

Principles of assessment

***Fairness**

The method of assessment should not present any barriers to learners' achievements.

It must be free of bias and sensitive to contextual factors.

Assessment must be bias-free and sensitive to gender, race, cultural background, abilities.

Must be communicated clearly, accurately, meaningfully, timely.

* Refer to the way learners are treated before, during and after the method is applied by you, the assessor.

***Reliability**

The assessment must produce the same results when judged by more than one teacher or when the evidence is judged over a number of occasions.

The results received from a test/assessment must be consistent.

Reliable assessment also means that when the assessment is developed, the input processes are well organised and are based on sound theoretical and educational measurement principles.

***Validity**

The assessment is relevant to the standard set according to the CAPS for a specific assessment task.

Method and techniques - appropriate to the knowledge, skills, attributes to be assessed, to the learner's age and level of development, suitable to the learner's specific context.

The extent to which the assessment measures what it purports to measure.

The purpose of assessment made explicit and a criterion-referenced approach is used.

Validity can be improved by:

- Carefully match the assessment with learning objectives, content and teaching methods
- increase the sample of objectives and content areas included in any given assessment
- use assessment methods that are appropriate for the objectives specified
- employ a range of assessment methods
- ensure adequate security and supervision to avoid cheating in examinations
- improving the reliability of the assessment

Sufficiency

Sufficient assessment in the context of IP/SP would mean that the types of questions asked and the spread of content definition cover aspects of the work done during the term or year, as stipulated in the CAPS.

There must be enough evidence for the teacher to infer that the learner is either competent or not yet competent.

*Refer to the amount of evidence learners have to generate to allow you to be able to make sound judgements and evaluations of learner performances and achievements.

Currency

The assessment must be present and related to what the learner knows or can do at the time of assessment.

Refer to the time spent between gathering and evaluating the evidence in an assessment.

***Authenticity**

Evidence is attributable to the candidate being assessed.

The assessment is realistic and relevant and involves learner performance in real-world situations or simulations thereof.

Method / Activities

Appropriate - suitable to the outcome being assessed

Fair - does not present barriers to achieve outcomes

Manageable - easily arranged, cost effective, does not interfere with learning

Integrated into work for Learning - "naturally occurring" evidence

Evidence

Valid - match evidence required of the outcome, under conditions that match actual performance

Current - sufficient proof of the candidate's performance capability at the time

Authentic - evidence attributable to the candidate being assessed

Sufficient - evidence establish all the criteria have been met, can be repeated consistently

Process

Systematic - assures the assessment is fair, effective, manageable, repeatable

Open - transparent, candidates understand the process criteria and can contribute to it.

Consistent - the same assessment, under similar circumstances will produce the same judgement

Credibility

When can an assessment be regarded as credible?

An assessment is credible when four conditions are met, namely:

- The **overall assessment process** is **reliable** and would yield similar results time and again, even when used by other assessors.
- The **assessment method** of generating, gathering and evaluating assessment evidence is **fair** and treats all learners the same before, during and after the assessment.
- The assessment **evidence** generated, gathered and evaluated or judged, is **valid**, i.e. directly related to what is prescribed in the curriculum and addressed in teaching and learning opportunities in the classroom.
- The assessment was **manageable**, i.e. the resources and procedures were under the control of the school management, assessors and other staff involved in the assessment throughout the entire assessment process.

Moderator

It also means that the moderator will assure the quality of your assessments by ensuring that at least the four critical principles of assessment have been adhered to that is: reliability, fairness, validity and manageability.

You can avoid bias by doing the following (TL202)

- i. Use neutral terms in the assessment.
- ii. Strive for a balanced representation of various groups in diverse roles.
- iii. Use standard, formal English. Also avoid obscure language or ambiguous acronyms unless they are standard, recognized terms with regards to the subject matter of the assessment.
- iv. Be wary of using a condescending tone. For example, this could be a tone that implies that a person with differing abilities is incapable of caring for himself or herself, or that a person of lower socio-economic status is not as intelligent as someone from a higher status.
- v. Avoid references to race, ethnicity, gender, age, etc. unless they specifically apply to the question.

Authentic assessment

Realistic and relevant and involves learner performance in real-world situations or simulations there-of. Provide each learner with a variety of opportunities, to demonstrate competence in different ways and different contexts.

Importance of authentic assessment

- it requires learners to perform effectively using their acquired knowledge
- it present the learners with tasks that simulate real-world 'tests' of ability to determine whether they can present justifiable answers
- it involves 'ill-structured' challenges and roles that help learners prepare for the real world
- it requires learners to freeform effectively using their acquired knowledge
- it provide parents and community members with directly observable products and understandable evidence concerning learners performance.
- it makes provision for learners with barriers to learning and reflects local values, standards and contexts.
- it elicits higher order thinking, is holistic and is not limited to classroom activities
- It allows learners to demonstrate their knowledge, skills in ways they find appropriate and give them opportunity to be creative

Individual level:

- Takes into account individual learning styles, aptitudes and interest.

Practical level:

- elicits higher order thinking
- holistic
- not limited to classroom activities
- samples of learner work are collected over an extended period of time
- learners demonstrate knowledge, skills and competencies

Purpose of assessment

- to find out whether instruction was effective
- to find out whether learners need more instruction
- to find out if learners are ready for the next step
- to find out whether a different approach is required
- to find out how instruction can be improved the next time this lesson is taught

Teachers need to:

- provide diagnostic and formative feedback to learners
- gather information for reporting purposes
- identify the appropriate level for a new learner (placement)
- determine whether or not a learner meets the programme requirements (certification)
- motivate learners to study and make steady progress

Learners need to:

- Know what is expected of them
- know what they can do to improve their performance
- understand what will comprise their course grade
- perceive assessment as fair and meaningful

Purpose of assessment

1. Assessment in order to grade or sort

Grading most common purpose.

Teacher assign grade / mark to indicate the value of the work - forms judgement whether work deserves A, B, C ...

Allocate grades - sort learners according to performance +

decide pass/fail specific subject at a particular grade by adding number of marks accumulated

2. Assessment in order to promote or select

Main reason for assessing this way is to select.

Keep group at more or less a similar level to facilitate teaching from the front.

Allows entrance to higher education depending on matric results.

Learners performing well in a particular field would be selected to complete a project.

To be promoted to a higher level, learners should prove their competence by passing all tests and exams.

3. Assessment in order to evaluate

School/institution judged by performance of learners.

School with high matric pass rate - seen as a good school, teaching effective and of high standard

Teachers may evaluate their own teaching according to learner performance.

4. Assessment in order to predict

Predict - if learners do well in particular assessment, they'll do well in something else as well.

Career guidance use prediction for future career options, if learner does well in a field, careers associated with that field should be considered.

5. Assessment in order to diagnose

Outcomes based assessment is designed to promote diagnostic assessment, enables the teacher to adjust teaching to where learners are, plan how to teach and assess further.

A variety of tasks designed to find where learners struggle will help the teacher change the teaching strategies to make teaching and learning more effective.

6. Assessment in order to guide and to motivate

By giving positive reinforcement teachers can use assessment to create a stimulating environment that encourages learners to learn while at the same time guiding their progress.

Happens when learners are encouraged for what they can do, rather than being penalised for what they have not yet mastered - learners become self-motivated to learn more and better and to master the next step.

7. Assessment in order to learn

Assessment for learning underlines the entire approach of the curriculum in SA.

Assessment for learning involves integrating teaching, learning and assessment.

In class this means using tests as a basis for further learning, or doing informal assessment during group work or while learners are busy with a project.

8. Assessment in order to control

Highly controversial! Assessment as a stick to control bad behaviour.

Mark learner down to make her work harder and achieve according to her ability. Has opposite effect.

From TL202

i. To provide a reliable, valid and fair assessment of achievement of a learner in a specific subject.

Summative assessment: (Test and or Examination)

ii. To help the teacher plan according to learners' needs to improve teaching methods

Formative assessment (Project, Assignment, classwork activity)

iii. To provide information about learners, teachers, and schools

Continuous assessment (all types of assessments)

iv. To drive curriculum and teaching

Continuous assessment (all forms of assessment)

v. For promotional purposes

Summative assessment (final examination)

Types of Assessment

- Baseline assessment

Teacher assesses learners at the beginning of a new set of learning activities to find out what they already know and can demonstrate.

To provide the teacher with information regarding the learners' level of development and learning.
To help the teacher determine the level of understanding.

It informs the teacher of where to start the teaching and learning process.

In the foundation phase it forms the basis of the teacher's planning of new activities.

- Formative assessment

The ongoing gathering of information over a period of time, designed to monitor and support learning.

Takes place during the learning process and inform the planning of future learning activities.

To collect learners' information that will help the teacher plan properly.

To support and enhance the learning process.

It gives an opportunity for the teacher to observe learners work or at play.

To keep teachers and the programme sensitive and responsive to the needs of learners.

Informal or formal.

Informal : oral questions, teacher marking exercise books, observing learners, casual conversation with learners.

Formal: worksheets, oral presentations, posters, assessment of research.

- Diagnostic assessment

Continuous formal and informal monitoring or learners' progress, encourages a diagnostic dimension which points out learners' individual strengths and needs.

Helps teacher to pace learners and provide enrichment or remediation.

Used to identify barriers to learning.

The focussing on giving learners expanded opportunity to learn.

It gives the teacher the opportunity to improve his ways of assessing and teaching learners.

It provides learners with an opportunity to explore a variety of ways to learn

- Summative assessment

Usually applied as a final judgement on learning unit or programme.

Usually at the end of a learning cycle/programme/phase.

End of grade 7 - learner move to high school

End of grade 9 - end if GET band

Used to determine if learners are ready to progress from one grade to the next, or whether a particular qualification can be awarded.

Determine the overall achievement and success of learners.

A series of assessment activities resulting in an overall report of the learner performance

Results of summative assessment should give feedback into planning the programme.

- Systemic evaluation

Used to evaluate the appropriateness of the education system.

(ANA) Annual Assessment, written in exit grades of different phases, 3,6,9 in Language (HL/FAL) and Mathematics.

Assessment Methods

Self-, peer-, group-assessment

Teach learners to assess accurately, fairly, objectively

- guide learners through the process
- remind learners to be objective, give a set of criteria
- Teacher discuss, moderate, make suggestions where necessary
- informal, not recorded

Self-assessment

Implies learners make judgements about their own work.

It is formative in nature and help learners gain more insight into their activities, short comings, and strong points.

Learners should justify why and how marks were allocated and moderate each other's assessment.

The teacher should give feedback to learners after their self-assessment activity.

- even more valuable when the evidence is intrinsically personal in nature - where only the learner will know how well the evidence meet the criteria
- formative in nature - help learner gain more insight into own activities, short comings, strong points
- become responsible, independent learners
- develop self-assessment skills
- clear set of criteria - more reliable
- supply learners with a tool designed by the assessor
- informal, not recorded

Peer-assessment

- learners learn more from other learners than from the teacher

- comments less intimidating

teacher make clear: support, not criticise

- more reliable when more than one learner assess
- more reliable - random assessors
- informal

Group assessment

It involves the assessment of the process as well as the product of the work.

It involves the elements of both peer and self-assessment.

To improve learners' social skills, time management, and confidence to individual learners.

Learners learn to assist each other and to cooperatively work together to achieve a common goal.

- informal

Teacher assessment

The teacher uses a variety of assessment types and forms to assess learners.

Each assessment activity is accompanied by an assessment instrument.

After assessing learners' work the teacher gives feedback to the learners.

In order to keep records of learners' assessment, the teacher should record the assessment outcomes.

Use assessment to improve planning of teaching (remedial) and designing future assessment activities.

Why is planning for assessment in any grade/phase important? (TL202)

- It informs the teacher on what type and form of assessment is to be given to learners
- It acts as a scope of assessment to learners
- It informs parents, schools and other stakeholders about the programme of assessment
- It gives the opportunity to teachers to plan on how remedial teaching and expanded opportunity should be given to learners

Assessment Criteria

Criterion based assessment

The practice of comparing a learner's performance with a well-defined standard (criterion).

Criteria are used in assessment instruments such as rubrics.

Learners are informed of the criteria before the assessment takes place to ensure they know which levels of performance are required.

Levels of performance function like mile posts; they indicate how far the learner has progressed and what is still required to complete the journey.

Four elements common to specific and unambiguous criteria:

Dimensions. One or more traits serve as the basis for judging the learner response.

Definitions and examples. These are provided for various criterion levels to clarify the meaning of each trait or dimension.

Scale. A scale of value or counting system, usually 4-6 points on the scale (CAPS 7) is used to rate each dimension.

Standards of excellence. Described for specified performance levels and are accompanied by examples or benchmarks at each level.

Assessment criteria: describe the required type and quality of evidence against which to assess

- assessment criteria are specific in terms of a learning intention.
- each learning intention will have one/more assessment criteria that describe what a learner must know and do before it is achieved.
- AC determine and shape the expected learning that should take place.
- without AC there can be no standardised assessment guidelines to be used by educators (what should be taught), assessors (what should be assessed), learners (what should be learned)
- Very clear statements that describe a performance in terms of observable and measureable qualities, to indicate the standard required in that performance.
- More than one criterion is usually applied to any performance because most performances are made up of various aspects or components.
- AC should be observable and measureable in order to describe a performance in such a way that it can be assessed.
- Collectively all the assessment criteria related to a specific performance indicate the standard of the performance required.
- No criteria can be partially met.

Mention four documents that provide the framework for planning assessments in the school context (TL202)

- Curriculum and Assessment Policy Statement,
- National Protocol for Assessment Grades R – 12
- National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement grades r – 12,
- School-based subject policy
- Subject Textbook, and
- White paper six of July 2001 “supporting barriers to learning”

Informal or daily assessment

The purpose of assessment for learning is to continuously collect information on a learner's achievement. This information can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This type of assessment is done, for example, through observations, in discussions, during practical demonstrations, in learner-teacher conferences and in informal classroom interactions.

Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how their learning is progressing. Thereby, feedback is provided to the learners.

Informal assessment informs planning for teaching, but need not be recorded.

It should not be seen as separate from the learning activities that take place in the classroom. Learners or teachers can mark these assessment tasks.

The results of daily tasks are not taken into account for promotion purposes.

Formal assessment

Formal assessment comprises School-based assessment (SBA) and End of the Year Examination.

CAPS dictates the minimum formal plan of assessment tasks.

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment.

Teachers should mark and record formal assessment tasks for progression and certification purposes.

All formal assessment tasks are subject to moderation. This assures quality. Thereby, appropriate standards can be maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

Design of these tasks should cover the content of the subject and achieve the broad aims of the subject.

Appropriate instruments such as rubrics and memoranda should be used for marking.

Examples of formal assessments include tests, examinations, practical tasks, etc.

Formal assessments should cater for a range of cognitive levels of learners i.e.

Knowledge (25%), Routine procedures (45%), Complex procedures (20%), Problem solving (10%).

Formal assessment	Informal assessment
These are standardised assessments	Spontaneous day-to-day observations of how learners perform in class.
Used to grade learners	Used to improve and adjust teaching and learning by identifying misconceptions and abilities or inabilities of learners
It is formally recorded and used to inform stakeholders about education system	Mostly they are not recorded for grading and those that are, are used to monitor learning
EXAMPLES	
Examination, Tests, Assignment, Projects, presentations, Practical Task, Investigation,	Classwork, Homework, Weekly tests, Pre-test, observation, Investigation

Assessment FOR Learning

Five assessment-for-learning strategies:

- clarify and share intentions and criteria
- engineer effective classroom discussion
- provide feedback that moves learners forward
- activate learners as instructional resources for one another
- use evidence of learning to adapt instruction

The teacher continuously adapt instruction to meet learner needs

8 Ways to expand classroom assessment beyond mere checking of progress:

Assessment is used to support instruction - used to advance, not merely check on student learning.

Do this by:

- Understand and articulate the achievement targets before teaching
- Inform learners about goals, in a way that the learners understand, before the beginning of the T&L process.
- Become assessment literate - translate expectations into assessment exercises and scoring procedures
- Use classroom assessment to build learner confidence
- Assessment results - give frequent and descriptive feedback
- Continuously adjust instruction based on the results of classroom assessments
- Engage learners in regular self-assessment - with standards held constant to measure growth
- Involve learners in communicating with teachers and family about their achievement status and improvement.

(SG p22) Assessment for learning can be done in a wide variety of ways:

- As teachers we ask questions and learners respond to lessons – cleverly designed questions (and the responses to them) will form a logical chain of reasoning that will lead learners from the known to the unknown, from the simple to the complex, from the theory to the practice or from the practice to the theory.
- We respond to questions asked by learners, and every question asked becomes an opportunity for learning, not only for the one who asked, but also to those who may not have asked, but who had the same question in their minds.
- We use peer assessments so that learners may learn from each other's strengths and weaknesses.
- We ask learners to do self-assessment so that they can reflect on their own performances and realise where they have done well, and where they still have room to improve.
- We often do group activities where learners share ideas, tackle challenges collectively and propose solutions which are assessed by the teacher, or peers, or other groups, or where a whole group discussion consolidates what has been learnt.
- We do self, peer and group assessments, also with the purpose of giving learners the opportunity to make sense of the learning content and assessment criteria, usually on their own first, and later with assistance from the teacher as needed.
- We give learners class work and homework so that they can apply what has been learnt. The assessment of this work results in our identifying areas of concern, and in consequent revision or even re-teaching.

Learners should keep learning and remain confident that they can continue to learn at productive levels if they keep trying to learn.

- help learners want to learn and to feel able to learn.

Recording and Reporting

Recording

Recording is a process in which the teacher documents the level of learner's performance.

In South African schools, this should indicate the progress towards the achievement as stipulated in the Curriculum and Assessment Policy Statements (CAPS) of all subjects listed in the National Curriculum Statements Grades R – 12.

Records of learner performance should provide the evidence of the learner's conceptual progression within a grade and his or her readiness to progress 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.

Records should be used to monitor learning and to plan ahead.

The language of recording should be in accordance with the language of learning and teaching (LoLT).

Purpose of recording in assessment (TL202)

- to record the level of a learner's performance
- to provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promotion to the next grade.
- to verify the progress made by teachers and learners in the teaching and learning process
- to collect evidence of assessment tasks to make a judgment on the learning process

Recorded information should:

- Inform teachers and others about the performance of learners.
- Be used to provide constructive feedback to learners about their progress.
- Be used to provide feedback about the performance of learners to parents, and other role-players.
- Inform the planning of teaching and learning activities.
- Inform intervention strategies.

Reporting

Reporting is a process of communicating learner performance to learners, parents, schools and the other stakeholders such as employers, tertiary institutions, etc.

Learner performance can be reported in a number of ways. These include report cards, parents meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

The main purpose of reporting is to:

- Provide learners with regular feedback, this should be developmental.
- Inform parents/guardians on the progress of the individual learner.
- Give information to schools and districts or regional offices on the current level of performance of learners.

The language of reporting should be in accordance with the language of learning and teaching (LoLT).

Principles for Recording and Reporting

The following principles underpin the approach to both recording and reporting:

- 1) Recording of learner performance is against the assessment task and reporting is against the total mark obtained in all tasks completed in a term. The promotion of a learner is based on the composite marks obtained in all four terms.
- 2) Teachers should show in their files that they have covered all the formal tasks set.
- 3) Achievement rating on a report card should be indicated by a combination of national codes, percentages and comments.
- 4) The following is applicable to recording and reporting per phase:
 - i. Foundation Phase (Grades R – 3): Record and report in national codes and their achievement descriptions.
 - ii. Intermediate Phase (Grades 4 – 6): Record and report in national codes and their achievement descriptions and percentages.
 - iii. Senior Phase (Grades 7 – 9): Record and report in national codes and their achievement descriptions and percentages.
 - iv. Grades 10 – 12: Record in marks and report in percentages.
- 5) The schedule and the report card should indicate the overall level of performance of a learner.
- 6) In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language – Afrikaans Second Additional Language.
- 7) The number of formal assessment tasks to be recorded in each phase is provided in Chapter 4 of the Curriculum and Assessment Policy Statements.
- 8) The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in Chapter 4 of the Curriculum and Assessment Policy Statements.
- 9) Teachers must report regularly to learners and parents on the progress of learners.
- 10) Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card.
- 11) In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.

The role of assessment in progression of learners

Progression in education imply a movement from one point to the other. In the context of assessment, it could mean a movement between topics, chapters and grades.

Assessment determines whether the goals of education are being met, it plays a constant role in informing instruction, guiding the learners next step and checking progress and achievement, motivating and directing learning and providing feedback to learners on their performance and cause of instruction.

Summative assessment after the learning process, provides evidence that a learner mastered the content (topic and skills prescribed by CAPS) at a particular required standard (CAPS for grade).

Such assessment evidence ensures that learners will cope with learning at the next level or standard.

All learners progress to the next grade having achieved learning at the previous grade, else they are not allowed to progress.

Observation

Observation as an assessment tool

Observe information regarding: What the child can do (skills),

The child's understanding and knowledge regarding a topic (knowledge and concepts),
the way the child approaches the learning task (attitude)

The primary means of assessing young learners.

Not merely a casual activity but should be based on a sound knowledge of developmental theories and practices.

Observation is a basic responsibility of teacher to understand interest and learning needs of the young child.

Observation time might be preplanned or incidental, but should be written down and in some way be reported.

What to do with the findings

Observation and assessment enable the teacher to gain a better understanding of a learner's behaviour. It is important not to be subjective in the evaluation

Another purpose of observing a learner's behaviour and development is to collect and use the information in ways that will benefit the learner.

Principles for successful observation:

Be unobtrusive - move into the background and do not interfere with what you are about to observe

Be objective - do not allow your own values, experiences, and opinions influence your interpretations

Your attention should be focussed - focus your observation on a specific learner, behaviour, situation, concern or identified goal. As observation is a multi-skilled activity, your attention should be focussed.

Observe verbal and non-verbal behaviour. Posture and body language can be important clues to behaviour

Be careful of early reactions, suspend judgement - wait before drawing conclusions and other interpretations of meaning until after observation.

The observation process

Phase 1:

Objective description - without personal interpretation or reflection

Recording what you see as precisely and completely as possible.

- what am I going to look at?
- what do I want to find out more about?

Phase 2:

Interpretation - go beyond objective descriptions and try to explain and give meaning for them.

Phase 3:

Evaluation of findings, at this point you apply your values and attitudes to the learner's behaviour.

Things to note:

- are learners' basic needs being met? At this age cannot care for themselves, rely heavily on the support of an adult.
- does the environment suit the learner? Health and safety should be the starting point for planning an environment for learners in this phase.
- Is the learner's behaviour a cry for attention? Be sensitive to messages demonstrated through behavioural patterns. Young learners may not have the communication skills to express their needs.
- Is the learner manifesting behavioural responses because of a feeling of powerlessness? Linking up with this, did the learner learn bad or manipulative behaviour by being rewarded for it in the past?
- in cases of misbehaviour, does the learner clearly understand why his behaviour is inappropriate?

Does culture play a role?

Learners' different cultural backgrounds should be taken into consideration and can affect your interpretations.

Cultural background of children influences their knowledge, skills, attitudes, vocabularies, as well as the way they interact with people. It may also be that their way of responding to questions may put children from certain cultural groups at a disadvantage in school. Assessment should be done with sensitivity to diversity.

Observation guidelines

- to do meaningful observation, training and practice are needed and should be part of all teacher training programmes.
- observation can take different forms, but basic components include: determining a focus, observing intensely, allowing adequate time, giving an orderly exposition.
- 2nd stage, interpret what is observed
- interpretations are made based on the knowledge that the teacher possesses, or in discussions with other professional people involved.
- next: acknowledge one's own emotions and reactions while observing, take care not to be influenced by these emotions.
- be alert in observation, remember to include expressive detail such as the child's body language, this can provide valuable clues as to his development.
- avoid value judgements in all instances. To avoid value judgements, rather describe what the child is doing instead of what he is like.
- Observations should be written down and represent a complete account of the learner's development and learning. Concentrating on detail might hold the answer to solving a problem. Learners are better understood through accurate, systematic and objective observation, insight is gained into their needs and problems.
- observation should be sensitive to the child's needs, and knowledge of the child's stage of development is a prerequisite for interpretation.
- Mutual understanding and acceptance are essential for objective interpretations. This requires insight into one's own behaviour as well as the behaviour of learners of different ages.
- interpretation must be unprejudiced - open-mindedness and absence of personal prejudice are prerequisites.
- Presentiment or intuition does not guarantee correct interpretation. Ethical and cultural differences should be taken into account and should not be allowed to influence one's interpretations.

Guidelines for effective observations

- the observation should be systematic
- Intentional with clear outcomes for learning in mind
- Establish and discuss criteria before-hand
- observe with caution, position yourself so you can observe and hear the learner without distracting the learner
- observations should be used diagnostically, assess the learning experience and indicate to learners where and how they can improve.
- if observation is for a portfolio, photographs or complete written notes
- take care not to be subjective while observing. Do not allow personal preferences and dislikes to influence your objectivity

Assessment of final products

- learners should know the criteria beforehand

TL202 List 6 purposes of using observation as an assessment tool

- i. to document learners "skills, their knowledge, and accomplishments (participation in classroom activities and routines, interaction with peers, and works with educational materials).
- ii. Observation is used as the best tool to enhance the understanding of teachers about how learners are learning
- iii. observation is used to take careful note of everything said or done by a learner over a defined period of time in a particular setting or context
- iv. to gather information about learner's capability/strengths, weakness, personality traits, and interests.
- v. to encourage learners to do their work
- vi. to collect evidence of current competence and record outcome
- vii. to assess learner participation
- viii. to measure important behaviours that may otherwise be unmeasurable or ignored
- ix. to minimize the anxiety of assessment in learners during

1) Observe classroom or group work interaction

- class participation - encourage learners to do homework, take part, contribute, take responsibility for own learning
- participation : clear guidelines and equal opportunities
- learners must see the rubric beforehand

2) observe practical demo of task/performance

- knowledge, skills, attitudes
- acting, dancing, conduct an experiment, deliver oral, prepare food
- collect evidence of current competency - very reliable
- extra pressure on learners

Different techniques to record information:

compile a written description

use assessment tools such as checklists, score sheets, rating scales

3) Observation of simulated performance

- assess according to pre-determined criteria
- have a clear idea of the resources needed for the activities simulated, to create a real-life situation

2 types of simulation in assessment

- replicas: exact / scaled
- role-plays: also called skills exercises, act out situations that resemble real-life situations, practical skill / behaviour and attitudes (communication, conflict management, persuasion)

Diversity

Integrated learning

Teaching across the curricula is important, teachers have to have a clear understanding of the role of integration within their own subject.

Integration must support conceptual development.

Planning to cater for all learners

Diversity of learners

It is important for teachers to be able to assess learners according to their learning styles and a variety of intelligences to allow learners equal opportunities to achieve the desired skills.

Assess learners according to their different learning styles and multiple intelligences, so as to allow learners equal opportunities to achieve the desired results.

Learners must be given multiple opportunities to achieve the assessment standards, their performance in an assessment standards must be assessed in different ways.

Diverse needs of learners must be allowed for.

Assessment and learning styles

Haptic learning style

These learners learn best when they are involved in learning through moving, touching, experimenting, and experiencing things.

Hands-on experiences, working with peers, going outside the classroom to investigate.

Enjoy physical exercise, handicrafts, gardening. Eager to participate in various activities, studying in groups, using models and charts.

Good memory for events, but not for faces and names.

They use movement as a memory aid.

Visual learning style

Learn best when they see pictures of what they are studying.

Observe things carefully. Like to work with text, pictures, illustrations, maps, read notes, write summaries.

Learn and remember things by writing them down - benefit from writing formulas and instructions on cards and reviewing them.

Good visual memory for faces, places, instructions, good sense of direction.

They recall information by remembering how it was set out on a page.

Auditory learning style

Learn best through sounds, music, listening to people.

Learn well when the teacher is interesting and clear.

They like to tell stories and make jokes.

Review notes by reading aloud and talking to somebody.

Recognise faces but not names. They resolve problems by talking about them.

They use rhythm and sound as memory aids.

Factors should be used to enhance the range of possibilities for stimulus and activities in the learning process. The wider the range of learning activities and stimuli available in any given lesson, the better the likelihood of increasing access to the curriculum and the better the chances of all learners succeeding.

Learning styles	Learning activities	Assessment forms / techniques
Haptic	Learning experiences need an action base, with hands-n focus. Use physical activities, competitions, board games, role-play. Also include activities like projects and demonstration by learners.	Role-play, physical activity, songs, presentations, dramatisations, collage, brainstorming, experiments.
Visual	Activities need to be visually orientated. Use wall display posters, flash cards, graphic organisers, real objects, posters, written material.	Research, map reading, written materials, diagrams, collage
Auditory	Activities need a strong auditory focus. The teacher talks while using auditory techniques such as choral verse, songs, jazz chants, memorisation and drills. Allow learners to work in small groups and pairs.	Group work, pair work, survey, songs, presentations, storytelling, dialogues, brainstorming

Assessment and multiple intelligences

Logical-mathematical. quickly understand a new concept in Mathematics and other related subjects such as accountancy and science.

Usually become irritated when the teacher has to explain the concept over and over again or do multiple examples.

Visual / spatial orientation. think and learn according to visual images, pictures, graphs, diagrams. Easily become bored during a purely verbal lesson. Constantly drawing pictures in their books, and often get caught up in designs and patterns that the lesson passes right over them.

Intelligence	Assessment method	Assessment tool	Assessment form / technique
Linguistic	Self-, peer-, group-, teacher assessment	Portfolio, observation, journal, profile, class list, test	Memorandum, portfolio, journal, interview, written task
Logical-mathematical	Self-, peer-, teacher assessment Practical, observations	Portfolio, worksheet, questionnaire, rubric, test	Action research, rubric, task list (individual), observation sheet, checklist, investigation
Spatial	Self-, peer-, group-, teacher assessment, practical	Observation, exhibition, class list, journal	Role-play, observation sheet, map, diagram, collage
Bodily-kinaesthetic	Self-, peer-, group assessment	Observation, exhibition, portfolio, journal	Practical demonstration, observation, research (action), role-play, simulation, physical action
Musical	Peer-, group-, teacher assessment; Performance	observation, exhibition, audio/video DVD, portfolio	Presentation, observation, practical demonstration, performance, dramatization, song

Interpersonal	Self-, group-assessment, portfolio; interviews	Portfolio, profile, class list, rubric, test	Group work, role-play, project, case study, presentation
Intrapersonal	Self-, peer assessment, observations	Journal, portfolio, observation, test	Journal entry, written task, reflection sheet, action research, note-taking, collage, survey
Naturalistic	Self-, peer-, teacher assessment, observations	observation, exhibition, rubric, worksheet, test	Project, action research, presentation, investigation, map reading, questionnaire
Existential	Self-, peer-, group-, teacher assessment	Worksheet, questionnaire, profile, observation	Reflection sheet, role-play, presentation, research, problem solving

Teachers must know themselves well enough to avoid being biased towards their own preferred learning style and intelligence.

Multilevel classes

Teaching that is done in such a way that learners who are at different levels of understanding, competence or readiness can participate in the same lesson.

To develop multilevel activity, the teacher needs to identify the purpose of the activity (skill and then plan a variety of tasks that would allow for:

different levels of difficulty or complexity

different ways for learners to earn the concept or skill

a choice of assessment forms or techniques that would allow learners to demonstrate their understanding of the concept.

It is the teacher's responsibility to ensure that all learners show at least some progress.

The teacher cannot give different groups of learners assessment activities that differ in their levels of difficulty.

Barriers to learning and fair assessment

Different barriers: socioeconomic, systemic, medical disability, education-related barriers.

Barriers are situation specific, may vary from school-to-school, subject-to-subject.

Teachers need to identify and build on learners' strengths in order to confirm their uniqueness.

The underlying principle of inclusive assessment is to assess all learners within the same curriculum and assessment framework.

For teachers to address barriers to learning effectively and ensure fair assessment, there are several important questions that they need to ask themselves concerning their assessment practice:

- what concepts, skills or knowledge are to be assessed.
- what should learners know
- at what levels should learners be performing
- is gender equity being promoted
- is equal attention paid to both boys and girls
- is the learning environment safe
- are there opportunities for all learners to experience success
- are learners exposed to a variety of complex tasks
- are the assessment activities context related

Range of alternative assessments for learners to demonstrate whether they have attained knowledge, concepts and skills.

a) **Alternative assessments based on alternative attainment of knowledge** (content, concepts, skills) for learners with significant cognitive disability.

These assessments are based on grade-level content covered by the general assessment, but at educed depth, breadth and complexity.

These assessment describe achievement based on what is determined as a high expectation for these learners.

Target learners can include learners with intellectual disability who are currently enrolled in special and ordinary schools.

b) **Alternative assessment based on modified attainment of knowledge** (content, concepts, skills) for learners with disabilities who are working on grade-level content that is covered in the general assessment.

Because of their disability they may require more time to master the content.

These assessments measure a learner's mastery at grade level. Target learners can include learners with moderate intellectual disability, who are deaf, or some learners on skills programmes.

c) **Alternative assessment based on grade-level attainment of knowledge** (content, concepts, skills) for learners with disabilities or learning difficulties who need testing formats or procedures that provide them with equal opportunities to demonstrate their attainment of content which is at the same grade-level as the general assessment.

Learners who are blind, who have communication or physical disabilities, who suffer from dyslexia or hearing loss.

- Assessment should be flexible learner-based and learner-paced approach to the curriculum. Practical demonstration (observation checklist as assessment instrument)
- Portfolios, project work, and Practical demonstration (assessment activities requiring some type of rubric and or observation checklist as assessment instrument)
- Inclusive assessment practice should be adhered to

Assessment strategies:

1. Localisation details: Grade, Subject, Learning Aims, Topic
 Aim: guide learners to have confidence and competence to deal with mathematical situations without being hindered by fear of Mathematics.
 Develop a critical awareness of how mathematical relationships are used in social, environmental, cultural and economic relations.
 Acquisition of specific knowledge and skills necessary for the application of Mathematics to physical, social and mathematical problems.
2. Purpose of doing the assessment: Skill to be learned
3. Assessment task / activity: How should learners generate the evidence
4. Assessment product / performance containing/representing the evidence: deliverables
5. Role of the teacher in guiding the assessment activity
6. Nature of the assessment : informal / formal
7. Assessment method and associated assessment instrument
 Method: Class test – Instrument : Question paper and memorandum
8. The assessor / assessors : group, peer, self, teacher
9. Assessment criteria for the task / activity / product
10. Feedback mechanisms and process
11. Recording and reporting (teacher file, learner profile, record grid)

Assessment tools

Assessment tool: Checklist

Project Checklist	
Mathematics : Numeric and geometric patterns	
Learner: _____	Date of assessment: _____
Class: _____	Date of moderation: _____
Teacher: _____	Mark allocation: _____
Moderator: _____	Pass mark: 15
Criteria	Tick
1. The report has a cover page with the learner's name on.	
2. The report has a conclusion section with at least 5 environmental impact factors listed.	
3. The report contains a questionnaire with the learner's name and the date of completion.	
4. The questionnaire clearly indicates where to fill in, with space indicated for the answers: the number of people in the household, the average household electricity usage over the past three months, and the average household water usage over the past three months.	
6. The electricity usage is indicated in units of kWh.	
7. The water usage is indicated in units of kl.	
8. There is a table indicating the electricity usage for 11 households, indicating the number of people living there as well as the average usage.	
9. There is a graph indicating the electricity usage for 11 households, indicating the number of people living there as well as the average usage. The axes of the graph are labelled accordingly.	
10. A workable general rule is derived, with calculations shown, describing the pattern of electricity usage in a household, related to the number of people living there. Calculations are shown.	
11. Based on the general rule, an accurate calculation is done with calculations shown, for the average electricity usage of a household with 30 people.	
12. There is a table indicating the water usage for 11 households, indicating the number of people living there as well as the average usage.	
13. There is a graph indicating the water usage for 11 households, indicating the number of people living there as well as the average usage. The axes of the graph are labelled accordingly.	
14. A workable general rule is derived, with calculations shown, describing the pattern of water usage in a household, related to the number of people living there. Calculations are shown.	
15. Based on the general rule, an accurate calculation is done with calculations shown, for the average water usage of a household with 12 people.	
<u>Each tick counts 1 mark. Total is out of 15.</u>	
Comments:	

Assessment tool: Assessment grid

Activity Assessment Grid		
Mathematics : Transformation Geometry		
Learner: _____	Date of assessment: _____	
Class: _____	Date of moderation: _____	
Teacher: _____	Mark Allocation: _____	
Moderator: _____	Pass mark: _____	15
Criteria	Mark	Learner's mark
1. All 5 surface areas of the triangular prism are noted down correctly.	3	
2. All 9 side-lengths and all 18 angles of the triangular prism are noted down correctly.	6	
3. The face of the cross-section of the triangular prism is drawn on a one-to-one scale on the squared paper, with all side lengths and angles indicated.	3	
4. The triangular form is transformed across the line of symmetry, without scaling.	3	
5. All 30 angles and all 10 side-lengths of the regular pentagonal prism are noted correctly.	8	
6. All 7 surface areas of the regular pentagonal prism are calculated and noted correctly.	2	
7. The face of the cross-section of the regular pentagonal prism is drawn on a one-to-one scale on the squared paper, with all side lengths and angles indicated.	3	
8. The face of the cross-section of the regular pentagonal prism is drawn on a one-to-two scale on the squared paper, with all side lengths and angles indicated.	2	
Total	30	
Comments:		

Mathematics : Numeric Patterns			
Learner: _____	Date of assessment: _____		
Class: _____	Date of moderation: _____		
Teacher: _____	Mark Allocation: _____		
Moderator: _____	Pass mark: _____	16	
Comments:			

Assessment rubric				
Criteria	Rating Scale			Learner Score
	Descriptors			
2 Numeric patterns must be identified	0	1-6	7-10	
	Less than 2 patterns were defined.	2 Patterns were identified, but the chosen pattern does not fall within the definition of a "numeric pattern".	2 Numeric patterns were identified, and the pattern identified falls within the definition of a numeric pattern.	
The two identified Numeric patterns are both described, in words or numbers, so that the pattern can be correctly extended using the description.	0	1-3	4-6	
	Less than two descriptions were given.	Two descriptions were given but the description is not complete so that it can be used to extend the pattern.	The description of both the patterns are accurate and can be used to extend the pattern.	
2 Geometric patterns must be identified	0	1-6	7-10	
	Less than 2 patterns were defined.	2 Patterns were identified, but the chosen pattern does not fall within the definition of a "geometric pattern".	2 geometric patterns were identified, and the pattern identified falls within the definition of a geometric pattern.	
The two identified Geometric patterns are both described, in words or numbers, so that the pattern can be correctly extended using the description.	0	1-3	4-6	
	Less than two descriptions were given.	Two descriptions were given but the description is not complete so that it can be used to extend the pattern.	The description of both the patterns are accurate and can be used to extend the pattern.	
Total			32	

Performance assessment: application of what the learner has learned, based on instructional strategies and assessments done throughout the semester/year

- requires integration of knowledge and skills in the context of producing something, solving a problem, presenting a case.

Reflection

Reflection requires thoughtful and careful reporting and analyses of assessment practice, philosophy and experience. Requires an environment that supports it.

Assessment tools and techniques

Tool: any instrument the teacher uses when assessing.

Technique: special way the teacher uses the tool for learner to demonstrate performance evidence

Tools: written assignments, portfolio, journals, observation sheets, rubrics and assessment grids, discussions, worksheets, question papers.

Techniques: project work, play and role-play, whole-group discussion, poster or group work, presentations, demonstrations, debates or discussion issues, constructions, design, drawings, graphs, maps.

Continuous Assessment (CASS)

Described as continuous updating of learners' performance. This does not mean more tests, but rather different assessment methods to monitor learners' progress throughout the year.

This also gives learners more than one opportunity to demonstrate the ability to obtain a skill.

Classroom / continuous assessment fulfilled

This is assessment that spans the entire learning process, it incorporates all types of assessment (baseline, formative, summative, diagnostic). Therefore, continuous assessment is not a type of assessment but an approach how to assess.

learners need to know if they are making progress or not

how to improve

assessment on a continuous basis, assessment and feedback is part of the learning process.

Assess the process of learning and the products of learning

learners are assessed while busy with the task, not just at the end

Assessment is aimed at assessing actual competencies, not merely knowledge of the content

Purpose of assessment:

Improve teaching and learning

identify and rectify shortcomings in learners' performance

identify and rectify barriers to learning

Feedback to parents, learners, stakeholders about learners' progress

Help learners to use feedback to set targets for improving performance.

Aim: formative in nature

School Based Assessment (SBA)

Assessment embedded in the teaching and learning process.

It allows for the collection of a number of samples of learner performance over a period of time.

It can be adapted and modified by teachers to match the teaching and learning goals of the particular class and learners being assessed.

SBA compulsory for progression (grade 1 - 8) and promotion (grade 9- 12)

SBA - developed by teachers at school level. Administered, marked, and moderated internally.

SBA, practical tasks, end of year examinations - designed to address the content competencies, skills, values, attitudes of the subject, and to provide learners, teachers, parents with results that are meaningful indications of what learners know, understand, can do at the time of the assessment.

SBA allows learners to be regularly assessed during the school year, also allows for assessment of skills that cannot be assessed in a written format.

Moderation should ensure expected quality and standards of SBA as in CAPS have been met from grade 4 onwards.

Integrated summative assessment task (ISAT)

Set externally, compulsory component of the external summative assessment (ESASS).

ISAT requires integrated application on competence and is based on the cumulative learning of students over the whole year.

Can be done in two ways:

- students complete an assessment task which they work on progressively throughout a whole year, and it is assessed at the end of the year.
- students are assessed on their achievement of all competencies in a single assessment at the end of the year.

ICASS (Internal Continuous Assessment)

formative, give indication of learner' progress. Used for reflection, enrichment, improvement of teaching and learning.

Foundation subjects (language, life orientation, mathematics, mathematics literacy) - 7 internal assessment tasks

Vocational subjects - five internal assessment tasks

Each task must be moderated before implementation and meet criteria:

- technically sound?
- Content, subject outcomes, learning outcomes relevant, challenging, integrated where possible
- tasks and sub-tasks at the appropriate cognitive level and range from simple to complex
- variety of questions, authentic within the subject
- is there an alignment between length and marks of questions and time allocated
- is there balance between assessment of knowledge, skills, values
- is there an appropriate assessment tool

Assessment framework in FET for TVET

- in fundamental subjects (non-vocational): ICASS and exam
- vocational subjects: ICASS, integrated summative assessment task (ISAT), and exam
- exams can be internal or external, depending on the subject
- external exam = external summative assessment (ESASS) and includes ISAT as a compulsory component

ICASS marks - only valid for the year of enrolment and would count for one examination and one supplementary examination following immediately after.

ISAT mark - valid for three years

DHET monitors and verifies moderation of ICASS

Recognition of prior learning (RPL)

Takes place in different ways.

1. has to do with the portability of formal learning (completed/uncompleted) between institutions of learning. (similar modules completed at another institution)
2. when a learner seeks recognition for experiential learning. Learning took place at a workplace, not formally at a learning institution. Institution where recognition is sought need to determine if learning was acquired at the same level as that required from learners in the formal system. Done by compiling a portfolio of evidence or by setting a challenge examination (or combination). Learner has to demonstrate that the required learning outcomes have been achieved.

Standardised assessments

Done at the end of each phase of the GET band and at the end of the FET band - give information on the quality of educational achievement and who should be held accountable for it.

MODERATION

Moderation is the process of ensuring that teachers are assessing learners' work according to agreed standards, and that there is consistency from year to year within schools and across districts, provinces and nationally. Moderation can be internal or external. Internal moderation occurs at the level of the school and is performed by senior staff members, whereas external moderation is performed by departmental officials.

Moderation is necessary to ensure that every learner has the guarantee of fair, reliable and valid assessment. The moderation function in a school is the responsibility of the principal in his or her role as instructional leader, but may be delegated to members of the school management team (SMT).

Moderation should be done regularly. Moderators have a duty to develop and support the teachers they are working with. Schools may develop sets of common tasks for assessment for all learners in a grade to ensure that common standards apply. The needs of the learners experiencing barriers to learning should be taken into consideration.

Monitor, Assessment, Recording, Reporting, Accountability (MARRA)

Monitoring - ensure learners make progress and ensure teaching is effective

continuously: include planning, teaching, assessment
done by means of formal and informal assessment

Assessment - collection of evidence on performance of learners

according to formal year long programme of assessment

Recording - create a picture of the learner's progress

records about learners, lesson plans, schemes of work, own reflections on assessment

Reporting - assessment results: learner, parent, guardian, other teachers, DBE, school, wider community

Accountability - Teacher to learner, parent, potential employers, public
to provide clear records of academic progress and achievement of learners.

Assessment vs Evaluation

Assessment (definition):

the continuous, planned process of identifying, gathering, interpreting information about performance of learners, and may take various forms.

Assessment: dual practice - gather evidence + assess / evaluate evidence

judgement is recorded as statements of competence, whether the task has been achieved or not

learner's performance is compared to pre-determined standard / requirement

not easy to compare to each other, only 2 groups, those who can perform to the required standard and those who cannot.

A judgement of performance measured against criteria.

Assessment: systematic gathering of information about component parts of the thing or object to be evaluated.

Evaluation: broader than assessment, involves examining information about many components of the thing or object being evaluated and making judgements about its worth or effectiveness.

Evaluation: judgement is recorded as %; how much / how well a task has been done

learner performances are easily compared to each other / avg of class / pass mark

A value judgement

What is assessment

Assessment (at academic unit level): ongoing process in which teachers (at faculty level):

Establish clear, measurable expected outcomes of student learning

Ensure that students have sufficient opportunities to achieve those outcomes

Systematically gather, analyse, and interpret evidence to determine how well student learning matches out expectations

Reformulate educational outcomes based on the results of their assessment

4 steps

Generate and collect evidence of achievement

Evaluate this evidence

Record the findings

Use the information to understand and assist learners' development to improve the process of learning and teaching.

Summative assessment

Check achievement of competence at end of unit / cycle / term / year

Assessment of learning

75% of each grade, grade 12 externally assessed and mediated

grade 10, 11: promote earner, feedback to parents

grade 12: award NSC

Planning for assessment

1.4.1

Planning for T&L	Planning for Assessment
Determine the learning aims for the subject	Determine the assessment strategy (how many, types) per level/grade
Decide the level of learning to take place	Specify levels of assessment required for different levels/grades
Develop the lesson plan	Develop an assessment plan, integrated into the lesson plan (Formal + Informal)
Develop learning activities	Develop assessment activities (instrument and criteria for each activity)

1.5 Stakeholders in assessment

Assessors: need to know whether learners are learning,
at what level are they learning?
whether they understand what they are learning, and what they still need to learn.

Learners (and their families) : need to know whether what they have learned is correct and at the right level

what they still need to learn

Their families: whether what they have learned is enough and at the right level for promotion to the next level.

Teaching and learning providers: make their learning programmes available, need to know if their programmes are suitable and whether learners are learning successfully in order to be awarded the qualifications.

DBE and Umalusi: DBE provider of GET and FET

needs to know whether teaching taking place in schools is sound, whether learners are earning successfully.

Umalusi: the quality assurer, has to determine whether the standard of learning taking place in schools is high enough to satisfy receivers of learners.

Council for Higher education (CHE) and the Higher Education Quality Council (HEQC):

HEQC has to make sure that programmes and programme delivery by providers in HEd field is enough to ensure successful learning, that graduates are equipped with enough knowledge and skills to succeed in their chosen occupational fields

South African Qualifications Authority (SAQA): responsible for development of unit standards and qualifications, which are mapped to National Qualification Framework (NQF).

To offer learning programmes, providers and their learning programmes have to be registered with SAQA.

ETQA's in the form of SETAs: SETAs must monitor the quality of training taking place in different fields. They also institute learnerships in different fields.

1.14.3 Promotion / Certification

Standards set by DBE for schools,

DHET/CHE for universities and TVET colleges.

SAGA for other institutions

All standards and qualifications registered at SAQA, qualifications mapped to NQF

- only registered providers.

1.7.9 CAPS assessment

Distinction between internal (classroom) assessment and external assessment.

Internal

School-based - done by teacher as an integrated part of the learning process.

CAPS describe the nr, and how much it will contribute to the final mark.

Classroom assessment : formal and informal assessments

Informal: during the lesson through informal tasks and questions, not marked or recorded.

Formal: take place after the topic has been completed. Marked and recorded by the teacher.

External

At the end of a phase to determine what the standard of earning was in the phase for the whole country.

Externally set but internally marked.

Gr12, nationally set and internally moderated, marked at provincial marking centres.

Umalusi and Quality Assurance council sees to external moderation of the examination papers.

Collecting**1.9.1 Collecting evidence**

Assessment must be based on evidence.

Evidence should be in a variety of formats and may include portfolios and artefacts.

Recorded observations of presentations, participation and performances may also be forms of evidence.

Methods:**4.6 Methods of collecting assessment evidence**

Teacher required to use a variety of assessment methods, activities, instruments

- to accommodate different learning styles and learner preferences

- for assessment to be fair and authentic

Method : relate to what the assessor does to gather and evaluate evidence of learner competence

- determined by the purpose of the assessment

- role-play, assess final product, essay, report, journal, oral exam, pen and paper assessment, oral questions, observation of learners, practicals, peer/self-assessment.

Method: determine how learners will provide their responses / produce evidence

Select the most suitable method. (p107)

Method: depend on the competencies to be assessed

- select the most valid and reliable method

- compare a variety of methods to strengths, weaknesses, applications

- gather evidence of knowledge and understanding - problem solving ability, practical and technical skills, personal and attitudinal skills and values

- learners should be given opportunities to develop skills of demonstration competency by means of a variety of activities

- writing, answers questions, demo skill, oral presentation, role-play/simulation

- present with visual aids - explain/report/argue/describe/debate/criticise

- work in a group

Self-, peer-, group-assessment

best with learners, rather than to or by

Teach learners to assess accurately, fairly, objectively

- guide learners through the process
- remind learners to be objective, give a set of criteria
- Teacher discuss, moderate, make suggestions where necessary
- informal, not recorded

4.6.4 Paper-based assessment

test, examination, case studies, assignments, reports, portfolios

1) Tests and examinations

- very structured, all learners assessed in the same way and at the same time
- question paper should contain: instructions for answering, time limit, any tables/diagrams/answers sheets the learner may need or are allowed to use.
- Learners should know exactly what criteria will be used for assessment
- Useful if content area is theoretical - evidence of factual knowledge, comprehension, recall
- Written test have limited potential to test higher level skills.

Guidelines for developing written tests and examinations

- before, decide what you really want to test
- instructions must be clear, unambiguous, complete
- handle culture, gender, religious issues sensitively
- criteria for assessment should be communicated to learners, marks and codes for levels of performance should be allocated to each of the criteria
- logical layout of questions
- language should be appropriate for the subject - assessment should be fair and unbiased for earners of all language abilities
- Give an indication of the mark allocation and time limit - must be realistic

2) Case studies

The learner is confronted with a scenario that is depicted as an assignment, task or problematic event to complete/solve/perform.

3) Assignments and research projects

- a structured written response to a proposal or question
- given a specific time and clear guidelines
- assess competence in abstract thinking and analyses

4.6.5 Oral assessment

- involves stating questions verbally
- can be informal
- advantage of immediate feedback
- can be stressful for learners
- mark allocation can be subjective if the assessor favours the learner
 - can be solved partially by making use of performance criteria and a scoring rubric
- can be used to question and probe learners systematically about knowledge/performance in a specific area/activity

Used when

- learner's knowledge as well as ability to convey this in a logical way is tested
- learners are required to think on their feet
- when a learner has difficulty with written assessments
- assess learners' attitudes before/during/after a learning experience
- where learners have to elaborate on answers
- where learners have to explain while doing (talk-through)
- where follow-up questions are necessary to ascertain comprehension

2 types of interviews

- structured: fixed set of questions, little room to deviate from questions and answers
- unstructured: allow interviewer to ask follow-up questions not necessarily planned beforehand; to probe for more information and clarification

Guidelines

- good listening skills are essential, listen more, speak less
- use silence to give learner time to think about a question
- think carefully before making remarks or comments, do not get into a debate with the learner, do not give your own views but get information from learner. Do not pass judgement on what learner has said.
- Know when to interrupt, obviously misunderstood, rambling on in confusing and irrelevant way

4.6.6 Practical assessment tasks

Compulsory for some subjects.

25% of end of year exams. Grade 12, moderated by experts, quality assured by Umalusi

Methods

Methods of assessments: lecturer assessment, peer-, group-, self-.

	Observation based	Task-based	test- based
Instruments	observation, class questions, lecturer/student/parent discussions	-Assignments/tasks, projects, investigations or research, case studies, practical exercises, demonstrations, role-play, interviews	examinations, class tests, practical examinations, oral tests, open-book tests
Tools	observation sheets, lecturer's notes, comments	checklists, rating scales, rubrics	marks (%), rating scales (1 - 7)
Evidence	Focus on individual students Subjective evidence based on lecturer observations and impressions	Open middle: students produce the same evidence but in different ways Open-end: students use the same process to achieve different results	Students answer the same questions in the same way, within the same time

Methods for recording evidence:

Anecdotal records. Made up of day-to-day evidence which enables the teacher to make judgements about the stages learners have reached in their learning. Includes the identification of strengths, weaknesses, evaluating progress over time. These observations do not provide evidence about the progress a learner has made across a full range of outcomes in the subject.

Partial credit scoring. Record steps the learner has successfully completed in solving a problem or in demonstrating their partial understanding and problem-solving strategies. The method recognises and records various levels of partial success.

Dichotomous records. A method where only two categories are used for record purposes, namely right/wrong and acceptable/unacceptable.

Best used in a system where the teacher and learner negotiate the work to be done, which is signed off once it has been completed, or pen-and-paper tests (where answers are either correct or incorrect - summative assessment)

Judgement of content and skills acquired. Occurs when the teacher lists the skills in the subject and then judges whether or not the learner has achieved these aims.

In order to make a sound judgement, the teacher must know how much evidence is required.

3 questions need to be considered to make a balanced judgement:

- 1) has the learner covered the content implicitly in the outcome.
- 2) can the learner apply the knowledge and skills accurately in different contexts
- 3) were the tasks fair and challenging to the learner's language, background or any other special considerations.

Teachers are guided by the assessment policy of the school on how recording and reporting will be dealt with.

In IP and SP recording and reporting must be done in all school subjects, 6 in IP, 9 in SP.

3.3.5 Assessment Records (CAPS)

Assessment records that should be developed and kept at school, according to the CAPS: record sheets, schedules, report cards, teacher files, learner profiles.

Record sheets. Records and evidence of learners' progress and should include the following information:

subject, grade, class, learners' names, dates of assessment, names of the formal assessment tasks, results of formal assessment tasks, and comments for support purposes when and where appropriate.

The record sheets should be used to compile a schedule, which will be used to compile report cards.

Schedules. A quarterly record which provides a summary about the progress of all learners in the grade in the school.

The end of year schedule is a compilation of learner performance across all four school terms, should indicate whether a learner is ready to progress (1-8) or be promoted (9-11) to the next grade or not.

End Of Year schedule should be archived by the school for at least 5 years.

Schools must use the schedule forms developed by the Department of Basic Education.

Schedules should be used by the teacher to draw up report cards and for reporting purposes.

R-8: ready to progress: RP; not ready: NRP

9-11: promoted: P; not promoted NP

Report cards. A report card is an official document used to give feedback to parents on learners' achievement.

Achievement rating on the report card should be indicated by a combination of national codes, percentages, comments.

Essential components on card: personal details, official school details, performance details, constructive feedback.

Teacher file. A compilation of recording and planning documents used by the teacher for every subject taught.

Includes: formal programme of assessment, evidence of learner assessment, all formal assessment tasks and marking guidelines, annual teaching plan, textbooks used, all other resources.

Learner profiles. The learner profile is a continuous record of information that gives an all-round impression of learner's progress, including the holistic development of values, attitudes and social development.

Profile does not only include academic achievements, but also non-academic achievements.

As an assessment tool, the learner profile monitors, as well as records, the progress of learners throughout their school careers.

It assists the teacher in the next grade/school to understand the learner better.

Learner profile should be used as a tool for support and assist the grade teacher in the planning of the teaching, learning and assessment process.

Information not limited to learner performance and achievement (holistic view of the learner).

Should include personal information, medical history, schools attended and record of attendance, participation and achievements in extra-curricular activities, areas needing additional support, learner performance.

Management, maintenance, safekeeping of learner profiles, schedules, report cards are the responsibility of the school management.

Record sheets and teacher files are the responsibility of every teacher.

3.3.6 Systematic evaluation ANA (Annual National Assessment)

Systematic evaluation is used to evaluate the appropriateness of the education system.

Its purpose is to determine whether the intentions and expectations of the policy are being realised in practice.

Monitor the quality of learning and teaching at the key transitional points (3,6,9) in the school system.

ANA is a standardised test that verifies that every child who writes the test is developing the language and mathematical skills appropriate for the grade they are in.

Teachers will use the results to inform their lesson plans, and to improve their teaching, learning and assessment.

The ANA survey gives an accurate reflection of the schooling conditions in South Africa.

4 key effects expected:

- expose teachers to better assessment practices
- make it easier for districts to identify schools most in need of assistance
- encourage schools to celebrate outstanding performance
- empower parents with important information about their children's performance

3 in-school factors that affect learner performance

learner participation, school resources, teaching resources

4.7.2 recording by means of assessment tools

- evidence need to be captured so it can be presented in an orderly, accurate, understandable way.

Tool / instrument : the measuring device according to which information regarding the performance / ability of the candidate is gathered + recorded, in order to judge against specific assessment criteria.

checklist, observation sheet, worksheet, self-assessment sheet, memorandum, assessment rubric, assessment grid

- tool must suit the task and be linked to specific assessment criteria

- learners must be aware of the criteria, thus tool must be given to them before - should form part of the instructions

Tools: rating scales, rubrics, checklists, observation sheets

1) rating scales

Symbols or marks are used as a rating scale. The mark or symbol is described into the competencies required to achieve that mark or symbol.

FET : 7 point scale, scale = guide, recorded as marks, reported as %

2) Checklist and observation sheets

useful to ensure learners are observed systematically, or tasks is performed systematically - tick list

- observation sheet : space for comments

3) Rubrics or assessment grids / matrices

- performance based assessment

Rubrics can be used to grade any assignment or task

(research papers, book reviews, participation in a discussion, lab work, portfolio, oral presentation, group work)

- learners should have insight in the rubric to be used

- ideally learners should use it to score their own work before the teacher scores the work

Advantages

- learners have a better idea of what is expected from them

- saves time (do not have to repeat same comments over and over on most learners' papers)

- ensure fair and consistent marking

- ensure consistency between different markers

- easier to diagnose learners' strengths and shortcomings when making use of rubrics

- can be seen as a way of giving constructive feedback to learners

Guidelines for developing rubrics made to a specific purpose

- determine what you are assessing (e.g. critical thinking)

- Determine the characteristics of what you are assessing

- describe the best work you can expect using these characteristics

- Describe the worst acceptable product using these characteristics - lowest acceptable category

- describe completely unacceptable product - lowest category

- now, three levels of assessment, can include others in between

- ask colleagues, not involved in this rubric's development to apply it to some products or behaviours, as revise to eliminate ambiguities

- test the rubric first on some learners' work, to see if adjustments are needed

4.7.3 Record keeping

- meticulous record of all relevant assessment processes and of each learner's progress.
 - Records of all assessments should be systematically maintained in accordance with the subject guidelines.
 - records of learners' performance serve to compile term reports and justify the final promotion mark the learner receives at the end of the year.
 - reporting in mark books or recording sheets should clearly indicate the subject, grade, learners' names, assessment dates, title and brief description of the assessment activity, assessment results, comments for improvement if necessary.
 - also include background info on learner, info entered for every lesson, punctuality, forgotten equipment, homework not done, merits/demerits.
 - make use of symbols to ease the process
 - provision for recording of informal assessments, personal notes about learner's progress, written by subject teacher.
 - results of all formal assessments, marks for homework exercises that were assessed, projects, oral presentations,
 - in each case it should be clear
 - what the mark was for
 - what the maximum mark for the assessment was
 - what mark the learner achieved
 - what the task was
 - what the assessment tool or recording instrument was used in the assessment
 - also record in record sheets:
subject, grade, class, learners' names, dates of assessments, names of formal assessment tasks, results of formal assessment tasks, comments for support purposes when and where appropriate.
- Records should be accurate and up to date - will be used to compile a schedule and to compile reports.

4.7.4 Schedules

- consolidation of information with regard to the progress of all learners in a particular grade in a school
- should be completed 4x per year
- school, date, list of names and surnames of each learner in the grade, admission number, date of birth, gender, age, number of years in phase for each learner, performance of each learner in each subject, signatures of teachers + principal + end of year department official

4.7.5 Reports and report writing

Requirements (differ from school to school)

should always be presented in a professional way

various readers should be able to understand reports. Requires explanation of codes and symbols used.

should be reasonably concise

No errors or erasures

Spec by DBE

Personal details: name, date, class, grade, date of birth, school attendance profile,

Official school details : year and term, name of school, date, signature and comment of parent/guardian, teacher and principal, opening and closing dates of school, school stamp, explanation of codes and national coding system.

Performance details: a national code or percentage indicating level of performance per subject, description of strengths + developmental needs of learner.

Constructive feedback: should contain comments about learner's performance in relation to his previous performance.

4.8 TVET

Not DBE, DHET

- outcomes based
- Learning intentions described as outcomes and learner performance assessed against assessment standards.

Principles driving assessment in the NC: integration, relevance, credibility, coherence, flexibility, participation, access, progression, portability, articulation, recognition of prior learning, validity, reliability, fairness, transparency, practicability, cost-effectiveness.

DHET expect FET in TVET to

- develop a policy for ICASS
 - compile an annual ICASS assessment plan and schedule for each NC(V) subject
 - design and moderate suitable assessment tasks and tools
 - conduct assessments as per annual assessment plan
 - conduct subject-level moderation on marked assessments for each subject, according to the assessment plan
 - monitor the conduct and moderation of ICASS to ensure that the ICASS component is being implemented
- conduct verification of evidence and marks produced for the ICASS component
- report on the implementation of the ICASS component

Each task must be moderated before implementation and meet criteria:

- technically sound?
- Content, subject outcomes, learning outcomes relevant, challenging, integrated where possible
- tasks and sub-tasks at the appropriate cognitive level and range from simple to complex
- variety of questions, authentic within the subject
- is there an alignment between length and marks of questions and time allocated
- is there balance between assessment of knowledge, skills, values
- is there an appropriate assessment tool

Assessment portfolios

Lecturer: subject and assessment guideline, subject assessment plan, all ICASS assessment tasks (and tools), a pre-moderated checklist for each task and tool, post-moderated checklist for each task, record sheets with marks, reflection with suggestions for future improvements in teaching and assessment.

Student: subject assessment schedule, declaration of authenticity, all marked ICASS tasks, a record of results and moderation.

4.8.3 External national examination

National examination, set and moderated externally, end of each year.

Supplementary examination can be written early in the following year.

Required level of cognitive ability tested in these examinations at level 4 is 30% knowledge and comprehension, 50% application, 20% analyses, synthesis, evaluation.

Feedback

1.10 Feedback

Assessment is used to keep learning on track.

Used by teachers and learners to modify the teaching and learning activities in which they are engaged in to better meet learners' needs.

Feedback influence, shape, direct, improve the learning process.

Good feedback is largely dependent on our attitude towards our learners and their needs.

Guideline for constructive feedback

Counterproductive	Constructive
Delayed feedback Likely to be ignored - learners already moved on	Prompt feedback ideal is immediate, during performance so learners have an opportunity to implement what they have learned before the work is completed
Marks and grades Overrides comments- encourage complacency in the able and despondency in the less able	Written comments When used to provide a clear explanation of ways in which work is successful and how future performance could be improved
Ego-involving feedback Encourages learners to focus on themselves, how well they are performing, compare themselves to others	Task-involving feedback Focuses on knowledge, skills and concepts relevant to succeeding with a task
Criterion-week assessment Criteria are muddled, vague, or have to be inferred	Criterion-referenced feedback Assessment is linked to explicit criteria which are clarified before learners embark on a task
Corrective feedback Least helpful where teachers correct every error so that learners are not encouraged to think about or apply the feedback	Scaffolded feedback Creates a positive state of mind with regard to the feedback, giving learners as much help as they need to progress but no more
Unbalanced feedback Dwells on either the positive or the negative without properly acknowledging their dimension	Balanced feedback Strengths and achievements are set against areas for improvement, without dwelling unduly on either
Negative tone Can be created by drawing attention to what is wrong with work first or offering critical comments with no indication of how to improve	Positive tone Can be created by acknowledging achievements first and treating weaknesses as targets for development
Feedforward absent if teachers neglect the links between feedback and future performance, learners are encouraged to do like wise	Feedforward Can be achieved by providing time for learners to read and respond to feedback and by following up on previous feedback.

3.4.3 Assessment feedback

Main purpose of reporting - provide learners with regular feedback.

Feedback should be given to parents, other teachers, stakeholders.

Assessment is about identifying what students should learn/know and then determining how well a student has learned.

Feedback is grading students' work and giving students the reason behind the grading.

Feedback appears to be the key to a positive culture, and to promote learning goals rather than performance goals.

It explains what is wrong and what is good about learners' work, and suggests ways forward and ways of correcting problems that makes sense to learners.

Teachers also need feedback from learners:

- whether instruction was effective
- whether learners need more instruction
- whether learners are ready for the next step
- whether a different approach is required
- how instruction can be improved

Feedback should cause thinking to take place.

4 questions to improve feedback

- what is the key error
- what is the probable reason the learner made this error
- how can I guide the learner to avoid this error in future

1.12.2 High stakes assessment

Grade 12, external exam counts 75%.

Purposes and benefits:

Standards are taken seriously.

Motivate learners to learn, increase emphasis on learner achievement.

Provide the same expectations and basis of evaluation for all learners

Provide information that can inform policy makers on the quality of education

Make it possible to monitor the efforts by the institution to improve

Identify learner strengths and weaknesses to target instruction

Allow for recognition of institutions and learners who perform well or significantly improve their performance.

Limitations:

What you test is what you get, you cannot uncover what is not tested

It places too much emphasis on a single test score - may not reflect true changes in learner achievement

Nationwide assessment leads to a more narrow nationwide curriculum

The tests are unfair to low socioeconomic learners and schools

High-stakes assessment results in too much time spent on preparing learners to take the test.

High-stakes assessment does not provide information that can improve instruction.

1.12.3 Recognition of excellence

Required from workers:

Creative thinking: generation of new ideas

Decision making: specifying goals and constraints, generating alternatives, considering risks, evaluating and choosing best alternatives

Problem solving: recognising problems and devising and implementing a plan of action

1.14 Reaching the destination

1.14.1 Assessment of learning

Formative assessment : for learning

Summative: OF learning

Assessment results are now tested against a set of criteria that set out the minimum standard required to continue to a next grade or phase, or fulfil the requirements for a certificate, diploma or degree. Usually a more "high stakes" assessment event.

1.14.3 Promotion / Certification

OBE: no failure, no minimum standard

In SA: specified performance levels for promotion or entrance to a next level, earners fail if they do not meet them. Standards set by the DBE for schools, and DHET/CHE for universities and TVET colleges, by SAQA for other learning institutions.

All standards and qualifications are registered by SAQA and qualifications mapped to NQF.

Only registered providers may award the certificates, diplomas, degrees contained in NQF.

1.15.2 Assessing the system

quality assurance is used to provide judgement on the education system in order to

- provide feedback to teachers on the effectiveness of their teaching and assessment methods
- assess the extent to which the learning intentions of a module, course or programme have been achieved
- evaluate the effectiveness of the learning environment
- monitor the quality of the assessment methods used.

1.15.3 Assessing the teaching/delivery

Information of this type of assessment must be gathered from a variety of perspectives. Teacher-self-assessment, learner feedback, peer and colleague review, administrative perspective, teaching and learning research, and learner performance.

4.3 Documents guiding assessment (p101)

1) National Policy Pertaining to the Programme and Promotion requirements of the national curriculum statement grades R-12

- requirements and rules for the conferment of the NSC.

Information on entrance requirements, subjects and subject combinations, as well as promotion requirements.

Promotion requirements - 7 subjects, 40% in 3 (one HL), 30% in three, SB assessment component in 7th

2) National protocol for assessment grades R-12

Regulate recording and reporting in all schools

Provides a framework for the management of school assessment and school assessment records.

Gives direction on learner profiles, report cards, record sheets and schedules.

Teachers have to ensure the above are correctly created and maintained.

3) **National curriculum statement: curriculum and assessment policy statements - further education and training grades 10-12**

Unique to each FET subject

Curriculum and assessment combined in one document

Type, frequency and weight of each assessment

Guidelines regarding every aspect of assessment

Competencies to be achieved (which must therefore be assessed)

Prescriptions regarding content, skills, values to be attained.

Used by teachers to prepare an annual programme for formal assessment for their subject and grade, to be submitted to SMT before the school year starts.

Foundation phase

2.7.3 Language and assessment

Assess oral language: carefully observe play, small group activities, at other times during the instructional day.

Journals, dictations, stories, conversations, responses to questions.

3.6.2 Language issues

Language levels in SA:

Home language - language proficiency that reflects the basic interpersonal communication skills required in social situations, and the cognitive academic skills essential for learning across the curriculum.

First Additional Language - a language which is not a mother tongue but used for certain communicative functions, LOTL.

These learners have to reach a high level of competence in English by end of grade 3.

When assessing learners regarding a specific skill that is not related to language competence, learners should not be over-penalised for poor performance in language.

Teachers must focus more on the relevant skills and ascertain whether the learner has understood the concepts and information and can apply these, rather than the learner's fluency in a specific language.

2.7.4 Reading and assessment

Comprehension of text, learning about concepts of print

book orientation, difference between illustration and print, directionality of print

2.7.5 Physical development and assessment

Indications of learning and development

2.7.6 Emotional development and assessment

Emotional stability - enhance or hinder learning and development

6 aspects -

disposition and attitudes

self-confidence and self-esteem

forming relationships

behaviour and self-control

self-care

sense of community

2.7.7 Cognitive development and assessment

Thinking processes, problem solving strategies, reasoning

determine how learner respond, how learner uses materials, attention span, complete what he started, how he feels about materials

2.8.3 4 principals to grade assessment

- developmentally appropriate outcomes should be formulated and used as assessment standards
- standards should be reviewed regularly as well as the techniques used in assessing young learners
- the strategies for assessment should be ethical as well as appropriate for young children
- the standards, the observations and the assessments should be communicated to all role-players

2.9 Primary purpose of assessing young learners

- clarity on the purpose of assessing is crucial
- find out and record how children feel, behave and think, what they know and can do, what their physical well-being is, what their interests, attitudes and dispositions are - will form the basis for the assessment.
- the process will help teachers to guide, assist with and participate in the growth, development and learning of learners

2.10 Teacher's responsibilities

Fairness, respect for the rights of all concerned, professional ethical behaviour, sensitivity to individual differences, objectivity

2.19 Parent involvement

Parents and families should be included in the assessment of young learners.

Information from parents: medical history, concerns regarding the child, important developmental information, personality, social-emotional adjustment in the family, other relevant family information, cultural and contextual information

Guidelines forming the basis of good parent-teacher relationships:

- get to know the parents
- keep regular contact with parents
- organise regular discussions with parents
- establish contact through home visits
- communicate with parents by using a message book.

3.6.6 Parent involvement

Home environment plays a crucial role in academic development.

Essential factor - involvement of and support given by parents in the education of learners.

Parents feel they are ill-equipped to understand the new way of assessment, and prefer the old way where a percentage was allocated to a test or examination.

Teachers need to involve parents from the start of the school year by explaining the assessment that is going to take place during the year. News letter, meeting, interviews.

Teachers need to be mindful of the fact that there are still many parents who received no formal schooling at all. The teacher needs to find innovative ways of involving parents in the assessment process.

2.21 Professional ethics and confidentiality

Professional ethics and confidentiality - of utmost importance when observing learners - as with any other information regarding learners.

Privacy, confidentiality and rights include the rights of parents who express the wish not to have their children be the subject of observation.

Two cornerstones of professional and ethical behaviour on the part of the assessor are objectivity and confidentiality.

3.3 CAPS for the intermediate and senior phases

3.3.1 CAPS

4 main concerns which necessitated the amendment to NCS

- complaints about implementation of NCS
- teachers were overburdened with administration
- different interpretations of curriculum requirements
- underperformance of learners

Main changes:

- 8 subjects changed to 6 subjects
- all grades will use 7 point grading scale
- learning outcomes and assessment standards were removed
- every subject in each grade will have a single, comprehensive, concise CAPS, with details on what content teachers ought to teach and assess on a grade-by-grade, subject-by-subject basis
- there will be clearly delineated topics for each subject
- a recommendation on the number and type of assessments per term for each subject is described in the CAPS.

Learning outcomes and assessment standards became theme-based sections (topics) - more content + more specific guidelines on what teachers should teach and how they should assess.

3 main levels of planning:

Overview: overview of topics covered in the subject and in which grade the content is covered.

Annual teaching plan: grade specific, gives breakdown of topics into teaching terms and weeks of the school year.

Programme of assessment: all formal assessment tasks (school based and end of year examinations) for each grade. Teacher needs to submit programme of assessment to SMT in time to ensure that learners and parents receive the school assessment plan in the first week of the new school year.

With CAPS learners are expected to succeed. Teachers are encouraged to find ways for learners to succeed. Teachers are responsible for creating an environment that provide learners with sufficient opportunities to use the knowledge and skills they have gained.

- required to consider alternative ways of helping learners achieve
- provide expanded opportunities for learning
- reviewing / baseline assessment : provide additional opportunities to assist learners who need it.

Teachers will be challenged to do the following to accomplish school-based assessment on I&S phase

- communicate to learners what will be covered in assessments
- teach learners assessment skills, express positive expectations of learners' performance
- integrate questioning and independent practice with small-group discussions, peer teaching and learning, cooperative learning, and use of technology
- learners must always be challenged and stimulated in the assessment process

CAPS assessment is transparent and objective, learners need to understand

- what is being assessed
- why is it being assessed
- how will it be assessed

3.3.7 General education and training certificate (GETC)

Grade 9, end of GET band, end of compulsory schooling.

GET provides broad foundation of knowledge, skills, attitudes - enable learners to carry on with FET programmes or leave school and take up a career successfully.

For progress from grade 9: offered 9 subjects - complied with promotional requirements in 8, provided SBA component of 9th has been completed.

An external summative assessment is conducted through an instrument known as the Common Task for Assessment (CTA).

CTA is set for each of the 8 subjects.

On successful completion of GET band, awarded a General Education and Training Certificate (GETC), which provides accreditation within the National Qualifications Framework (NQF).

3.4.1 Planning for Assessment

Aim: make sure the teacher covers the content and skills for each subject in each grade.

4 documents should provide the framework for planning.

National Policy pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R-12

National Protocol for Assessment Grades R-12

The CAPS for all subjects listed in the National Curriculum Statement Grades R-12

Assessment guidelines for inclusion / White Paper 6

Both the components for school-based assessment and practical assessment tasks (for certain subjects) must include a mark rewarded for each assessment task and a consolidated mark - must be guided by assessment components as specifies for each subject in chapter 4 of the CAPS, and be available for monitoring and moderation.

Assessment tasks must be evaluated, checked and authenticated by the teacher before being presented as evidence of the learner's performance.

Formal assessment is transparent and objective, learners need to understand what is being assessed, why it is being assessed and how it will be assessed.

3 key questions to start assessment planning:

- what exactly do I want my learners to be able to do.
- how can I get them to show whether they can do it (KSVA - knowledge, skills, values, attitudes)
- How will I assess them (assessment tools, techniques and methods)

NCS Curriculum and Assessment Policy Grade R-12 provides a policy framework for the management of school assessment, school assessment records, and basic requirements for learner profiles, teacher files, report cards, record sheets, schedules for grades R-12.

According to this policy framework, assessments should be:

- transparent and clearly focussed
- based on skills
- varied in terms of methods and context
- valid, reliable, fair, learner-paced, flexible enough to allow for expanded opportunities

Assessment needs to be planned when planning for teaching and learning

- not final point of teaching and learning, should be used to guide teaching and learning

3.4.2 Lesson planning and assessment

What should be included in a lesson plan (NCS/CAPS):

- the annual teaching plan
- preparation on a two week cycle
- the different skills
- content coverage, skills knowledge, values, attitudes
- duration of the lesson
- conceptual links to previous and future lessons
- addressing the different cognitive levels
- teaching style, methodology, classroom management as well as homework
- expanded opportunities
- resources needed
- strategies for dealing with any barriers to learning and exclusivity
- strategies for dealing with multicultural and multilingual issues

Assessment is a fundamental component of CAPS because it is only by measuring the demonstrated output of the learner that it can be determined whether the required knowledge and skills have been successfully attained.

Bloom's revised taxonomy (classifies cognitive performances into 6 headings):

- Creating - Judge the value of material
- Evaluating - formulate new structures from existing knowledge and skills
- Analysing - understand both the content and structure of material
- Applying - use learning in new and concrete situations
- Understanding - grasp the meaning of material
- Remembering - remember previously learned material

All assessment questions need to adhere to the following criteria:

Content. does the item match the learning objective in the test plan

Difficulty. Is the item at the right cognitive level according to the test specifications

Relevance. Is it relevant to learners in terms of use of language, graphics, NCS/CAPS requirements

Translation (versioning) possibility. Can this item be translated, versioned or adapted for learners with barriers and for other languages

Bias. Would this item disadvantage any group in terms of culture, gender, socioeconomic status, rural vs. urban dwellers or language preferences.

If an assessment item does not meet the above criteria, it should be rewritten or adapted.

3.6.6 Demands of CAPS on teachers

teachers need sophisticated expertise to cope with demands of the CAPS assessment.

Different demands:

- Workload of teachers
- additional moderation to be done internally
- school-based assessment
- Annual National Assessments
- Implementing the National protocol for assessment grades R-12 and the CAPS for the required subjects
- Recording of assessment
- Reporting of assessment
- Overcrowded classes

- Programme requirements

Teachers need to understand and implement the CAPS for their required subjects while bearing in mind:

* levels are aligned with grade, creating the danger that teachers may hold on to the traditional pass/fail mind set, perceiving assessment aims as merely a grade requirement and not as part of a progression continuum.

*there is a danger that teachers will see the assessment aims as describing skills, knowledge and concepts and values to be continually repeated in a grade, instead of seeing them as levels within a band.

* Teachers need to adapt to the new idea of a single teacher file for all their planning.