

# UMALUSI COLLOQUIUM

## Pretoria

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# POLICY AND SCHOOL BASED ASSESSMENT



# INTRODUCTION



# *Addressing Creative Tension*

*Creative Tension represents the difference between the vision and the reality of the current*



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.



# THE BIG 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

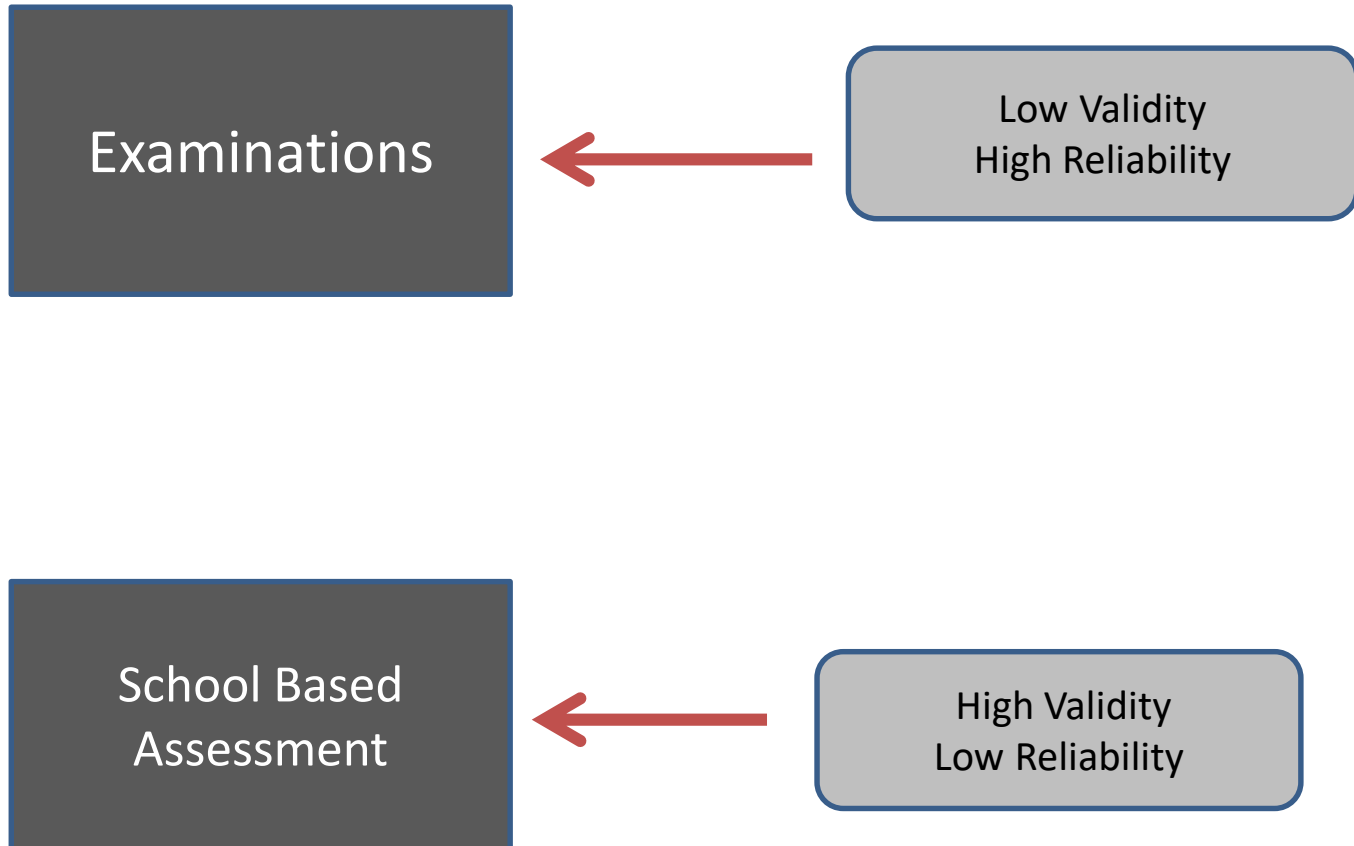
*"Curriculum developers and examiners, across developed and developing countries have come to realise that real change will not take place in schools if traditional paper and pencil tests, are not replaced by more valid and authentic ways of assessing which have been introduced into school syllabus over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

*(Torrance, 1994)*



# The Assessment Conundrum

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# THE CHALLENGES OF SBA



# National Protocol for Assessment Grades R -12

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

# 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



# 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.



Teacher  
Capacity

Quality and  
standard of  
Tasks

Score  
Variation

Support

## THE CHALLENGES OF SBA

Quality  
Assurance

Mimic  
Exams

Teacher and  
Parent  
assistance



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.**



# WHAT NEEDS TO BE DONE?



# Issues

- a) Focus on summative school based assessment.
  - *Need for an integrated approach to formative and summative assessment*
- b) Emphasis on tests and examinations in SBA
  - *Review of the form of SBA in the GET and FET to include alternate assessment forms.*
- c) Poor quality of assessment tasks and failure to evaluate learner evidence
  - *Intensive teacher development programme*
- d) Consistency and understanding of terminology
  - *Drafting a lexicon of assessment as relevant to the SA context.*
- e) Absence or poor quality feedback to teaching and learning
  - *Part of the intensive teacher development programme*

# Proposals

1. Need to conduct research on the following:
  - a) What are the factors preventing SBA from achieving its original purpose?
  - b) How do we encourage alternate forms of assessment in the current SBA regime?
  - c) How do we move away from continuous testing to more appropriate forms of assessment?
  - d) How do we move the emphasis to formative assessment (creating a formative assessment culture in the classroom)
2. On the basis of the research, re-design the form and structure of school based assessment for Foundation, Intermediate, Senior and FET Phases (Policy and system changes).

# Proposals

3. Draft an Assessment Framework that captures the different forms of assessment in the system and how these different forms are integrated:
  - a) Examinations
  - b) School Based Assessment
  - c) Systemic Assessment
  - d) Whole School Evaluation
4. Review Policy (CAPS Section 4) to incorporate the new design of school based assessment
5. Establishment of an workable and effective teacher development programme that integrates content knowledge, pedagogy and assessment
6. In the context of the new design for SBA, what then becomes the quality assurance regime at the different levels of the system.

# CONCLUSION



# Conclusion

- a) Improvement in the quality of SBA is a long journey.
- b) Need for a paradigm shift.
- c) With an improvement in SBA, 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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