

COMMISSION REPORT BACK

COMMISSION 4

School Based Assessment



QUESTION 1

ISSUE DISCUSSED	KEY DISCUSSION POINTS	RECOMMENDATION	RESPONSIBILITY/ TIME FRAMES
<p>The fundamental change relating to improving School Based Assessment, moving forward, is to integrate (align) formative and summative assessment practices, into meaningful everyday classroom practice.</p>			
<p>1.1 Indicate the key elements that will characterise classroom practice that successfully integrates (aligns) formative and summative assessment practices.</p>	<ul style="list-style-type: none">• Not all formative assessment can be assessed by the teacher in the class• Formative assessment strengthening summative assessment should inform your practice.• Formative assessment needs to be structured in a sense that it must cover all the cognitive level to make learners assessment fit.• Planning looking at the ATP needs to be looked at where you look at the cognitive levels that are going to be addressed in the summative assessment• During formative assessment, the teacher must pose questions to learners in order to receive feedback to get the sense where learners are (diagnostic feedback)• Teaching should drive assessment and assessment must not drive	<ul style="list-style-type: none">• Whole class evaluation• Thumbs up and thumbs down strategy• White board strategy where they indicate their level of understanding.• Align teaching with policy pre-scripts• Align assessment with cognitive levels	<p>DBE, PED, Subject Advisor, SMT, Teachers</p> <p>Ongoing</p>

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<p>The fundamental change relating to improving School Based Assessment, moving forward, is to integrate (align) formative and summative assessment practices, into meaningful everyday classroom practice.</p>			
<p>1.2 What needs to be done to change our classroom practice so that we see more elements of integration of formative and summative assessment practices. (Consider all aspects relating to SBA viz, policy and guidelines, teacher training, provision of exemplars of good assessment practices, etc)</p>	<ul style="list-style-type: none"> • SBA guidelines for all subjects needs to be in place to guide on how the summative assessment should look like or what to address in terms of the cognitive levels. • Adherence to the principles of assessment in both AFL and AOL because the assessment will be focused. Examples validity, reliability and fairness. • Acknowledging diversity in the classroom. • The teacher must know the skills that needs to be assessed in order to structure formative assessment successfully. 	<p>Advocacy and training on both AFL and AOL</p> <p>Differentiation teaching should be embarked on (Inclusive teaching)</p> <p>Departmental heads should take the initiative to ensure that both AFL and AOL are implemented.</p>	<p>DBE, PED, Subject Advisor, SMT, Teachers</p> <p>Ongoing</p>

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QUESTION 2

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Assessment for Learning (AfL) has been established as the teaching pedagogy moving forward.			
2.1 Do you see traces of this change in our classrooms, that fall under your oversight.	It is possible although there are challenges: <ul style="list-style-type: none">• Overcrowding classroom• Lack of planning and preparation• Lack of internal monitoring systems• Curriculum coverage driven versus deeper learning: focus should be on depth rather than breath (careful consideration should be given to the learning outcomes)• Resources being procured for FET• Lack of training in ICT (usage of data projectors, visualizers, etc.)	It is possible through the use of the following: Use of whole class evaluation Item bank Training of Departmental Heads on Curriculum management Provision of Departmental Heads with monitoring tools Training on ICT	PED, Districts, SMT and teachers

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<p>Assessment for Learning (AfL) has been established as the teaching pedagogy moving forward.</p>			
<p>2.2 Is the training approach that is currently implemented in selected provinces, the correct approach and how should this be changed, if its not meeting the desired goal.</p>	<ul style="list-style-type: none"> • The approach of the training is not effective, more top-down than bottom-up. • Misalignment of the training institutions versus the real situation on the ground. 	<p>Bottom-up approach to be used.</p> <p>Align AFL teacher training approaches from the universities with the approaches in the system.</p>	<p>DBE, PED and Districts</p>
<p>2.3 What, in your view, needs to be done, to effectively implement AfL across all classrooms in South Africa.</p>	<ul style="list-style-type: none"> • Provision of sufficient Human Resources (Subject Advisors) for training and monitoring. • Reshuffling of teachers in the subjects like Life Orientation • Commitment from the teachers to implement AFL 	<p>Effective advocacy and training should be aimed at the teacher</p> <p>Consistent retaining of teachers in the subjects for a number of years</p> <p>Advocacy and training</p>	<p>Circuit Managers and School Principals</p>

QUESTION 3

ISSUE DISCUSSED	KEY DISCUSSION POINTS	RECOMMENDATION	RESPONSIBILITY/ TIME FRAMES
<p>The revised model for the quality assurance of School Based Assessment focuses on the following five key processes:</p> <ul style="list-style-type: none"> a. Audit of SBA systems at school, district, provincial and national level to ensure that the required inputs are in place at each of these levels. b. Moderation of the assessment tasks so as to ensure that learners are assessed against the appropriate standard. c. Monitoring of the assessment task administration, to ensure that the assessment is appropriately administered. d. Moderation of the Assessment Evidence, so as to ensure that the judgment made on the learner evidence provided is in accordance with the expected standard. e. Monitoring of Feedback so that assessment leads to improvement in teaching and learning. 			
<p>3.1 Is the above model for the quality assurance of school-based assessment, suitable and implementable in the South African context?</p>			
<p>a. Audit of SBA systems at school, district, Provincial and national to ensure that the requires inputs are in place at each of these levels</p>	<p>Yes Thorough training Communication</p>	<p>Thorough training needs to be implemented Effective communication of what is needed and what is expected and who is involved.</p>	<p>DBE, PED and Districts</p>
<p>b. Moderation of the assessment tasks so as to ensure to ensure that learners are assessed against the appropriate standard.</p>	<p>Yes</p>	<p>Common pre and post moderation tools should be developed Number of schools in the districts and number of tasks in the subject should be taken into consideration before moderation</p>	<p>PED and Districts</p>

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<p>c. Monitoring of the assessment task administration, to ensure that the assessment is appropriately administered.</p>	<p>Yes, it is possible</p>	<p>As above</p>	<p>PED and Districts</p>
<p>d. Moderation of the assessment evidence so as to ensure that the judgement made on the learner evidence provided is in accordance with the expected standard.</p>	<p>Yes, it is possible</p>	<p>As above</p>	<p>PED and Districts</p>

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<p>e. Monitoring of feedback so that assessment leads to improvement in teaching and learning</p>	<p>Yes, it is possible</p>	<p>Capacitation should follow feedback</p>	<p>PED and Districts</p>

QUESTION 3

ISSUE DISCUSSED (Perceived Challenges)	KEY DISCUSSION POINTS	RECOMMENDATION	RESPONSIBILITY/ TIME FRAMES
3.2 What are the perceived challenges of implementation of the proposed SBA model and what are the recommendations or mitigation strategies with regard to the key components of quality assurance, viz			
a) Audit of the SBA system	Teacher Unions Resistance from Unions and teachers	Collective agreement and engagements with the unions Advocacy Effective communication (timeous communication)	PED, Districts and Schools
b) Moderation of the assessment tasks	A large number of districts and schools Shortage of resources i.e. transport Time due to competing priorities Financial constraints (remuneration of monitors)	Provision of resources Careful coordination and planning is required	PED, Districts and Schools
c) Monitoring of the assessment task administration	Same as above Non-adherence to the schedules submitted to the districts. Teacher absenteeism due to a number of reasons	Effective and timeous communication	PED, Districts and Schools
d) Moderation of the Assessment Evidence	Same as above	Effective and timeous communication	PED, Districts and Schools
e) Monitoring of the Assessment Feedback	Same as above	Effective and timeous communication	PED, Districts and Schools

Thank you

