

SAQA - POLICY LEARNING FORUM

**How are Learning Outcomes
used in Assessment?**

24 JUNE 2019



Outline of Presentation

- a) Introduction
- b) The Intended Curriculum
- c) Current Assessment Practices
- d) Current Assessment Outcomes
- e) The Intervening Variables
- f) Getting Assessment Right
- g) Learning Outcomes Improving Assessment
- h) Conclusion

Introduction

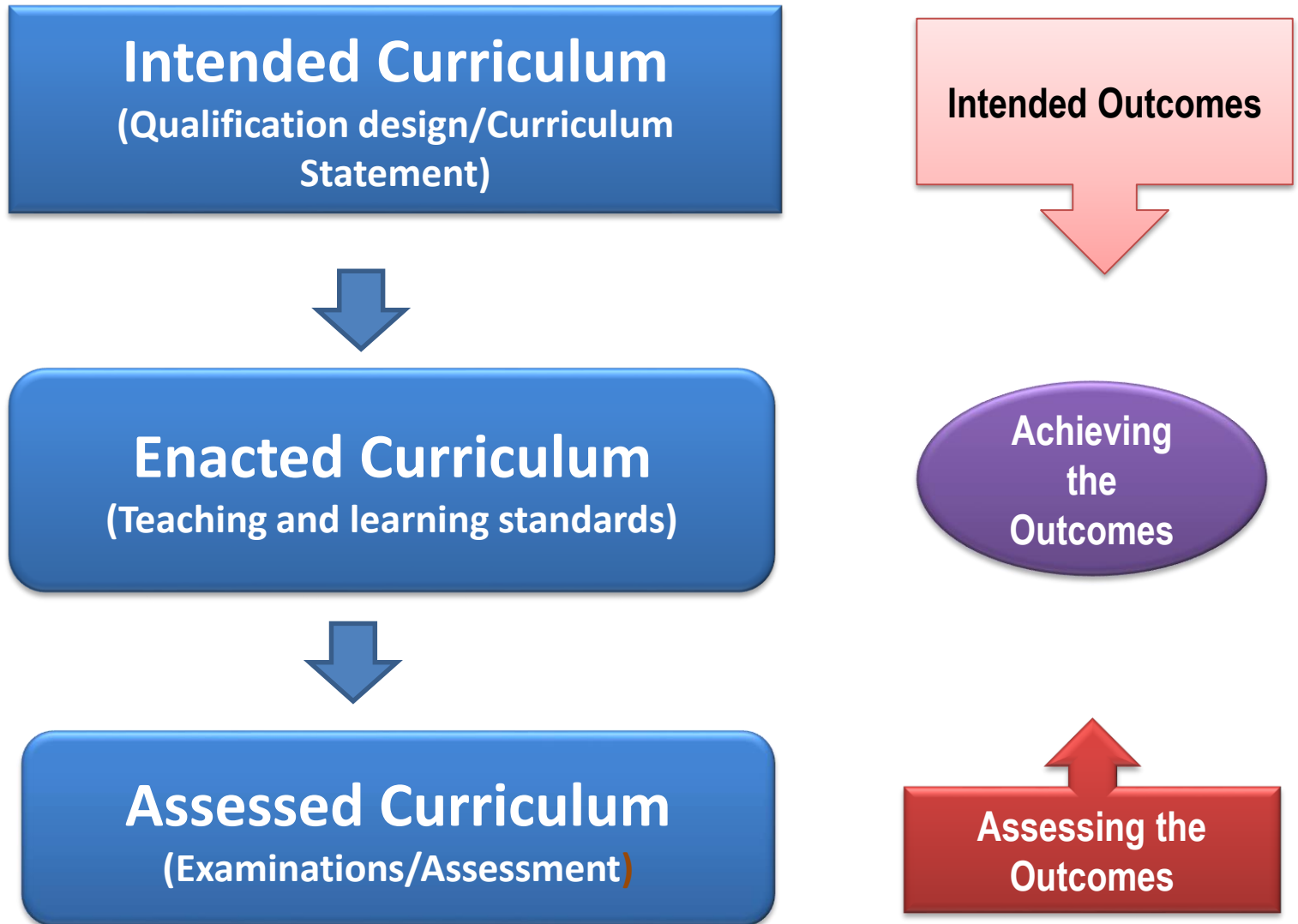


The Purpose of this Presentation

- (a) To explore the alignment between the intended learning outcomes and the achieved outcomes?*
- (b) To identify some of the intervening variables between the intended outcomes and the achieved outcomes.*
- (c) To outline the plan to bridge the gap between the intended outcomes and the achieved outcomes.*



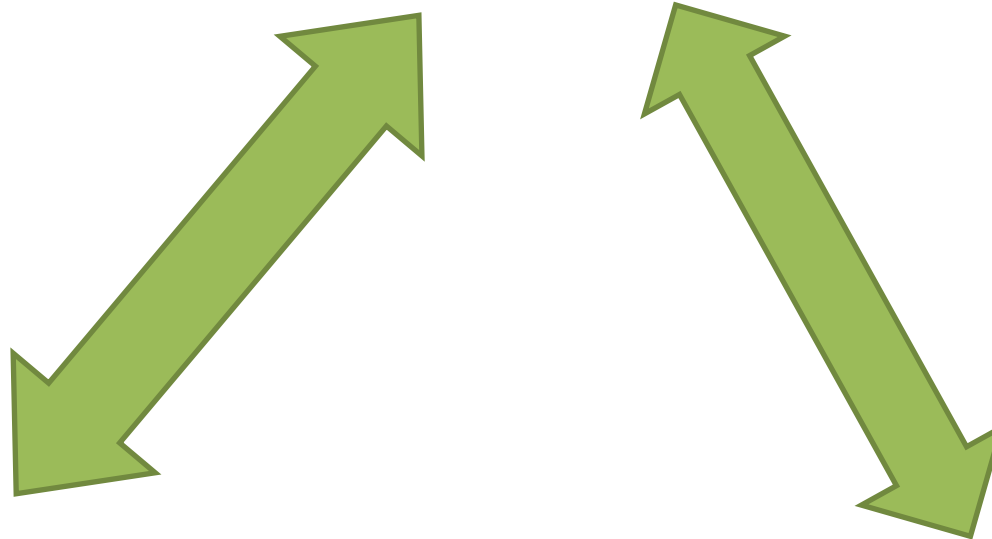
Introduction



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



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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

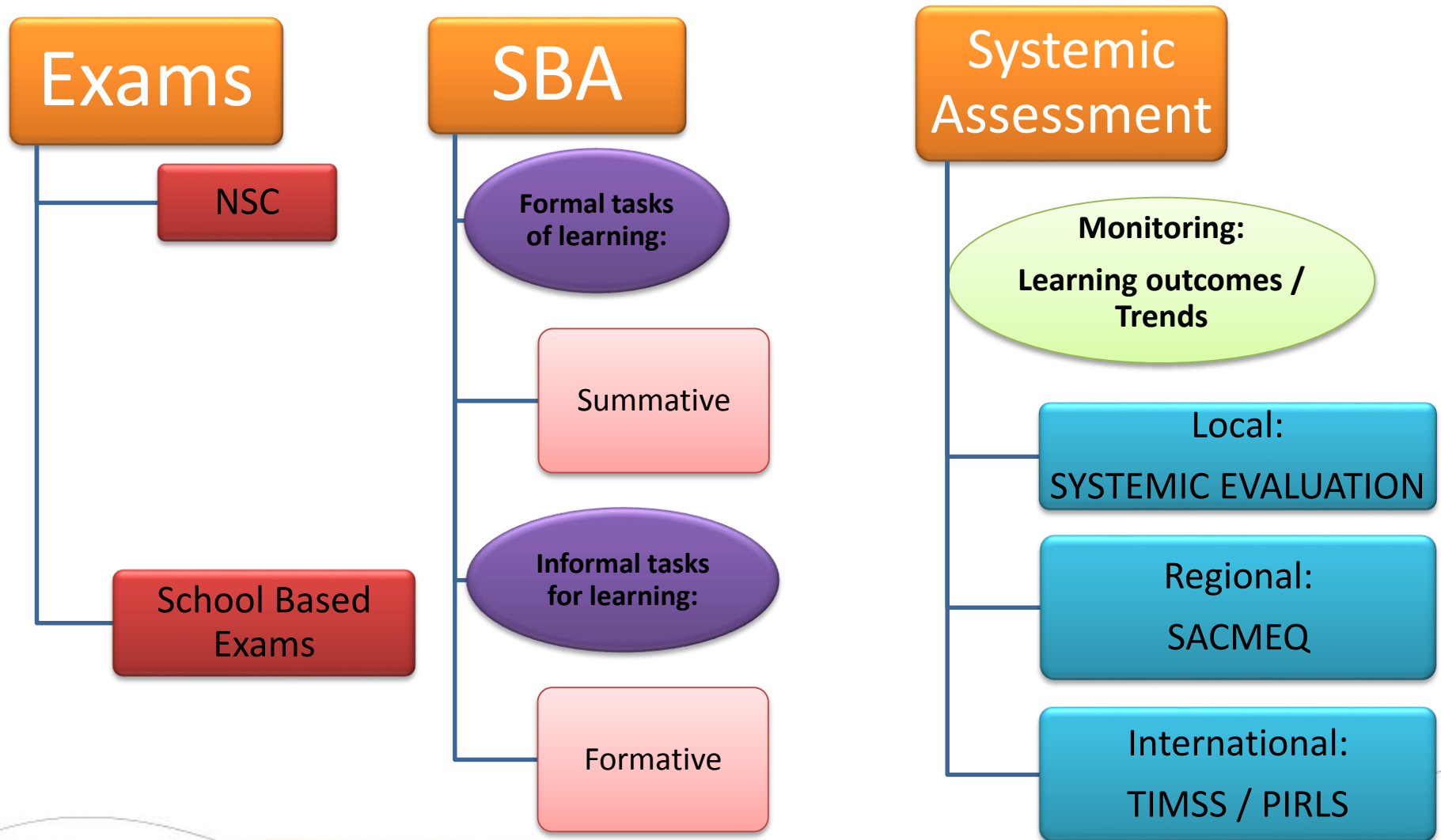
- (a) Identify and solve problems and make decisions using **critical and creative thinking**;
- (b) **Work effectively** as individuals and with other members of a team;
- (c) **Organise and manage themselves** and their activities responsibly and effectively;
- (d) **Collect, analyse, organise and 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



Current Assessment Practices



The South African Assessment Landscape



Current Assessment Practices

Grade 12 Examinations (75%)

Objective:

Set a question paper that is administered under controlled examination conditions, that assesses the learning outcomes articulated in the NCS

- a) Panel of experts set the question paper, internally reviewed and approved by Umalusi (the NCS outcomes is used as the starting point).
- b) Question papers subjected to International and National Benchmarking
- c) Question papers always incorporate comments from the previous year.
- d) Marking carried out by teachers who are appointed based on specific criteria.
- e) Marking is done, based on a nationally agreed marking guideline and after markers are trained (using live scripts).

Current Assessment Practices

Grade 12 Examinations (75%)

- f) Marking is subjected to strict quality assurance measures administered by the PED, DBE and Umalusi
- Tolerance range
 - Marker Authorisation
 - Moderation at all levels



Current Assessment Practices

Grade 12 – School Based Assessment (25%)

Objective:

Conduct an assessment that assesses the learning outcomes that cannot be assessed under controlled examination conditions.

- a) Comprises tests, practical work, orals, research assignments, preparatory exams and June exams.
- b) Administered by the teacher and marked by the teacher.
- c) A few of the assessment tasks may be developed by the provincial department or the district.
- d) Senior teachers and Heads of Department are expected to moderate the assessment tasks, pre and post administration.
- e) Sample moderation is conducted by the district, PED head office, DBE and Umalusi.
- f) Umalusi also finally statistically moderates the SBA using the exam mark as the yardstick.

Current Assessment Practices

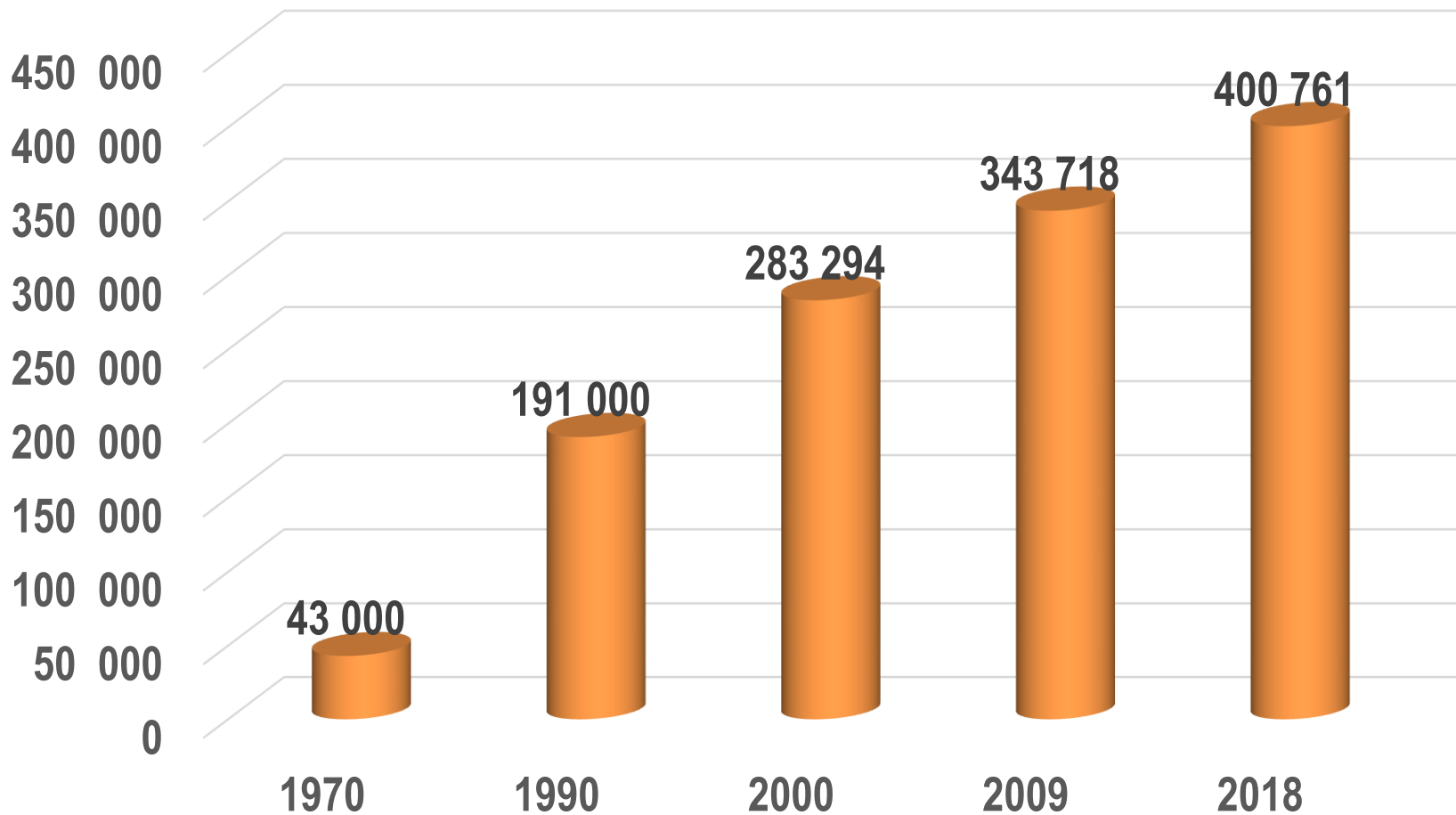
Feedback from Assessment

- a) Post the Grade 12 examination, two types of reports are compiled:
 - Statistical reports analyzing performance trends.
 - Qualitative Diagnostic Reports
- b) Detailed diagnostic reports are compiled which feed into the standardisation meetings and are also used by teaching and learning services in the PEDs to implement remedial measures relating to the identified weaknesses.
- c) With regard to SBA, teachers are encouraged to provide feedback to learners and to remediate the areas of weakness.

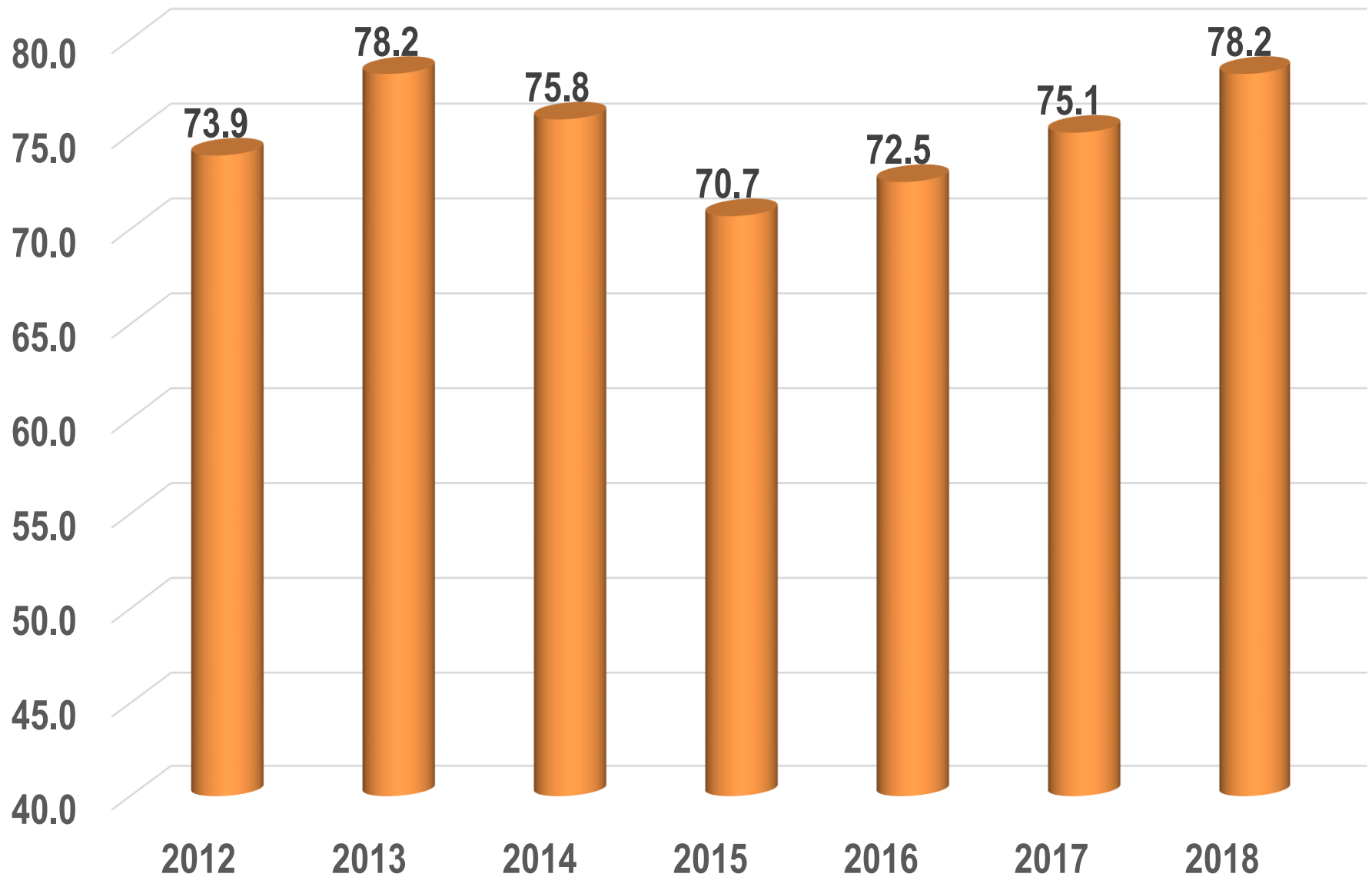
Current Assessment Outcomes



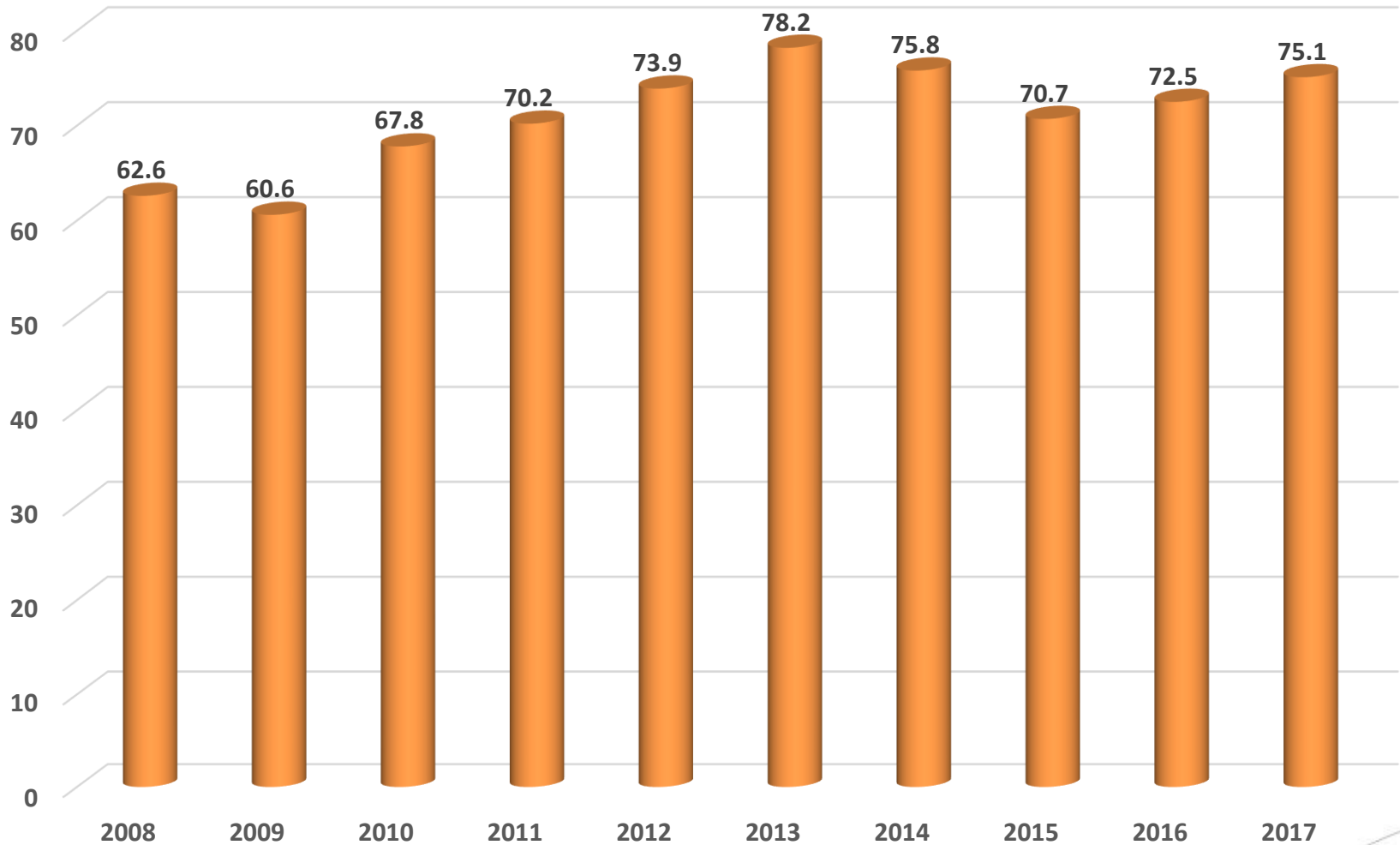
THE NUMBER OF CANDIDATES PASSING MATRIC SINCE 1970



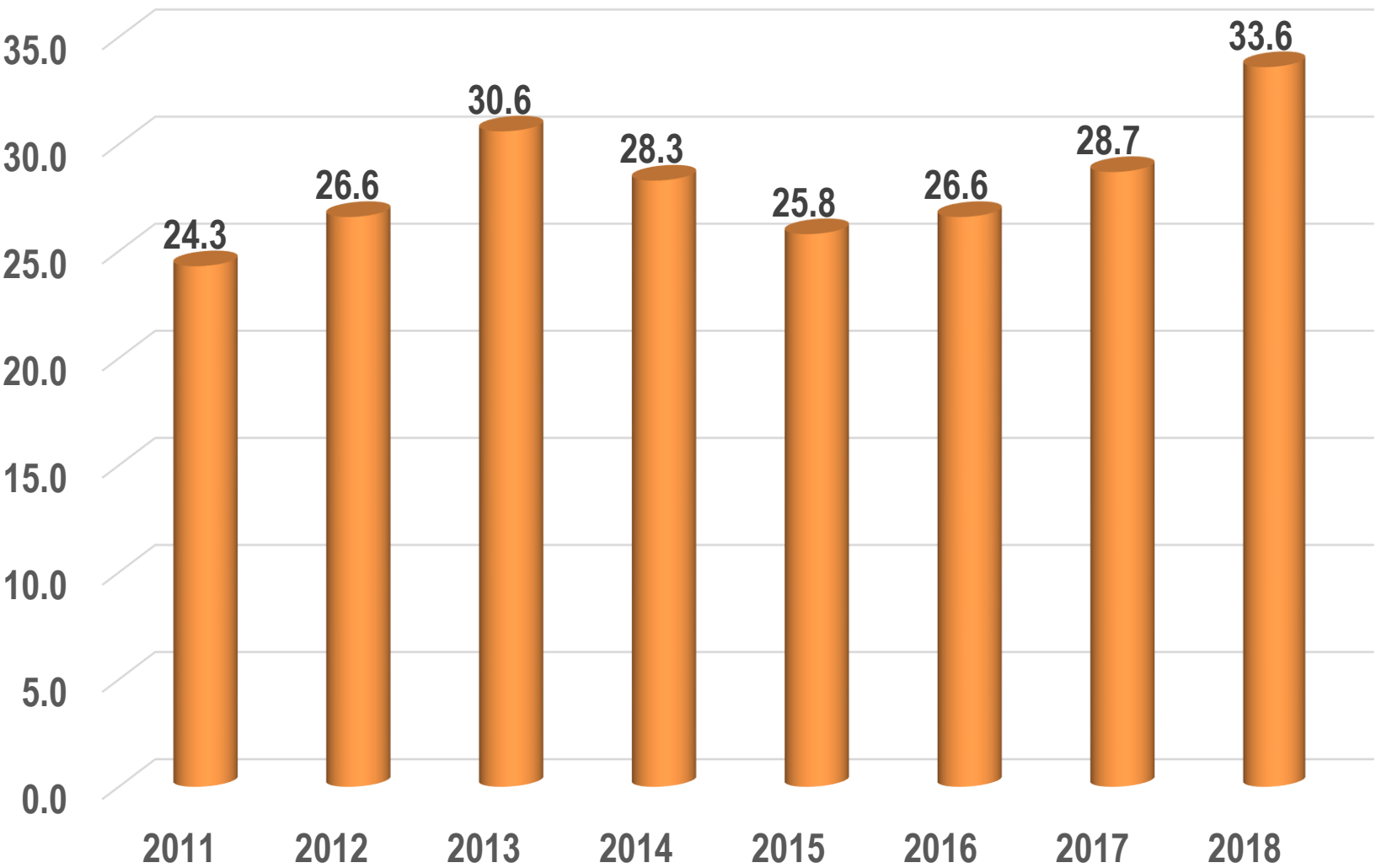
NSC PERFORMANCE 2012 - 2018



NSC Trends 2012 to 2016



BACHELOR PASS TREND (PERCENTAGE): 2011 - 2018



SACMEQ IV MATH SCORES



	Mathematics score		
	SACMEQ IV	SE	S IV – SIII (diff)
1. Mauritius	644.1	6.71	21.1
2. Kenya	608.1	5.35	51.1
3. Seychelles	599.1	8.24	48.1
4. Swaziland	577.6	3.11	36.6
5. Botswana	562.9	4.31	41.9
6. South Africa	551.5	4.05	56.5
7. Zimbabwe	524.1	5.25	4.1
8. Uganda	523.2	2.3	41.2
9. Namibia	522.4		51.4
10. Lesotho	513.5		36.5
11. Zanzibar	498.6	2.3	12.6
12. Malawi	479.2	2.76	32.2
13. Zambia	477.3	3.08	42.3
SACMEQ IV	523.5	1.61	

**Biggest
improvers in
the region**



TIMSS 2015

GRADE 9	Score	SE
Singapore	621	3.2
Korea, Rep. of	606	2.6
Chinese Taipei	599	2.4
Hong Kong SAR	594	4.6
Japan	586	2.3
		
South Africa (9)	372	4.5

GRADE 5	Score	SE
Singapore	618	3.8
Hong Kong SAR	614	2.9
Korea	608	2.2
Chinese Taipei	596	1.8
Japan	593	1.9
		
South Africa (Grade 5)	376	3.4

PIRLS 2016

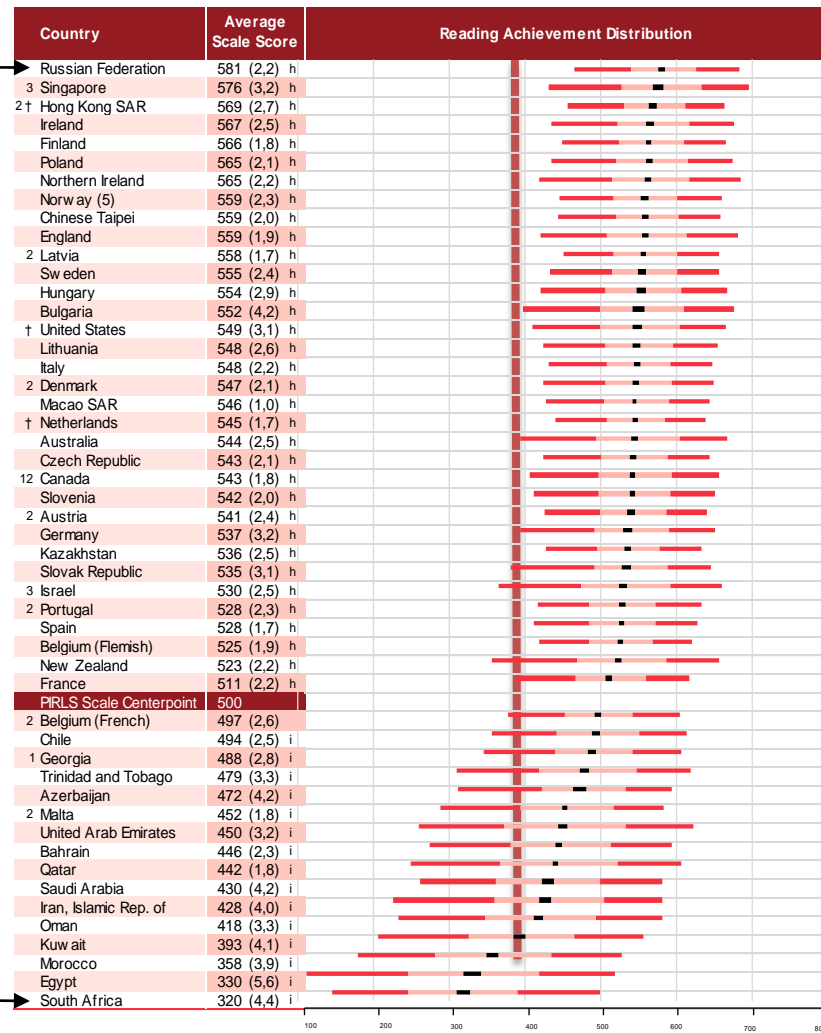
581 points
Russian Federation

1-5
Russian Fed
Singapore
Hong Kong
Ireland
Finland

2016

SA Gr 5 benchmark equivalent
to ranking of 406 points

SA 320 points



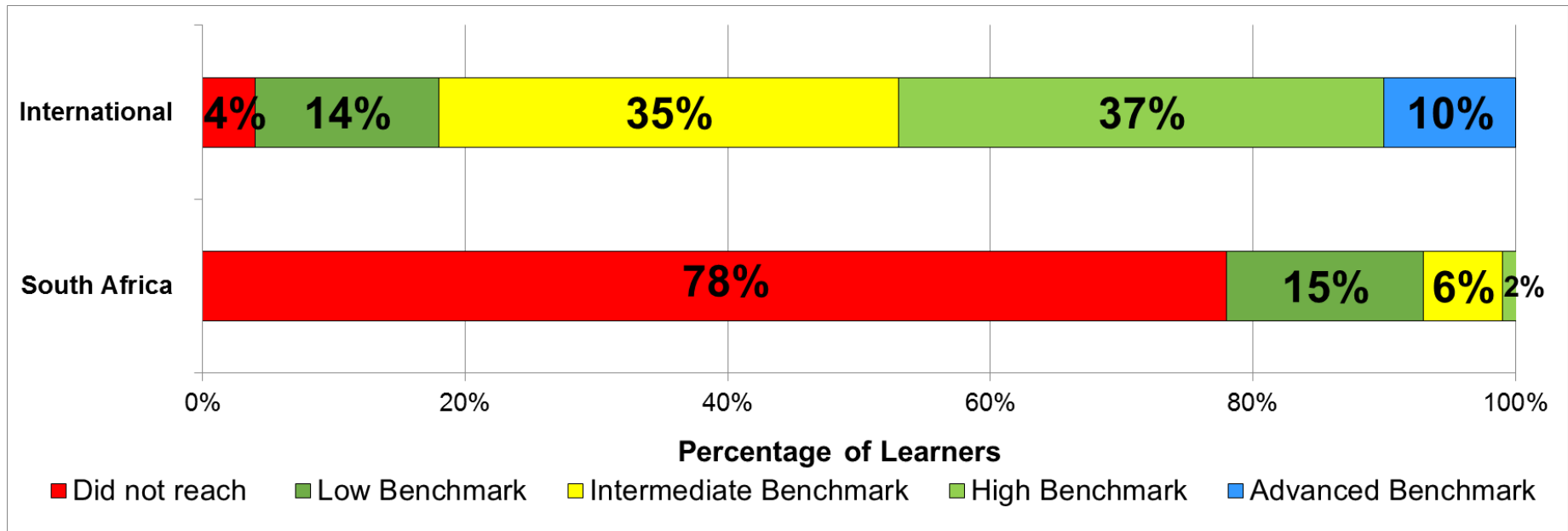
SOURCE: IEA's Progress in International Reading Literacy Study - PIRLS 2016



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PIRLS - Grade 4 international benchmarks



The Intervening Variables



Challenges in Education

- (a) Quality of teaching and learning in the Classroom.
- (b) Language proficiency in the language of teaching and learning.
- (c) Curriculum focuses on length rather than depth.
- (d) Teacher development programmes.
- (e) Lack of a standardised national assessment programme prior to Grade 12.
- (f) Focus on examination results.
- (g) Low pass requirements – 30% threshold
- (h) Skills acquisition
- (i) School Management

The Big Assessment Challenges?

Learners merely responding to a test or examination and no effective learning is taking place?

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 focus on assessment.
- j) No early detection assessment to alert learners of their performance to a national standard.



Getting Assessment Right

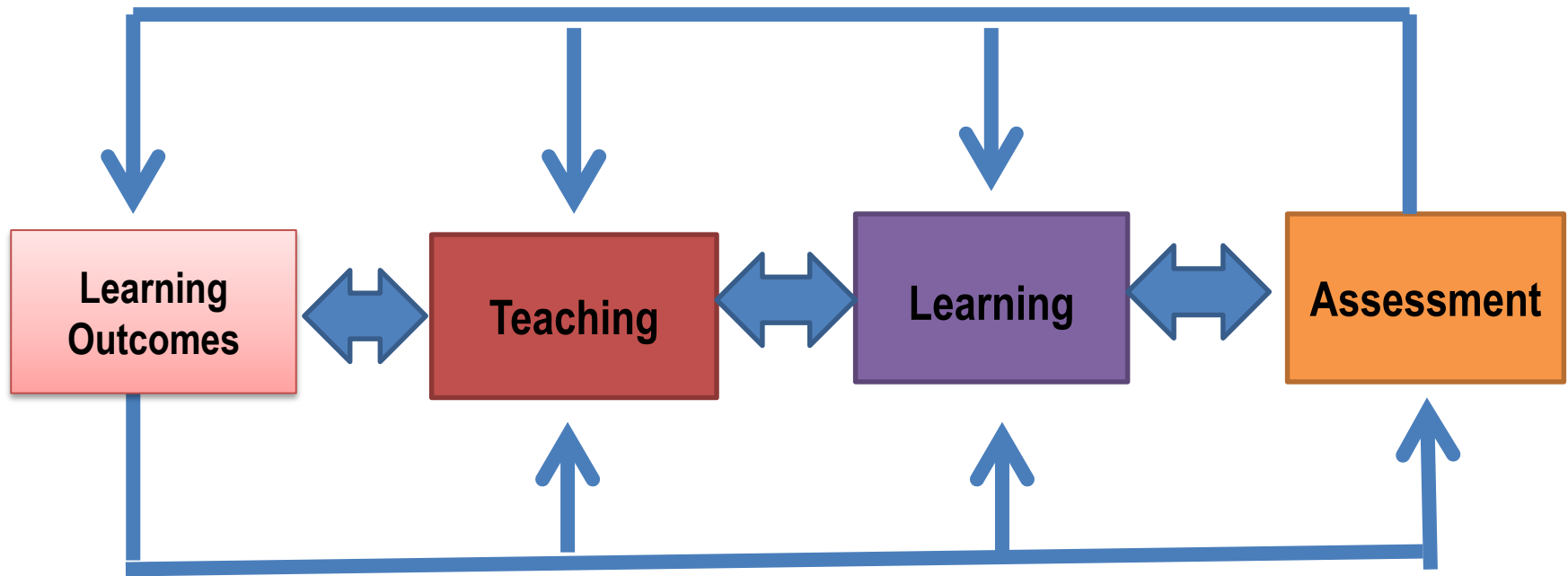


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Integrated and Iterative Process

(a) Assessment is a reflective process



b) Reciprocal relationship between outcomes, teaching, learning and 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



Learning Outcomes improving Assessment



Learning Outcomes improving Assessment

a) Assessment improves learning outcomes

- Assessment indicates the extent to which the outcome has been reached
- Assessment results identifies areas of weakness and strengths
- Remedial measures adopted to address the weaknesses and enhance the strengths.
- This leads to improved learning

b) Outcomes improve Assessment


- Assessment must reflect the outcomes accurately.
- The quality and standard of the assessment task can only be fully evaluated after it is administered.
- On the basis of how learners experience the assessment and the assessment results, the assessment should be reviewed.
- “Assessment should not be the tail that wags the dog”

Conclusion



Conclusion

- a) There is a disconnect between the intended outcomes and the achieved outcomes.
- b) The implementation gap in the main relates to the quality of teaching and learning and the assessment practice.
- c) The quality of teaching and learning is being addressed through the various interventions of the DBE.
- d) The issues relating to assessment practice are being attended to ensure that the assessment outcomes are an authentic, valid and a reliable indicator of the intended outcomes.
- e) Need to explore and implement alternative assessment forms that more accurately reflect the construct of the learning outcome.



Thank You