. |  |

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| **3. MARKING GUIDELINES** | | |
|  | **CRITERION** | **COMMENTS** |
| 3.1 | Efficiency of marking guideline in terms of sufficient alternatives, allowance of consistent marking. |  |
| 3.2 | Correlation between the question and the expected answer. |  |
| 3.3 | Correlation of mark allocation on the question paper and on the marking guideline. |  |
| 3.4 | Correlation between the question verb and the response. |  |
| 3.5 | Indication of awarding of marks for each answer. |  |

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| **4. LANGUAGE** | | |
|  | **CRITERION** | **COMMENTS** |
| 4.1 | The use of correct subject terminology (jargon). |  |
| 4.2 | Appropriateness of the language to the level of learners. |  |
| 4.3 | Evidence of bias in terms of gender issues, race, cultural issues, and provincial and regional bias. |  |

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| **5. MODERATION** | | |
|  | **CRITERION** | **COMMENTS** |
| 5.1 | Evidence of school/district pre-assessment moderation. |  |
| 5.2 | The use of correct **Annexure J1** for pre-assessment moderation. |  |
| 5.3 | Evidence of history of school/district moderated task. |  |

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| Does the task meet all the requirements to declare it fair, valid and reliable? | **YES** | **NO** | **Date of resubmission** |  |
| If NO, what must the teacher do |  |  |  |  |

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| **The task is:** | **APPROVED** | | **CONDITIONALLY APPROVED** | | **NOT APPROVED** |
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| **Name of Moderator:** | | **Signature:** | | **Date:** | |