

Quantitative Education Research Conference

Developments in Assessment in the GET and FET Bands

*Getting Assessment Right
A DBE perspective*

12 Sept 2019



INTRODUCTION

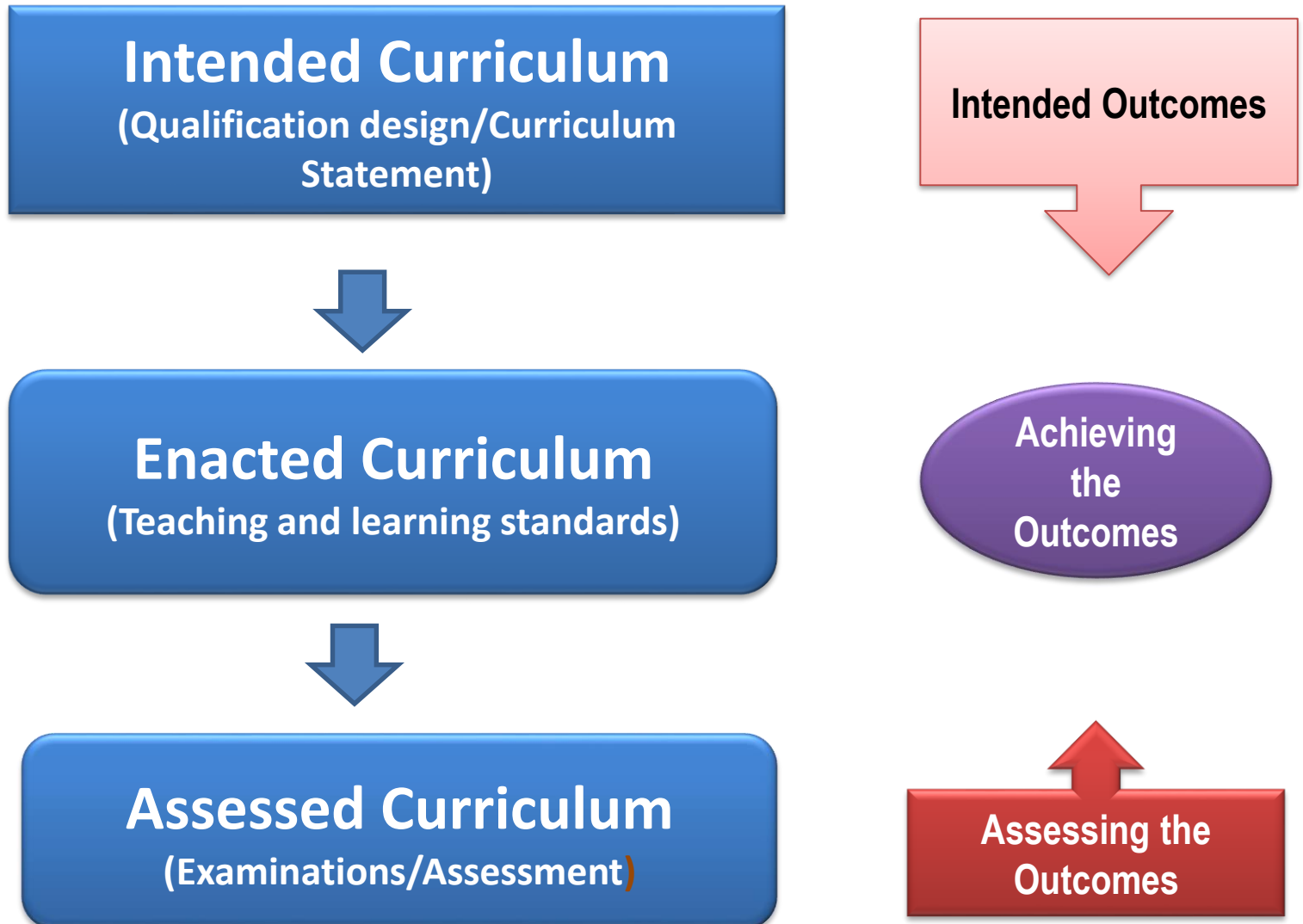


The Purpose of this Presentation

- (a) To outline the challenges experienced in the education sector in the field of learner assessment.*
- (b) To articulate the key developments relating to assessment in the GET and FET bands.*
- (c) To outline the implementation plan relating to key developments.*



Introduction



Addressing Creative Tension

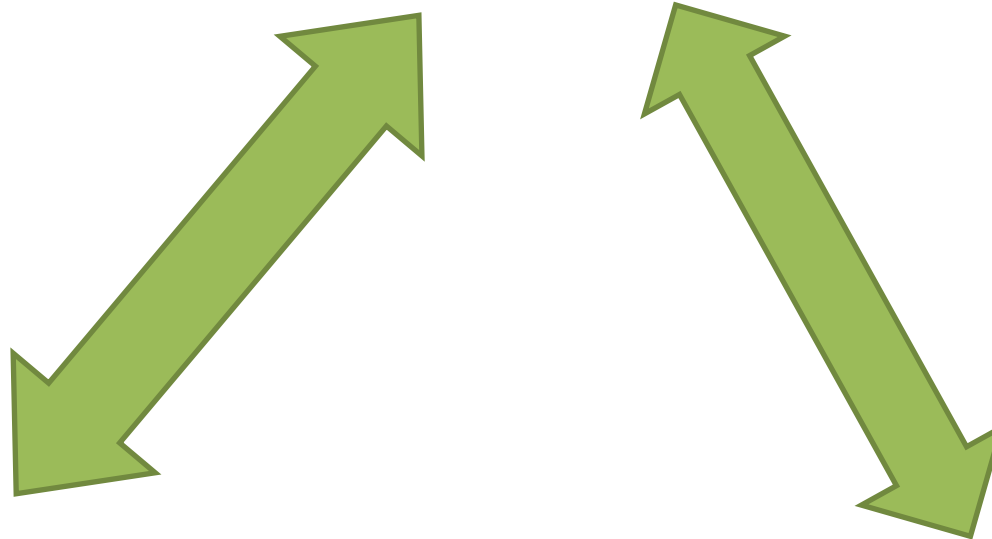
*Creative Tension represents the difference
between the vision and the reality of the current
(Robert Fritz)*



Hoyle and Wallace (2005:56) refer to the **“implementation gap”**, which lies between the **proclaimed goals** embodied in mandated policy initiatives, formulated at a central level, and their **achievement** through implementation in schools by principals and teachers.



Policy



Teaching and Learning



Assessment



There is therefore a need to address the implementation gap through:

- (a) Continuous monitoring/research of current policy implementation
- (b) Review of current policy, where necessary.
- (c) Strengthen systems relating to **curriculum implementation and assessment practice.**



THE INTENDED CURRICULUM



Curriculum (NCS) Goal

The Educational Imperative

Learners who can think critically and creatively, use evidence to support their solutions to complex problems, and communicate clearly.

(National Curriculum Statement Grades R -12)



Aims of the National Curriculum Statement

- (a) Identify and solve problems and make decisions using **critical and creative thinking**;
- (b) **Work effectively** as individuals and with other members of a team;
- (c) **Organise and manage themselves** and their activities responsibly and effectively;
- (d) **Collect, analyse, organise and critically evaluate information**;
- (e) **Communicate effectively** using visual, symbolic and/or language skills in various modes;
- (f) **Use science and technology effectively and critically** showing responsibility towards the environment and the health of others; and
- (g) Demonstrate an **understanding of the world as a set of related systems** by recognising that problem solving contexts do not exist in isolation



The Educational Imperative

Learners who can think critically and creatively, use evidence to support their solutions to complex problems, and communicate clearly.
(National Curriculum Statement Grades R -12)



The Assessment Imperative
To evaluate that learners are on track to achieving this goal?
(Curriculum and Assessment Policy Statement)



THE BIG CHALLENGE



The Big Assessment Challenge?

In **examination dominated systems**, learners respond to a test or examination and the assessment fails to confirm that they can think **critically and creatively?**



The Big Assessment Challenges?

Dominated by
summative assessment

Assessment not
focussing on the wide
range of skills and
knowledge application?

Assessment not being
integrated with teaching
and learning so as to
establish learner
progress?

Assessment gravitates
towards assessment
forms that are easier to
implement

Too much of a
dependence on the
Grade 12 external
examination?

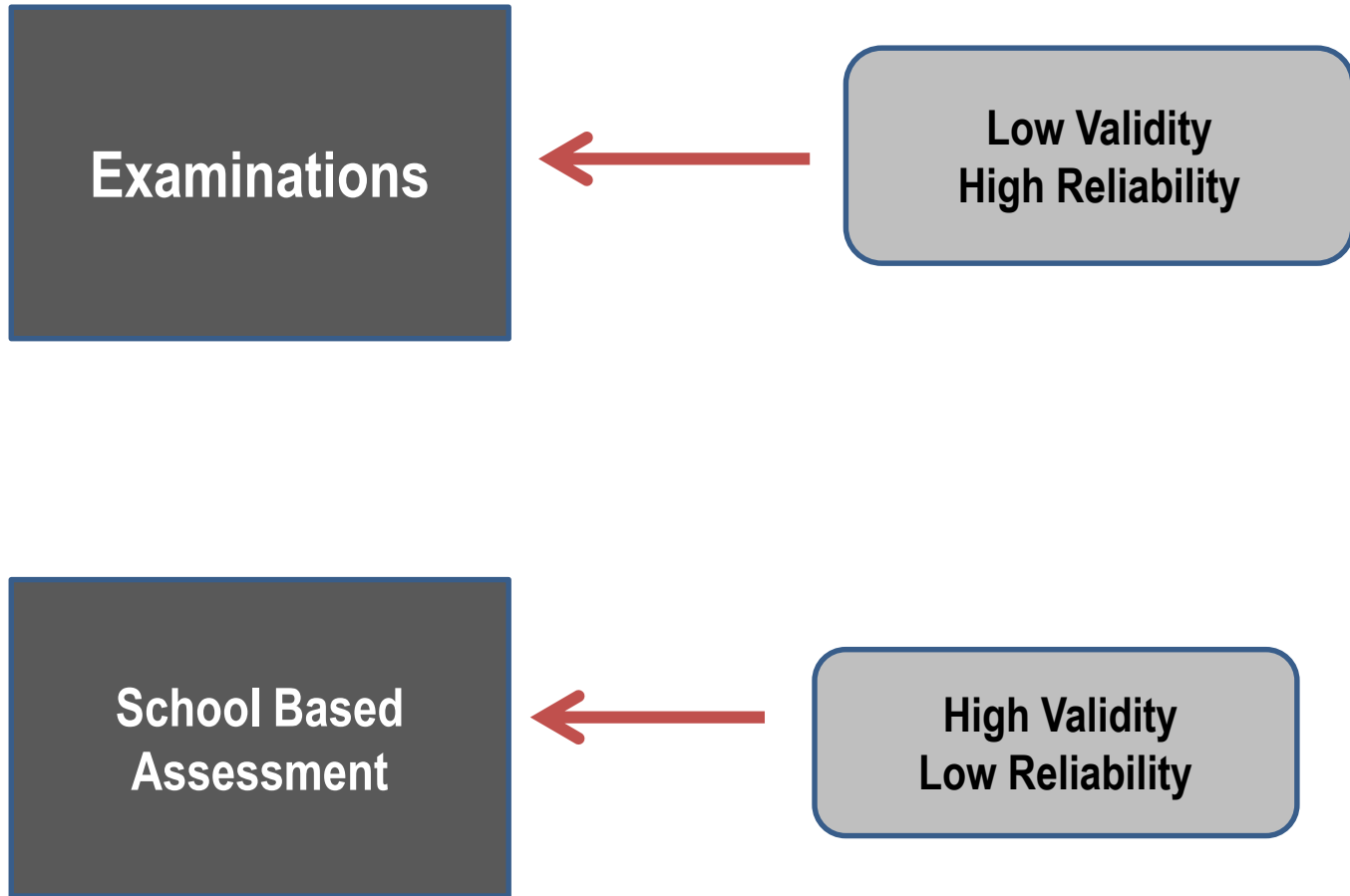


Current Assessment Challenges in detail

- a) Dominated by summative examinations and assessment.
- b) Assessment for compliance rather than for learning. Inadequate focus on assessment for learning.
- c) SBA duplicates knowledge and skills that are assessed in the examination (continuous testing).
- d) Teacher competency to develop high quality assessment tasks that focuses on problem solving and creative thinking.
- e) Lack of an integrated approach to assessment in the phase or grade.
- f) SBA does not assess the skills, and knowledge application that cannot be measured in a written examination.
- i) Teacher development programmes relating to assessment do not do justice to assessment.
- j) No early detection assessment to alert learners of their performance to a national standard.



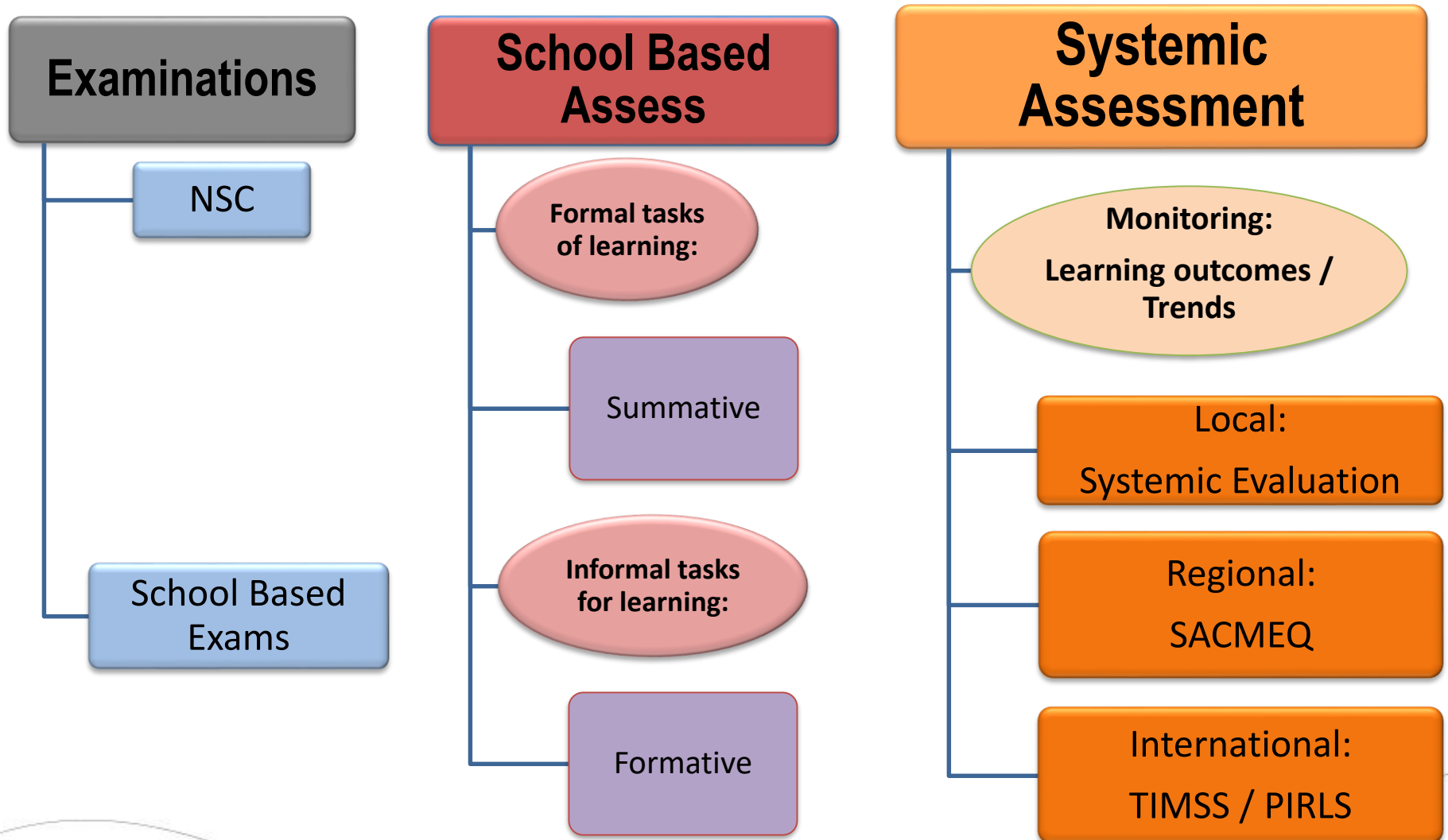
The Assessment Conundrum



THE SOUTH AFRICAN ASSESSMENT LANDSCAPE



The South African Assessment Landscape



CURRENT ASSESSMENT REGIME

FET

- NSC Exams
- SBA, oral assessment, PATs
- Everyday informal assessment.
- Common exams in Grade 10 and Grade 11

GET

- SBA
- Exams
- Everyday informal assessment
- ANA
- Common exams – PED, district
- TIMMS, PIRLS and SACMEQ

ASSESSMENT AND STANDARD SETTING

GRADE	ASSESSMENT TYPE	NATIONAL STANDARD
12	NSC Exam SBA	NSC Exams
10 and 11	Internal School Exam SBA	Standardised common exams in selected subjects
Senior Phase	Internal School Exam SBA	ANA
Intermediate Phase	Internal School Exam SBA	ANA
Foundation Phase	SBA	ANA

The South African Assessment Landscape

- (a) Examination Driven System
- (b) Neglect of Formative Assessment.
- (c) Skills relating to Performance Based Assessment lacking
- (a) Lack of an Integrated Framework for Technology in Assessment

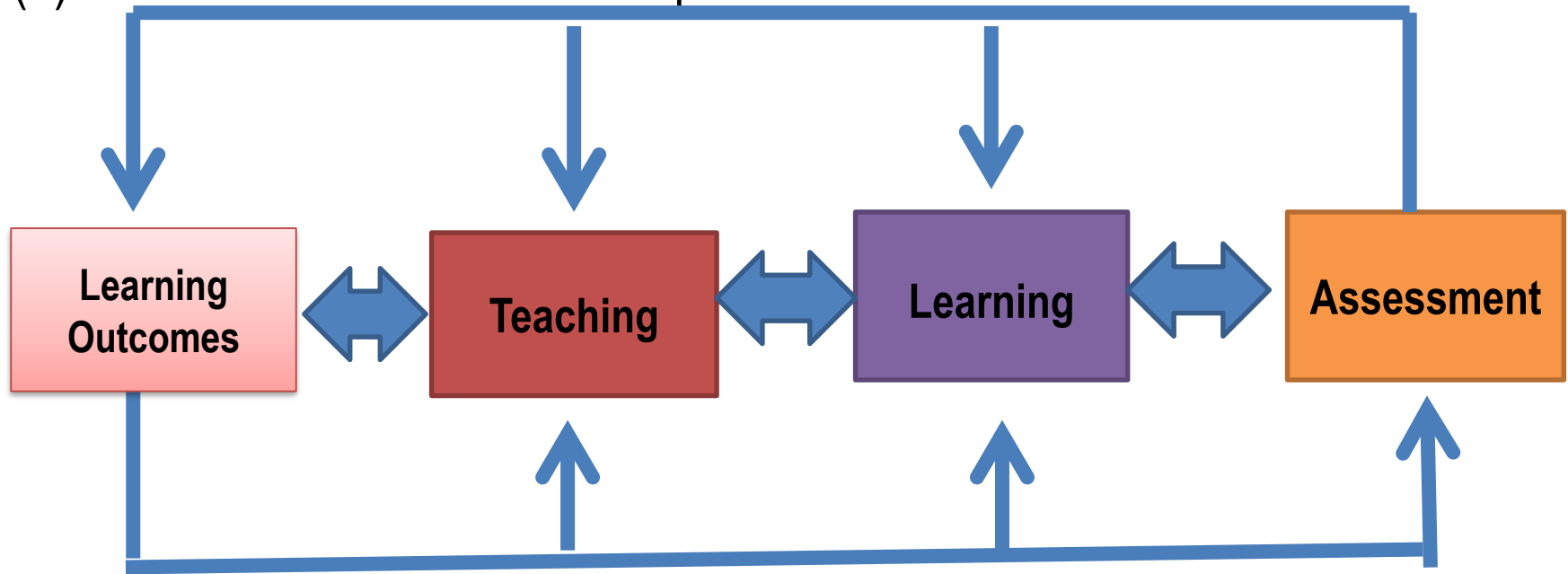
GETTING ASSESSMENT RIGHT



Integrated and Iterative Process

(a) Assessment integrated into teaching and learning

(b) Assessment is a reflective process

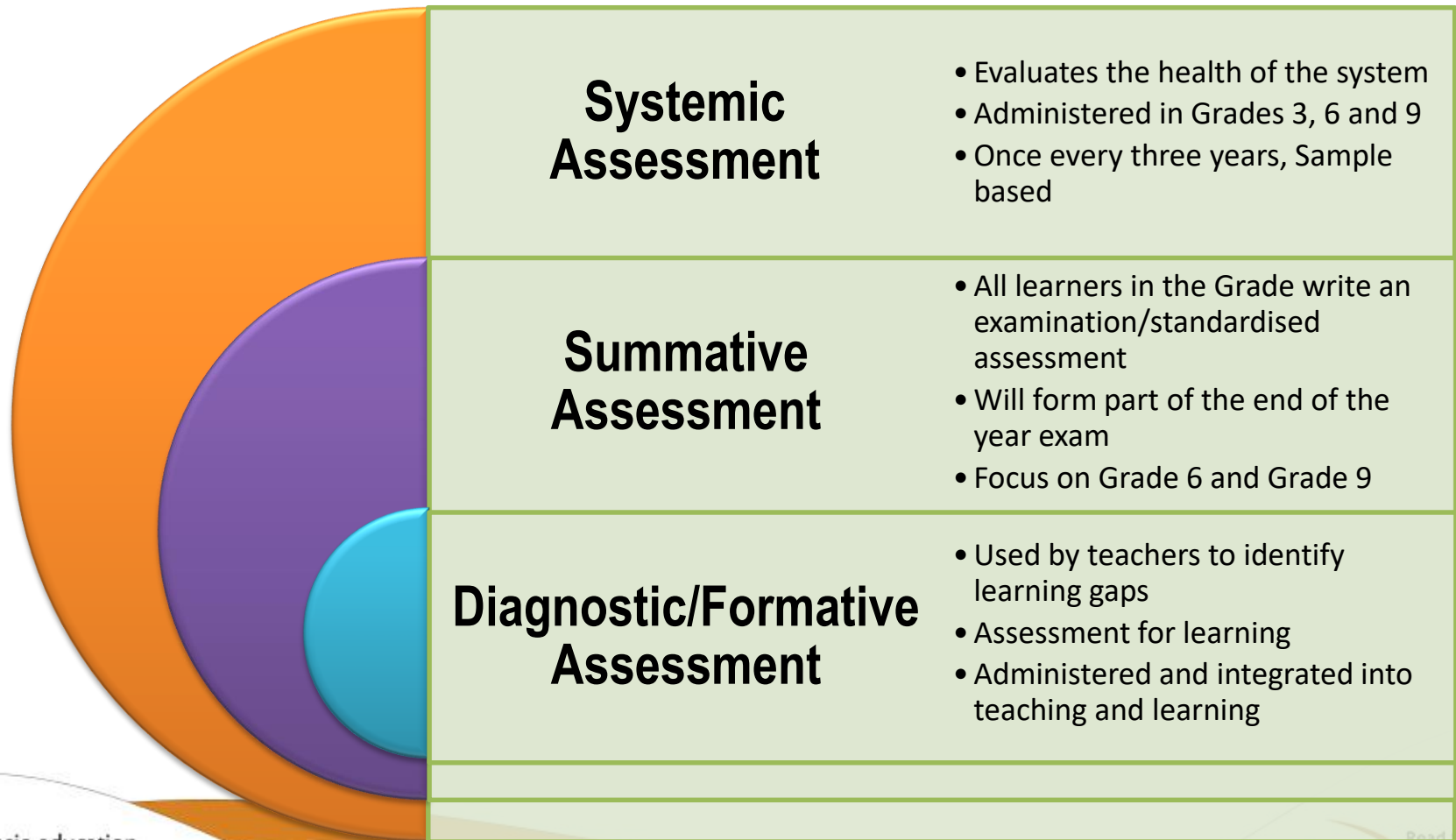


(c) Reciprocal relationship between outcomes, teaching, learning and assessment.



National Integrated Assessment Framework (NIAF)

The Model comprises the following three tiers:



Key Focus Areas

- a) Limiting the negative impact of an examination-driven system.
- b) Emphasising Performance-Based Assessment.
- c) Adopting an Assessment for Learning (AfL) approach.
- d) Improving the quality of summative School Based Assessment.
- e) Implementing a Systemic Evaluation model in the GET band.
- f) Exploring the establishment of a GET examination at the end of Grade 9.
- g) Implementing technology in assessment

Key Imperative

Develop a diagnostic and formative assessment culture in each classroom in the country



Key Assessment Objectives

1

Limit the negative impact of an exam driven system

2

Promote Performance Based Assessment in all classrooms

3

Promote an Assessment for Learning (AfL) approach in all classrooms

4

Improve the quality of summative School Based Assessment

5

Implement a Systemic Evaluation model in the GET band

6

Establish a GEC Standardised Assessment at the end of Grade 9

7

Promote the implementation of new technologies in assessment

8

Early Learning Entry Assessment Grade R -1



SYSTEMIC EVALUATION



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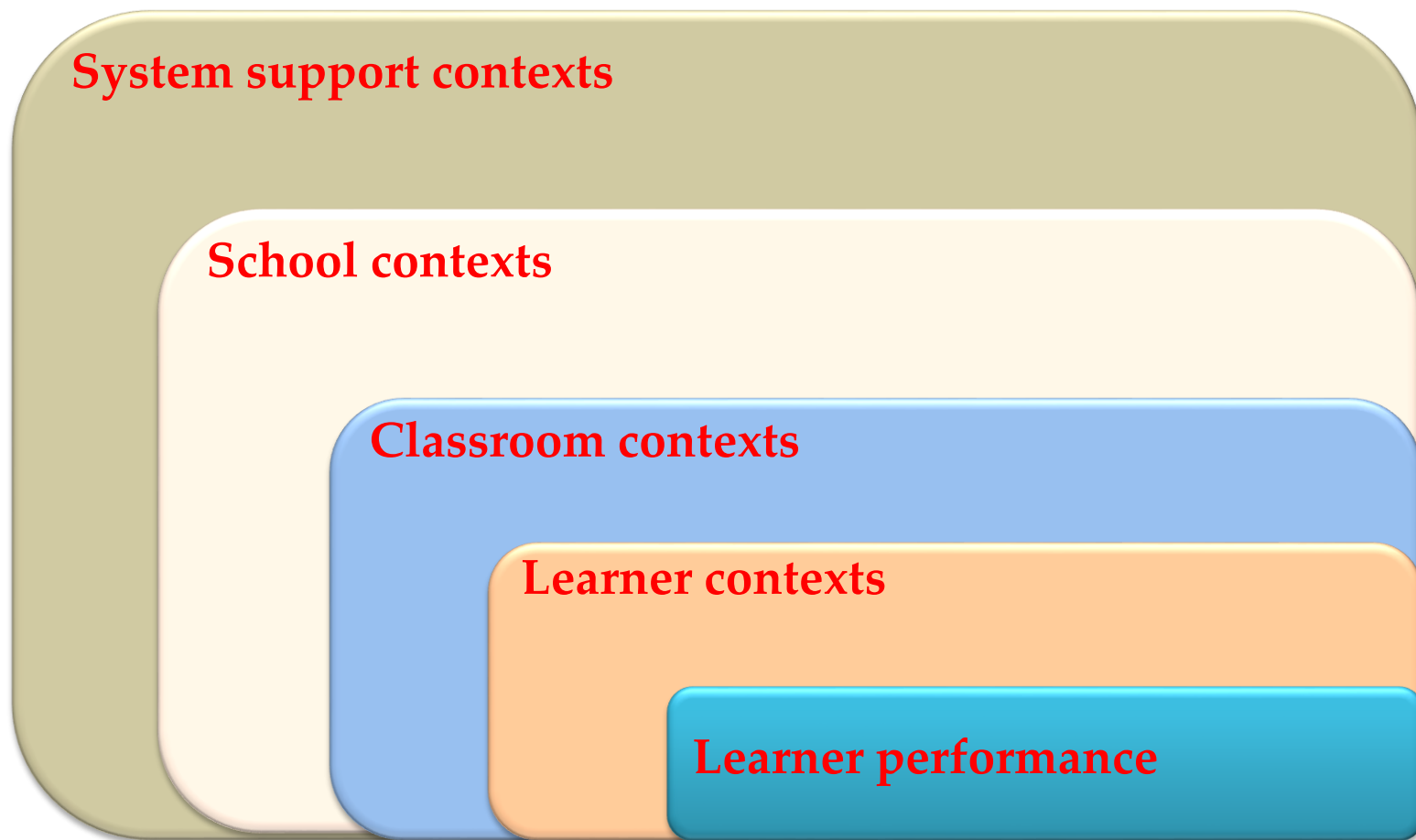


The Components

The model is an evaluation of the schooling system comprising three inter-related components:

- a) Test learners (sample of learners and schools),
- b) Evaluate schools (Whole-school evaluation)
- c) Evaluate the level of system support offered by the district office (key policy concerns).

SE Model



Test Design

- a) Matrix design
- b) Mathematics and Languages
- c) Scales Linking Grades 3, 6, 9
- d) Common items across grades
- e) Multiple Choice test items
- f) Confidentiality of test items

Contextual Data

- a) Six questionnaires developed: learner, parent, teacher, principal, district, and a customised whole-school evaluation booklet.
- b) Three officials per school.
- c) Relevance of contextual data.



Sample

- a) The evaluation will include approx. 175-232 schools per province per grade = ± 1600 schools per grade = ± 3640 schools in total).
 - Maximise overlap between 3&6; then 6&9.
- b) In each of the sampled schools, an intact class in the targeted grades will be randomly selected.
- c) Approximately 196 880 learners in Grades 3, 6 and 9 will participate.
- d) $\pm 5\%$ of 3640 (± 255 (171)) schools will be selected for WSE).
- e) Two districts (1 rural + 1 urban) per province will be purposely sampled (Total =18).

SE Plan: 3 Year Cycle

YEAR	ACTIVITY
2018	<ul style="list-style-type: none"> (a) Invite experts to assist in the design features of the Systemic Evaluation (b) Work with an International expert agency on large-scale assessment (c) Appoint an Independent service provider for the main study (d) Conduct a field test on test items and in a sample of schools in Grades 3, 6 and 9.
2019	<ul style="list-style-type: none"> (a) Conduct a field test of contextual questionnaires at school and system support levels in the 1st quarter. (b) Establish Advisory Committee to exercise oversight over the Systemic Evaluation Project. (c) Conduct main study in October.
2020	<ul style="list-style-type: none"> (a) Analyse data and compile highlights report. (b) Completion of systemic evaluation reports.

GENERAL EDUCATION CERTIFICATE (GEC)



Rationale for the GEC

- a) Provide accurate indicator on the performance of the South Africa Education System at the end of the GET band.
- b) Provide reliable data for articulation of learners into academic, technical vocational and technical occupational programmes in FET band (both schools and TVET colleges).
- c) Certify learners as evidence of having completed Grade 9.
- d) Provide standardised benchmarks against which schools can compare their internal assessment standards.
- e) Reduce inefficiencies in the system where candidates are expected to repeat levels 2 and 3 in the FET colleges, after completing Grade 12.
- f) Allows for alignment of qualifications offered in the schooling system to the South African National Qualifications Framework (NQF)

GEC QUALIFICATIONS FRAMEWORK

The following are the key aspects that need engagement and finality:

- a) Development of a GEC model for South Africa,
- b) The structure and form of the qualification,
- c) The format of the national GEC summative assessment, and
- d) The implementation plan for the GEC qualification. .

Distinction between Systemic Evaluation and Standardised Summative Assessment

Systemic Evaluation	Standardised Summative Assessment
(a) Evaluates the performance of the system.	(a) Focus is on the performance of individual candidates.
(b) Sample based (representative of the population)	(b) All learners are assessed and certified.
(c) Provides feedback on the weaknesses and strengths of the system as a whole.	(c) Provides feedback on the performance of individual learners.

Criteria to be Observed

a) Psychometric characteristic

- Objective, comprehensive, reliable, valid, difficulty, discrimination.

b) Practicability

- Ease of administration, scoring and interpretation

c) Format of questions

- Question format that can developed, scored and analysed with ease, e.g. multiple choice questions.

d) Digitisation

- ICT in development, administration, scoring, analysis, and reporting (role of a modernised SA-SAMS?)

e) Subject Coverage

- All critical subjects must be assessed to avoid selective teaching



Broad Plan

Key Deliverable	Time Frame
a) Develop a concept document on the purpose, form, structure administrative and financial implications of the GEC summative assessment.	June 2019
b) Concept document approved by HEDCOM and CEM	Sept 2019
c) Develop/Procure a system for On-line writing and Automated marking	2020
d) Training of item writers in the setting of MCQ	2020
e) Discussion with Umalusi on their quality assurance role and certification.	2020
e) Pilot a national summative assessment in two subjects	2021
f) Full- scale implementation of the GEC summative assessment	2022

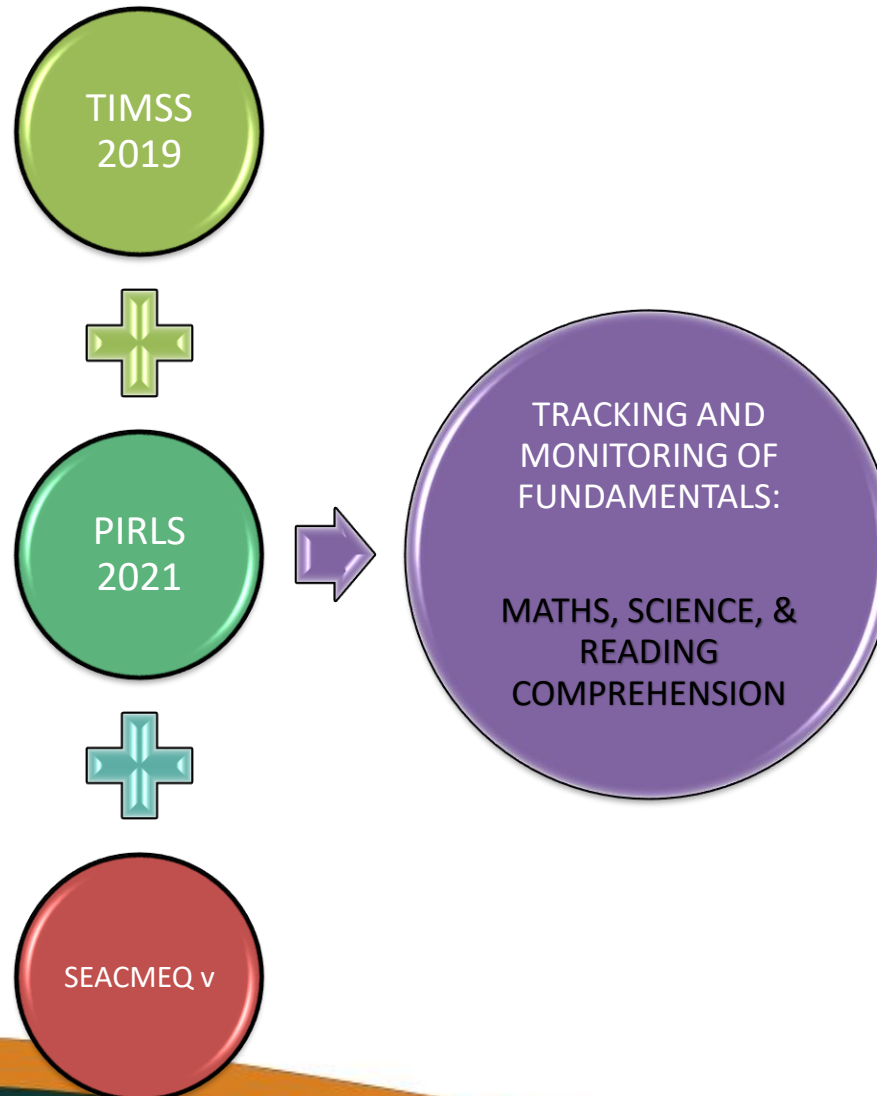
Challenges

- a) Size and scope of a GEC standardised assessment (estimated 1 million learners, nine subjects).
- b) Quality assurance of SBA across the 20 000 schools.
- c) Digitisation of assessment and the current slow pace of progress.
- d) Certification at the end of the GET band may creates a sense of readiness to enter the work place.
- e) Financial implications of a large scaled assessment.
- f) Creating a high stakes examination equivalent to the matric that drives teaching and learning

INTERNATIONAL BENCHMARK STUDIES & SURVEYS



Benchmark Studies



OECD Studies

TEACHING AND LEARNING INTERNATIONAL SURVEY

TALIS 2018 SURVEY

Understand factors associated with quality teaching and learning and outcomes.

Identify areas to support the work of teachers

Improve policy implementation and school processes



Reporting Cycle

STUDY	GRADE	ADMINISTRATIO N	REPORT
TIMSS	5 AND 9	2019	2020
PIRLS	4 AND 5	2021	2022
SEACMEQ	6	2020	2022

Reports:

Country Report: track changes in learning outcomes over time

Diagnostic Report: Identification of learning gaps

Policy Briefs: Key policy concerns

EARLY LEARNING NATIONAL ASSESSMENT (ELNA)



What The ELNA (Grade R-1) Measures

Emerging Literacy

Emerging Numeracy

**Cognitive and Executive
functioning**

Principles Guiding the Design of the Tool

- a) Individual administration with a short testing time (max 30mins)
- b) Easy to administer; tablet scoring (minimise measurement error) and touch screen items where possible.
- c) Valid, reliable and psychometrically sound.
- d) Fair to children from diverse language and SES backgrounds.
- e) Informed by Grade R CAPS.
- f) Informed by research on predictors of school achievement in the early grades.
- g) Informed by consultation with stakeholders (educators, DBE, provincial officials and experts).

- h) Draws on existing instruments.
- i) Designed for population level assessment (not individual diagnostic purposes)
- j) Builds on the processes develop in the ELOM Grade R .



Rationale for Preliminary Domain and Item Selection

- a) Selection of CAPS relevant to *Mathematics*, *Home Language* and *underlying skills*: perceptual and fine motor coordination; executive functioning.
- b) Items should assess key competencies that predict early school performance in Home Language and Mathematics (Grades 1-3).

Mathematics:

- a) General cognitive functioning, processing speed and components of working memory;
- b) Early number skills and conceptual reasoning ability (language, nonverbal reasoning, and attention (related to performance on math word problems)

Home Language:

- a) Vocabulary and oral language; phonological awareness; letter identification; fine motor coordination, spatial awareness, visual perception for writing.



Summary

- a) Tools like ELNA R-1 must not be used for individual diagnostic purposes.
- b) Not for excluding children deemed 'not ready' for Grade 1.
- c) Teaching to the ELNA R-1 must be avoided.
- d) Development is often uneven in the early years those who are behind in one area often play catch up, particularly when schools do not provide quality inputs and support based on formative assessments of particular learning strategies.
- e) Tools like ELNA R-1 will provide data on the level of school readiness.

IMPLEMENTATION PLAN



5 Year Plan



ASSESSMENT - 5 YEAR PLAN

Outcome	Outcome indicator	Baseline data (amount and year)	Five year target 2024				
			2020	2021	2022	2023	2024
Conduct Systemic Evaluation at Grades 3, 6 and 9.	Systemic Evaluation National report	Baseline will be established after the 1 st cycle is completed in 2020.	Analyse and report on results from 1 st cycle.	Disseminate findings from 1 st cycle. Test development for 2 nd cycle.	Field trial and pilot study for 2 nd cycle.	Conduct main study for 2 nd cycle	Analyse and report on 2 nd cycle.
Conduct a GEC summative assessment at the end of Grade 9	National Report on the results of the GEC	Baseline will be established after the 1 st cycle is completed in 2022..	Conduct initial field trial of test instruments in selected subjects in a sample of schools.	Conduct a field trial of the instruments in 100 schools across the 9 provinces in selected subjects, using new technologies.	Conduct and report on 1 st cycle of the GEC summative assessment.	Conduct and report on 2 nd cycle of the GEC summative assessment.	Conduct and report on 3 rd cycle of the GEC summative assessment.
Conduct International benchmark studies and surveys (OECD/IEA)	Country Reports on TIMSS, PIRLS, SEACMEQ and TALIS.	TIMSS 2015: 372 (Maths) and 358 (Science). SEACMEQ IV: 538 (Reading) and 552 (Maths). PIRLS 2016: 320 (Reading).	Report on TIMSS 2019 and TALIS Volume 2 released.	Conduct main study for PIRLS 2021 . Conduct main study for SEACMEQ V study	Report on the PIRLS 2021 released.	Report on SEACMEQ V study released..	Conduct main studies for TIMSS 2024 and TALIS 2024 .
Conduct the Early Learning National Assessment (ELNA) in Grade 1.	National Report on school readiness.	Baseline will be established after the 1 st cycle in 2020.	Report on 1 st cycle of ELNA released.	Annual report on ELNA released.	Annual report on ELNA released.	Annual report on ELNA released.	Annual report on ELNA released.
Competency Based Assessment (CBA) implemented across the system.	Assessment of skills used by all teachers in the classroom.	CBA implemented in selected schools, in selected subjects .	CAPS reviewed to include more skills based assessment forms.	Training of subject advisors and teachers in the GET and FET band in CBA.	Training of subject advisors and teachers in the GET and FET band in CBA.	Implement a PAT across all subjects	Administer a Skills Based test at the end of Grade 6

ASSESSMENT - 5 YEAR PLAN

Outcome	Outcome indicator	Baseline data (amount and year)	Five year target 2024				
			2020	2021	2022	2023	2024
Improved Teacher Competency in administration of assessment.	Reliable and valid assessment outcomes	Teachers with poor assessment competency levels	25% of teachers in Grades 3, 6, 9 and 12 trained.	50% of teachers in Grades 3, 6, 9 and 12 trained.	75% of teachers in Grades 3, 6, 9 and 12 trained.	All teachers in Grades 3, 6, 9 and 12 trained.	All teachers in Grade 10 and 11 trained.
Improved management, support and quality assurance capacity.	Improved quality of assessment conducted at school.	Limited or no support, monitoring and quality assurance of assessment conducted at school.	25% of SMT, circuit managers and subject advisors supporting Grades 3, 6, 9 and 12 trained.	50% of SMT, circuit managers and subject advisors supporting Grades 3, 6, 9 and 12 trained.	75% of SMT, circuit managers and subject advisors supporting Grades 3, 6, 9 and 12 trained.	All SMT, circuit managers and subject advisors supporting Grades 3, 6, 9 and 12 trained.	Conduct training of remaining SMT, circuit managers and subject advisors.
Improved assessment data collection, analysis and feedback covering all grades and all subjects on a quarterly basis.	Institutionalised assessment data collection process, analysis and feedback	Fragmented data collection process, with minimal analysis and feedback	Assessment data collected across all grades, analysis provided on trends and remedial programmes developed by PEDs.	Assessment data collected across all grades, analysis provided on trends and remedial programmes developed by PEDs.	Assessment data collected across all grades, analysis provided on trends and remedial programmes developed by PEDs. (fully automated)	Assessment data collected across all grades, analysis provided on trends and remedial programmes developed by PEDs. (fully automated)	Assessment data collected across all grades, analysis provided on trends and remedial programmes developed by PEDs. (fully automated)
Revised Format of SBA	SBA that serves its intended purpose of assessing targeted skills and knowledge.	SBA that mimics tests and examinations.	Training of teachers in terms Performance Based Assessment	Implementation of revised CAPS Section 4. Revised format of SBA finalised and policy amended	Pilot the implementation of the revised format of SBA at Grade 10, 11 and 12.	Pilot the revised format of SBA in the GET band	Full implementation of the revised format of SBA across all Grades.

ASSESSMENT - 5 YEAR PLAN

Outcome	Outcome indicator	Baseline data (amount and year)	Five year target 2024				
			2020	2021	2022	2023	2024
Independent National Examinations Council/Board.	Public Examinations and National Assessment managed independent of DBE and PEDs.	Examinations managed by DBE and PEDs	Concept document on the implications of the establishment of a National Examinations Council finalised and supported by HEDCOM and CEM. Consensus reached with Umalusi on the re-configuration.	Policy and Regulations amended in accordance with the agreements endorsed by HEDCOM and CEM	National Examinations Council established and staff appointed. PEDS and DBE Examination staff re-deployed	First examination administered under the auspices of the National Examinations Council	First National Assessment administered under the auspices of the National Examinations Council

Year Plan



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Exam Driven System

(Limiting the negative impact of an exam driven system)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(a) Development of a National Examination Guideline which covers all grades and determines when examinations are administered, the purpose, format and administration of the examination.	<ul style="list-style-type: none">(a) DBE to finalise Guideline on the purpose, format and administration of examinations across all grades(b) Examination Guideline to be presented to NEAC and TDCM(c) Examination Guideline approved by HEDCOM and CEM.(d) Examination Guideline mediated at a national and provincial level.(e) DBE and PEDs monitors the implementation of the Examination Guideline to ensure that provincial layering and proliferation of common examinations is avoided.	<ul style="list-style-type: none">June 2019June 2019August 2019Sept 20192020

Exam Driven System

(Limiting the negative impact of an exam driven system)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(b) Provide clear guidelines to teachers on the diagnostic use of both quantitative and qualitative examination data, so as to use examination data to improve teaching and learning	<p>(a) Develop a Guideline on the utilisation of exam data, to improve teaching and learning.</p> <p>(b) Guidelines on Exam Data Utilisation to be presented to NEAC and TDCM</p> <p>(c) Guideline on Exam Data Utilisation approved by HEDCOM and CEM.</p> <p>(d) DBE and PEDs monitors the implementation of Exam Data Utilisation.</p>	<ul style="list-style-type: none"> • August 19 • Sept 189 • Oct 19 • Ongoing 2020

Exam Driven System

(Limiting the negative impact of an exam driven system)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(c) Implement the Basket of criteria which is a collection of quality indicators to report on performance at the school, district, provincial and national levels of the system	<ul style="list-style-type: none"> (a) Refine the model of Reporting using the Basket of Criteria. (b) Submit the refined model to HEDCOM and CEM for approval. (c) Embark on an advocacy campaign to acquaint all stakeholders with the improved model of reporting. (d) Apply the Basket of Criteria as the primary reporting model in the 2019 NSC examinations. (e) Monitor the impact of the new reporting model across the system 	<ul style="list-style-type: none"> • July 19 • Oct 19 • Jan 2020 • Dec 2020 • Jan 2021



Exam Driven System

(Limiting the negative impact of an exam driven system)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(d) Strengthen the tracking of learner performance across grades.	<ul style="list-style-type: none">(a) Ensure alignment of SASAMS to CAPS across all grades.(b) EMIS to ensure capture of learner performance data across all grades, which must include both exams and assessment(c) Teachers to be trained to track and analyse learner performance across grades and across years.	<ul style="list-style-type: none">• April 19• May 19• 2020

Performance Based Assessment

RECOMMENDATION	ACTIONS	TIME-FRAMES
(a) Review of CAPS Chapter 4, to ensure a higher weighting of alternative forms of assessment	<p>(a) Subject Committees to review CAPS, Chapter 4, for each subject to ensure a higher weighting of alternative forms of assessment.</p> <p>(b) Amendments to CAPS, Chapter 4, submitted to NCATT for coordination and consolidation of inputs.</p> <p>(c) Amendments to CAPS, Chapter 4, approved by HEDCOM and CEM.</p> <p>(d) Policy/Regulations amended to accommodate amendments approved by CEM.</p>	<ul style="list-style-type: none"> • March 18 • Apr 19 • June 19 • Sept 19

Performance Based Assessment

RECOMMENDATION	ACTIONS	TIME-FRAMES
(b) Conduct workshops with subject advisors to train them on the development, administration and marking of performance based assessment tasks	<p>(a) Develop a Guideline Document on the development, administration and marking of Performance Based Assessment (PBA).</p> <p>(b) Use the Guideline document to train subject advisors.</p> <p>(c) Subject advisors to train teachers in their districts on PBA.</p> <p>(d) Subject advisors to monitor the administration of PBAs.</p> <p>(e) HEI training of teachers to adjust accordingly</p> <p>(f) Training in the application of rubrics to curb subjectivity to maintain standards.</p>	<ul style="list-style-type: none"> • Jan 2020 • March 2020 • June 2020 • Sept 2020 • Jan 2020 • June 2020



Performance Based Assessment

RECOMMENDATION	ACTIONS	TIME-FRAMES
(c) Explore the assessment of cross cutting skills across related subjects in a grade, through an integrated assessment task	<p>(a) Conduct research on international practice relating to the administration of Generic Skills tests, integrated across subjects.</p> <p>(b) Develop a concept document on the “value-add” and the challenges relating to a Generic Skill Tests</p> <p>(c) Consult widely on the administration of a Generic Skills Test</p>	<ul style="list-style-type: none"> • Jan 2020 • June 2020 • Sept 2020

Assessment for Learning (AfL)

(Adopt an Assessment for Learning Approach)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(a) Develop and implement a training programme for teachers that focuses on assessment for learning.	<p>(a) Draft a ToR for the appointment of a service provider that will develop and implement a training programme on assessment for learning (AfL)</p> <p>(b) Subject advisors will be trained at a district level and they will in turn take responsibility for the training of teachers.</p> <p>(c) DBE to monitor the training conducted by the service provider.</p>	<ul style="list-style-type: none"> • July 2020 • Sept 2020 • Ongoing



Assessment for Learning (AfL)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(b) Provide teachers with exemplars of assessment tasks that will enable them to use AfL strategies within the classroom context	<ul style="list-style-type: none">(a) Expedite the redesign of the TARMII so as to allow for the implementation of assessment tasks more formatively.(b) Extend the pilot of TARMII to all PEDs.(c) Request for additional funding from USAID to extend the TARMII Project to cover AfL	<ul style="list-style-type: none">• Feb 19• March 19• June 19



Assessment for Learning (AfL)

(Adopt an Assessment for Learning Approach)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(c) Monitor the implementation of AfL within the classroom context and provide advice and support to teachers.	(a) Train subject advisors on the monitoring of AfL. (b) Subject advisors to monitor teachers during the implementation of AfL in the classroom. (c) Devise remedial strategies to improve the successful implementation of AfL	<ul style="list-style-type: none"> • April 2020 • June 2020 • June 2020



Quality of Summative SBA

(Improve the quality of summative SBA in GET and FET bands)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(a) Teachers should be trained on how to design summative assessment tasks that are high quality and of standard.	<ul style="list-style-type: none">(a) Establish a programme for the training of teachers in the development of high quality assessment tasks in the GET band(b) Continue with training sessions on the development of assessment tasks post the moderation of SBA tasks in the FET band.(c) Monitor the improvement in the quality of assessment tasks in moderation sessions	<ul style="list-style-type: none">• June 19• Oct 19



Quality of Summative SBA

(Improve the quality of summative SBA in GET and FET bands)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(b) Strengthen the current quality assurance regime, which relates to: audit of SBA systems, moderation of assessment tasks, monitoring of SBA, moderation of the marking of the learner evidence and monitoring of the feedback emanating from the assessment	<ul style="list-style-type: none"> (a) Consolidate the audit reports from the nine PEDs on the SBA systems. (b) Continue with the moderation of SBA tasks. (c) District officials to monitor the administration of SBA. (d) Continue with the moderation of marking. (e) Monitor the feedback emanating from assessment 	<ul style="list-style-type: none"> • Ongoing



Quality of Summative SBA

(Improve the quality of summative SBA in GET and FET bands)

RECOMMENDATION	ACTIONS	TIME-FRAMES
(c) Recommend to Umalusi to review its current model of statistical moderation which promotes a test driven form of SBA.	(a) Present a concept paper to Umalusi on the review of the statistical moderation of SBA.	<ul style="list-style-type: none">• June 18

GET Standardised Assessment

RECOMMENDATION	ACTIONS	TIME-FRAMES
(a) Develop a GET examination system at the end of Grade 9.	<p>(a) Develop a concept document on the purpose, form and structure of the GET examinations.</p> <p>(b) Investigate the financial and administrative implications of a national examination at the end of Grade 9.</p> <p>(c) Pilot a national examination in selected subjects at the Grade 9 level.</p> <p>(d) Implement a full scale examination across all subjects in Grade 9</p>	<ul style="list-style-type: none"> • 2019 • Jan 2020 • 2021 • 2022



Technology in Assessment

RECOMMENDATION	ACTIONS	TIME-FRAMES
(a) Explore the various technologies that will improve the efficiency and effectiveness of examinations and assessment.	<p>(a) Conduct a survey of the various technologies used by PEDs in examinations and assessment..</p> <p>(b) Develop an integrated plan for the consolidation of the various technologies in assessment used by the PEDs.</p> <p>(c) Pilot E-marking in atleast two subjects at the Grade 12 level.</p> <p>(d) Implement an Item Banking System for Systemic Evaluation and NSC examinations.</p>	<ul style="list-style-type: none"> • July 2019 • Sept 2019 • 2019 • 2019



CONCLUSION



Conclusion

- a) Improvement in the quality of assessment is a long journey.
- b) Need for a paradigm shift.
- c) With an improvement in assessment, the quality and standard of the learner output will improve automatically.
- d) Need for all managers to become more aware of the policy imperatives and the system dynamics.
- e) Assessment Practitioners need to have a common understanding of policy.

Every child is a National Asset

Thank you!

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