

PURPOSE OF THE WORKSHOP

Theme

Improving the quality and standard of assessment at the Grade 9 level in the GET band.

Objectives

1. To mediate the model of assessment to be implemented in the administration of the General Education Certificate (GEC).
2. To explore the integration of 21st Century Skills in the teaching, learning and assessment, relating to the GEC.
3. To evaluate the findings of the GEC Pilot implemented in 2022, and its impact on the Pilot in 2023 and full-scale implementation in 2025.

Objectives

4. To expose participants to the three key components of the GEC assessment model, which includes the following:
 - a) School Based Assessment: composition, implementation and quality assurance.
 - b) Curriculum Test: setting, moderation, administration, marking and recording.
 - c) Inclinations Assessment: format, administration and reporting.

Objectives

5. To understand the implementation of assessment of learners with special needs across the three GEC assessment components.
6. To develop a model for teacher development with regard to assessment relating to the GEC.
7. To unpack the role of the district with regard to its support in the implementation of the GEC.
8. To present the national monitoring and evaluation framework and how it can be implemented at provincial level.

Outputs

1. To develop GEC Champions in each of the provinces that have:
 - (a) A clear conceptual understanding of the model of assessment to be administered in the GEC.
 - (b) A clear understanding of the model of Quality Assurance relating to School Based Assessment.
 - (c) A clear understanding of the Curriculum Test and its implications for the Provincial Education Department, in terms of its administration.
 - (d) A clear understanding of the Inclinations Assessment, its purpose and its administration.
 - (e) A clear understanding of the Monitoring and Evaluation Framework

Outputs

2. Principles developed relating to the:
 - (a) GEC and teacher development
 - (b) GEC and Inclusive Education
 - (c) GEC and District support

GETTING SCHOOL BASED ASSESSMENT (SBA) RIGHT!

Where are we?

26 June 2023



THE BIG EDUCATION CHALLENGE



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 Assessment Challenge?

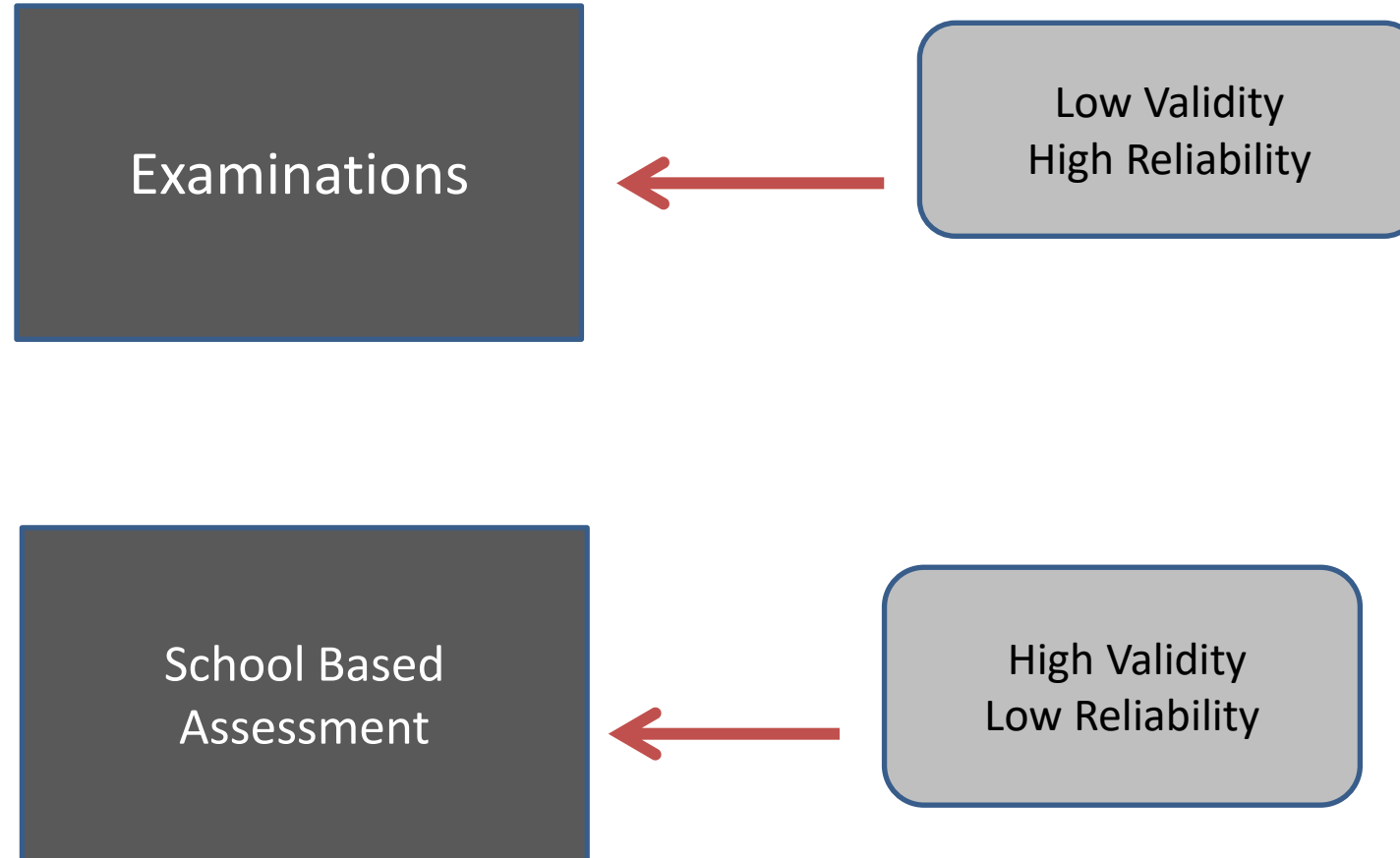
In **examination dominated systems**, learners respond to a test or examination and the assessment fails to confirm that they can think **critically and creatively?**

School Based Assessment

“Curriculum developers and examiners, across developed and developing countries have come to realise that real change will not take place in schools if traditional paper and pencil tests, are not replaced by more valid and authentic ways of assessing which have been introduced into school syllabus over recent years”

(Torrance, 1994)

The Assessment Conundrum



THE BENEFITS OF SCHOOL BASED ASSESSMENT



Benefits of SBA

- a) continuously assess students in a pressure-free environment.
- b) allows for a more representative assessment of learners' achievement than represented over a three-hour paper.
- c) improves reliability of assessment by having more than one assessment by a teacher
- d) reflects the standard and ability of students.
- e) SBA can test a wide variety of the curriculum outcomes
- f) reinforces learner's autonomy and independent learning
- g) allow teachers to give immediate and constructive feedback to students,
- h) improves validity through assessing factors that cannot be included in public exam settings.
- i) enhances collaborative skills such as group work, role play and practical work skills relevant in the field of work

SCHOOL BASED ASSESSMENT IN SOUTH AFRICA



The South African Context

Understanding School Based Assessment (SBA).

SBA is the process of gathering valid and reliable information, by the teacher in the classroom, about the performance of the learner on an on-going basis against clearly defined criteria, using a variety of methods, tools, techniques and contexts.

*Formal
Assessment*

*Informal
Assessment*



Formal School Based Assessment

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes.

All formal assessment tasks are subject to moderation to ensure that appropriate standards are maintained



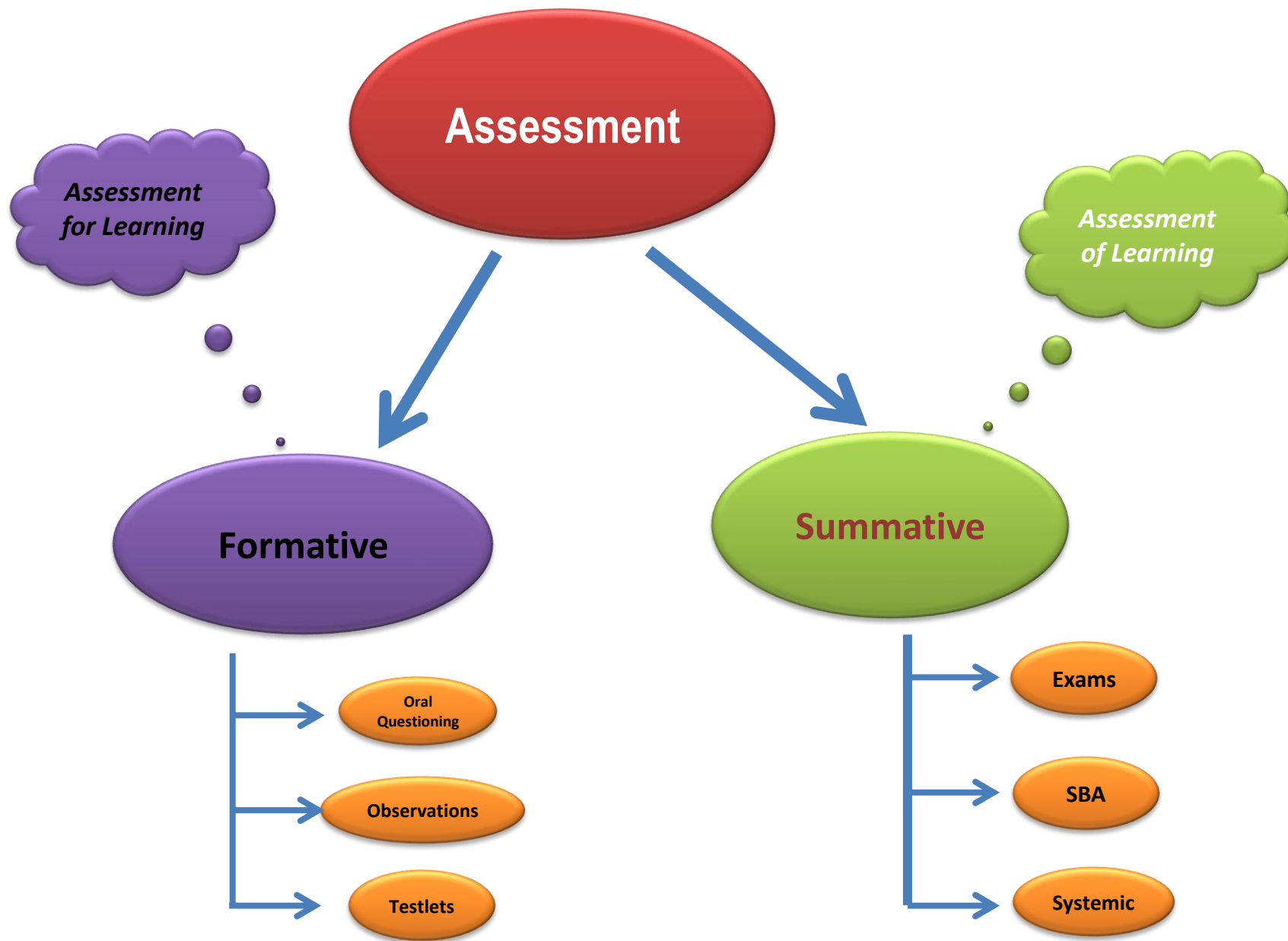
*Great concern
about the quality
and standard of
SBA*



Informal School Based Assessment

Informal assessment is daily monitoring of learner's progress. Done through observations, discussions, practical demonstrations, learner- teacher conferences, informal classroom interactions, etc
(Formative Assessment)





Crucial Distinction

Assessment of Learning

How much have learners learned as of a particular point in time

Assessment for Learning

How can we use assessment to help learners learn more

Key Imperatives

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



Programme of Assessment

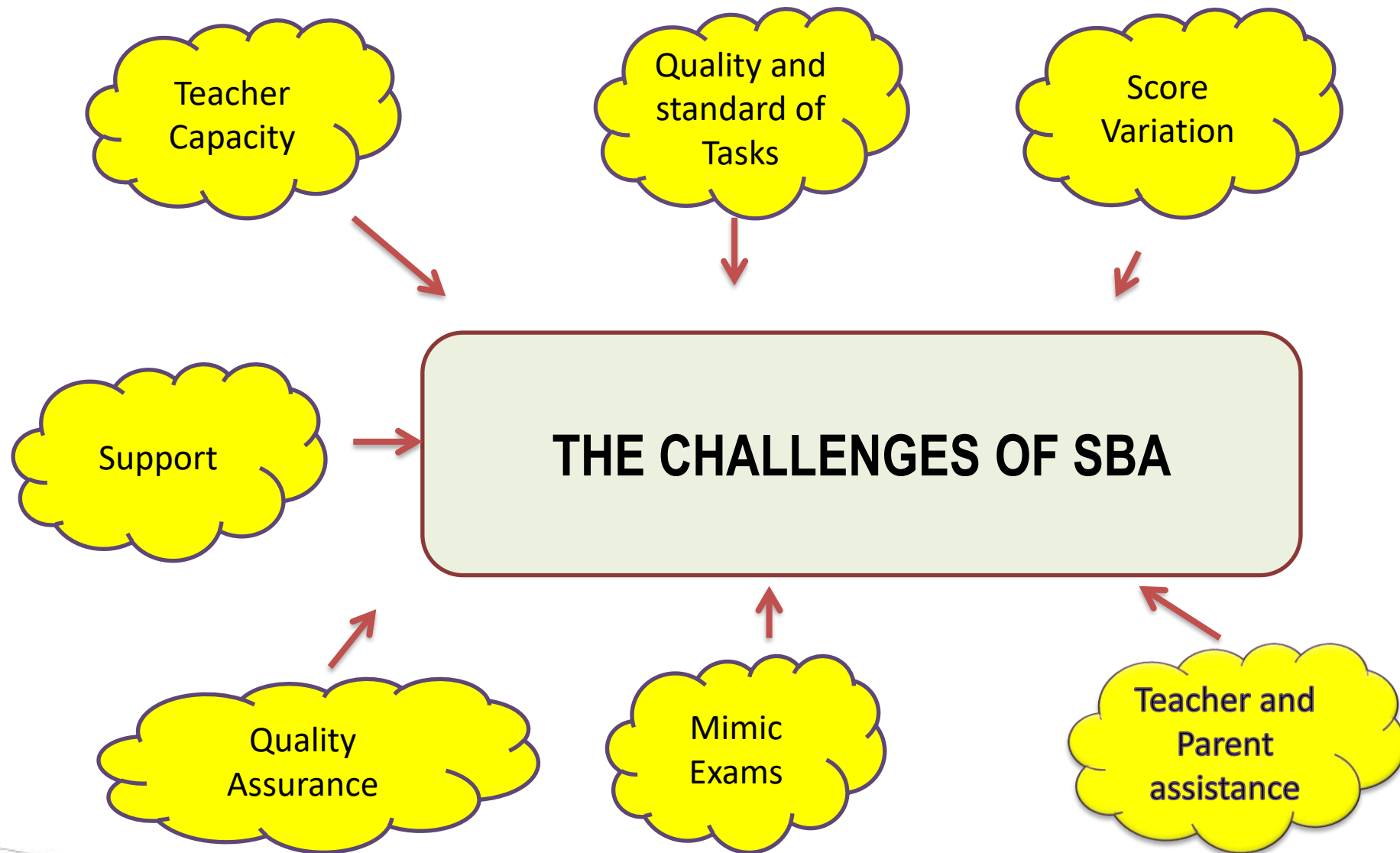
Phase	CAPS	Covid Period 2020 - 2022	2023 - 2024
Foundation (Grade R – 3)	100% SBA	100% SBA	100 SBA
Intermediate (Grade 4 – 6)	60% (SBA): 40% (Exams)	80% (SBA): 20 % (Exams)	80% SBA: 20% (Exams)
Senior Phase (Grade 7 – 9)	40% (SBA): 60 (Exam)	80% (SBA): 20% (Exams)	60% SBA: 40% Exams
Grade 10 &11	25% (SBA):75% (Exams)	60% (SBA): 40% (Exams)	40% SBA : 60% Exams
Grade 12	25% (SBA):75% (Exams)	25% (SBA):75% (Exams)	25% SBA : 75% Exams

THE CHALLENGES OF SBA



SBA in South Africa

- (a) Dominated by tests and examinations
- (b) Fragmented system – pockets of good practice, widespread sub-standard assessment tasks, inflated marks.
- (c) Assessor capacity - assessment task development and assessing learner evidence.
- (d) Inadequate subject advisory support – shortage of person power and lack of appropriate skills register.
- (e) Failure to comply to policy requirements.
- (f) Lack of rigorous internal moderation systems.
- (g) Limited coordination at provincial and district level.
- (h) Lack of internal monitoring
- (i) Clarity of roles and responsibilities.



PROPOSED QUALITY ASSURANCE APPROACH



Standards in Assessment

- (a) Kellaghan (2002) stated that judgments regarding standards involve a degree of uncertainty, and not all individuals would arrive at the same conclusion about the merits of an object or individual.
- (b) Standards are illusive and in the main are developed by a process of national consensus seeking.
- (c) DBE together with the PEDs will continue to establish a common understanding and application of standards across all levels of the system through:
 - **exemplification – assessment tasks and assessment evidence.**
 - **training of teachers in the development of assessment tasks and marking (focus on alternative assessment tasks).**
 - **rigorous and extensive quality assurance procedures**

Principles Underpinning the Model

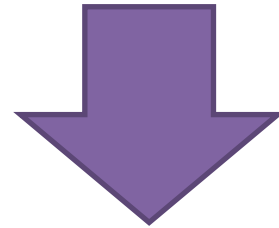
- a) The context of the South African situation will foreground the nature and scope of the model.
- b) Model will be built on good practices that are currently evident in the system.
- c) Challenges confronting the system will form the basis of the model.
- d) The model will focus on all activities that take place before, during and after the actual assessment.
- e) The point of departure is the establishment of clearly defined standards in a systems approach.
- f) Incremental approach

National Quality Assurance Approach

- (a) Focus on inputs, process and outputs (systems theory).
- (b) Migration from a moderation driven approach to a quality driven approach.
- (c) Key components of the Quality Assurance approach:
 - Establishment of a **functional SBA system** (systems audit).
 - Development of **high quality assessment tasks** (moderation)
 - **Appropriate administration** of the SBA task (monitoring)
 - **Reliable marking** of the learner evidence (moderation)
 - Provision of **feedback for improvement**
- (d) Four-tiered approach.
- (e) Focus on all forms of assessment – SBA, PATS, Orals

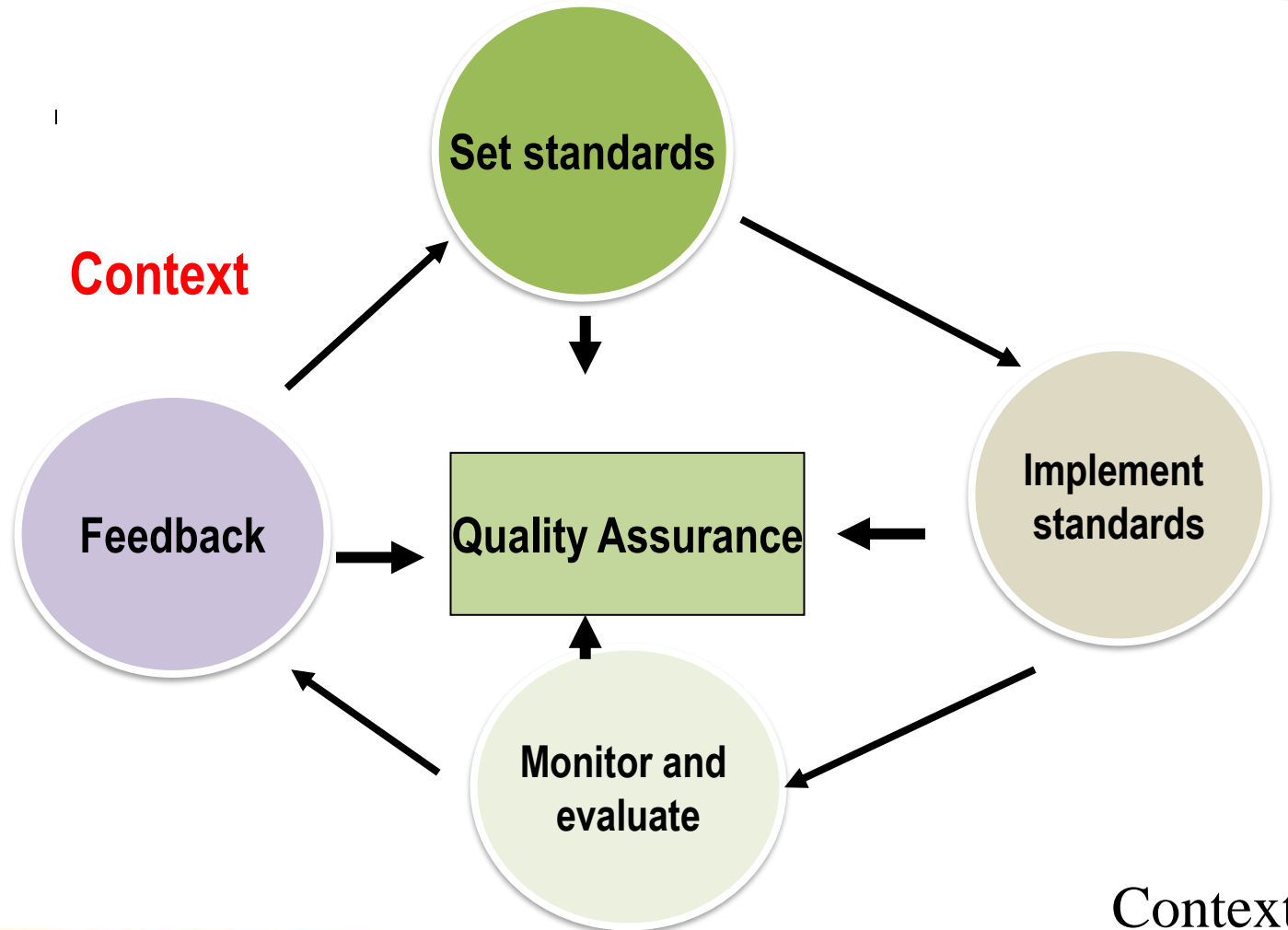
The Transition

Quality Control

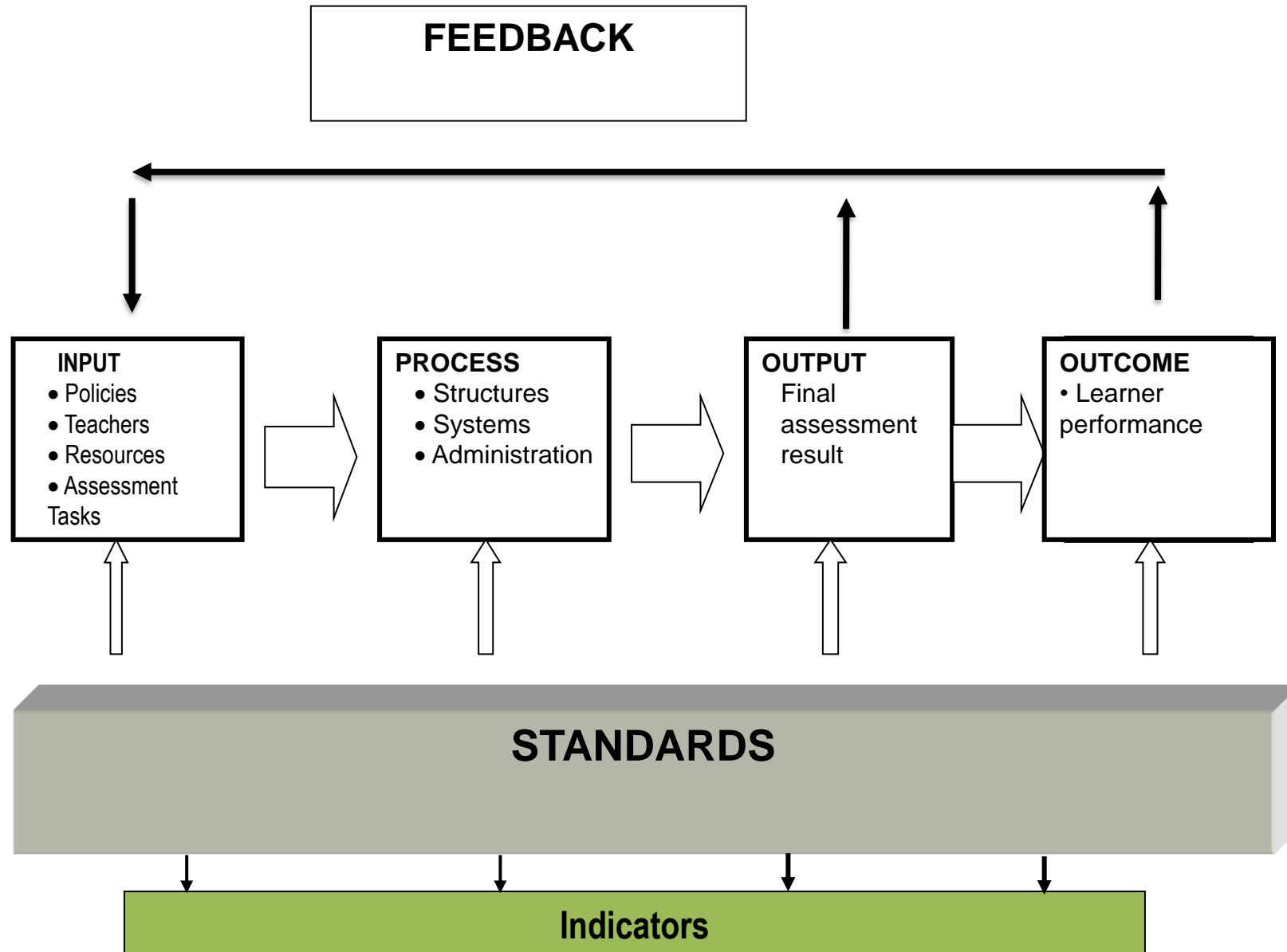


Quality Assurance

Quality Assurance Cycle



The Model for Quality Assurance



Key Components to be Quality Assured

The SBA System

Audit

The Assessment Task

Moderation

The Assessment Process

Monitoring

The Assessment Evidence

Moderation

The Feedback Process

Monitoring

Key Quality Assurance Components

(a) Input (Systems Audit) :

Audit of the SBA systems at school , district and provincial level to establish whether the SBA systems adequately support the effective implementation of SBA. This would include an audit of:

- Policy framework
- Teacher support
- Subject advisory services
- Monitoring approach
- Moderation approach
- Feedback/utilisation of data emanating from moderation



Key Quality Assurance Components

(b) Input (Moderation of Assessment Task):

- Compliance to policy
- Content coverage
- Cognitive skills
- Quality of individual questions
- Language and bias
- Marking guidelines

Key Quality Assurance Components

(c) Process (Monitoring of Assessment Administration)

To ensure compliance to policy and ensure that the task administration does not disadvantage learners.

- Ensure SBA is implemented at school level
- Compliance with policy
- Administration of assessment tasks
- Learner evidence has been marked

Key Quality Assurance Components

(d) Output (Moderation of Learner Evidence):

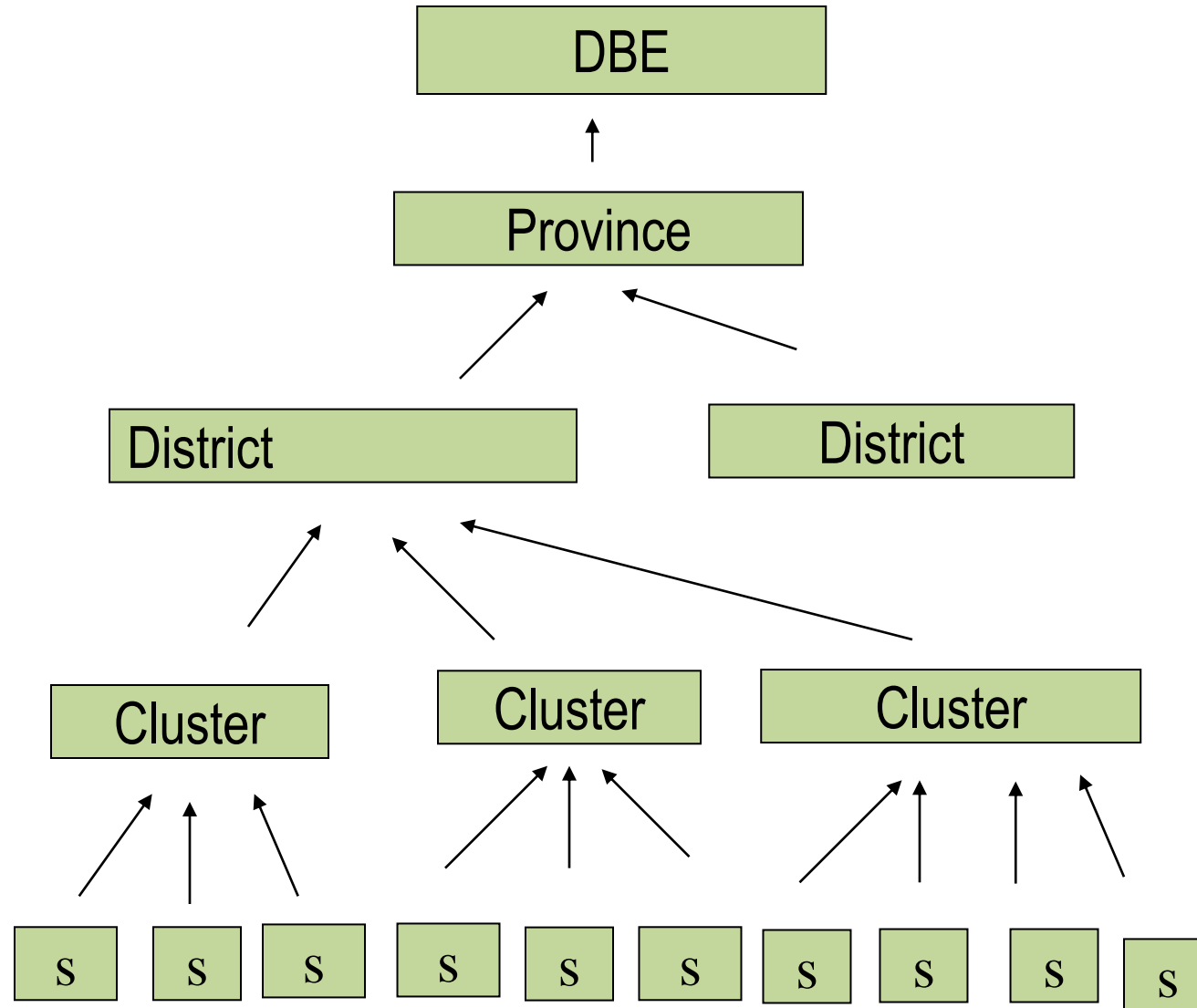
- Quality of marking: accuracy/ compliance to marking memo/tool
- Accuracy of marking guidelines, rubrics
- Evidence of moderation at school, district or province
- Quality of moderation
- Assessment tasks that mirror the examination can be statistically moderated allowing for a 5 – 10% range.
- Assessment tasks that do not mirror the examination should be moderated either centrally through portfolio moderation or “face to face” moderation.

Key Quality Assurance Components

(e) Feedback (Monitoring of the Feedback)

- Intervention and support
- Ensure feedback takes place
- Timeous and appropriate feedback
- Feedback at all tiers of the system

Moderation approach



CONCLUSION



THE BIQ QUESTIONS FOR GDE

- a) What is the province doing, based on strategic plan, to develop and promote a formative assessment culture across every classroom (using AfL as the undergirding pedagogy), in both GET and FET.
- b) How is the province actively promoting the quality of the formal SBA, with a particular focus on alternative forms of assessment (non-test tasks).
- c) What are the challenges experienced with moving from a purely moderation approach to a more broader quality assurance approach, in both the GET and FET band, and what is being done to address these challenges.

CONCLUSION

- a) Move from examination/test driven system to an assessment driven system.
- b) Phasing in of higher cognitive demand of assessment.
- c) Focus on assessment for learning.
- d) Assessment capacity building
- e) Integration of Technology in Assessment.
- f) Build an integrated Quality Assurance System