

Getting Assessment Ready - Improving and Managing SBA

Mark Chetty



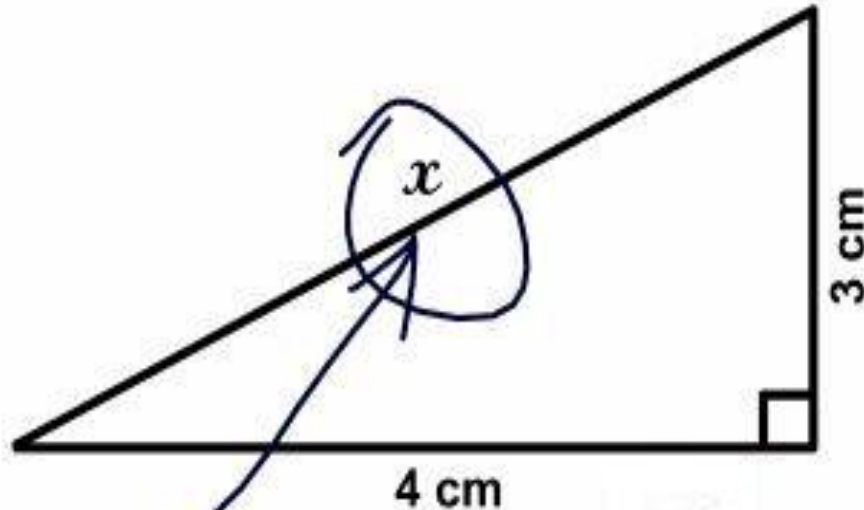
The assessment journey



COVID-19 Interruption



3. Find x .



Here it is

- Often, in Assessment we try and find answers to the wrong questions



Presentation Outline

1. Research and development
2. The focus in 2020
3. Promotion requirements in GET
4. Promotion requirements in the FET
5. 3-Year Recovery Plan

RESEARCH AND DEVELOPMENT



The desired attributes by 2030

- High-quality, universal early childhood education
- Quality school education, with globally competitive literacy and numeracy standards
- Further and education and training that enables people to fulfil their potential



Sector dimensions

- Prioritise **policies** and **strategies** that enhance the skills and competencies of educators, including the school management team.
- Appoint **adequately qualified teachers** whose subject content knowledge is at required levels and provide **Learning** and **Teaching** Support Materials (LTSM) to all learners.
- Implement the **new innovative** way of **assessing** learners through the **National Assessment Framework** for Grades 3, 6 and 9
- Prepare learners for the **4th Industrial Revolution, Skills and Competencies** for a Changing World, tackle **drop out rate** and promote the culture of **reading**.

School dimension

Some school safety incidents are more frequent in South Africa

Percentage of principals reporting that the following incidents occurred at least weekly in their school

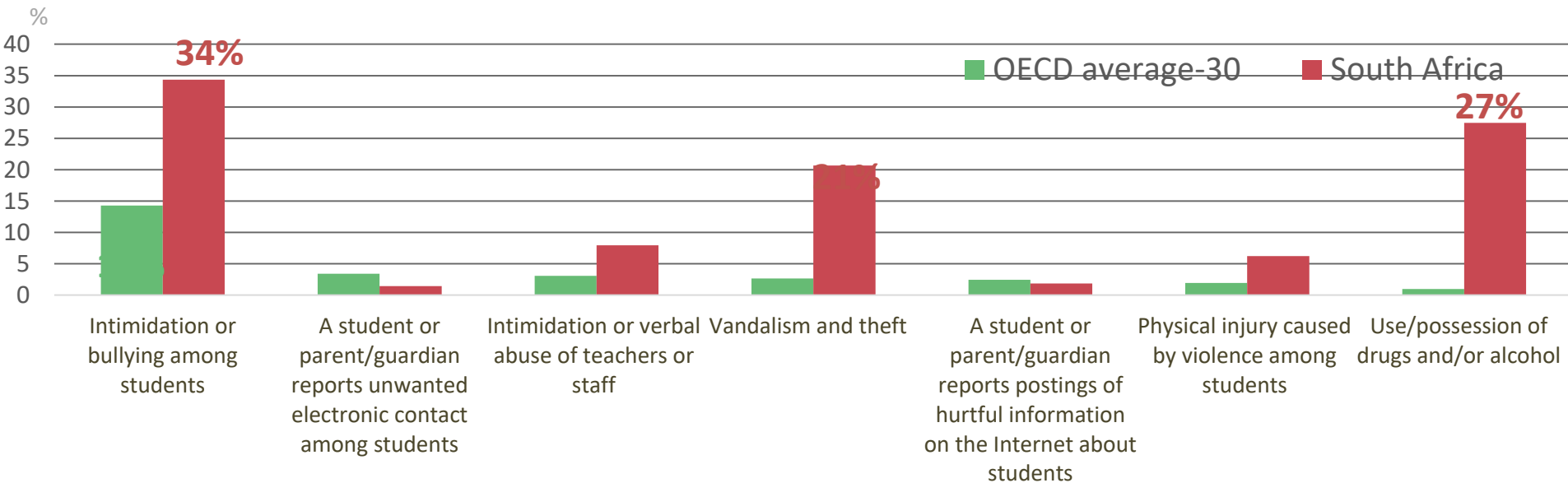


Fig I.3.12

Classroom dimension

Greater prevalence of critical thinking; lesser prevalence of ICT use

Percentage of teachers who frequently or always use the following practices in their class
South Africa

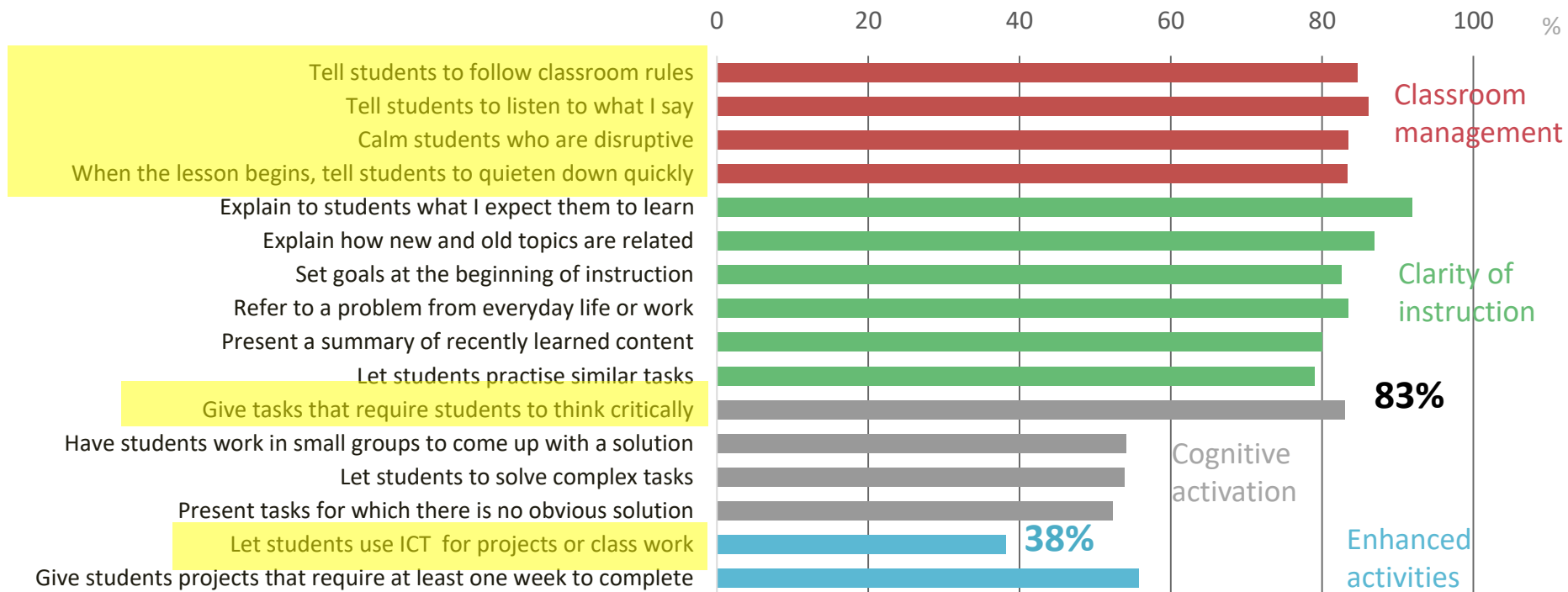
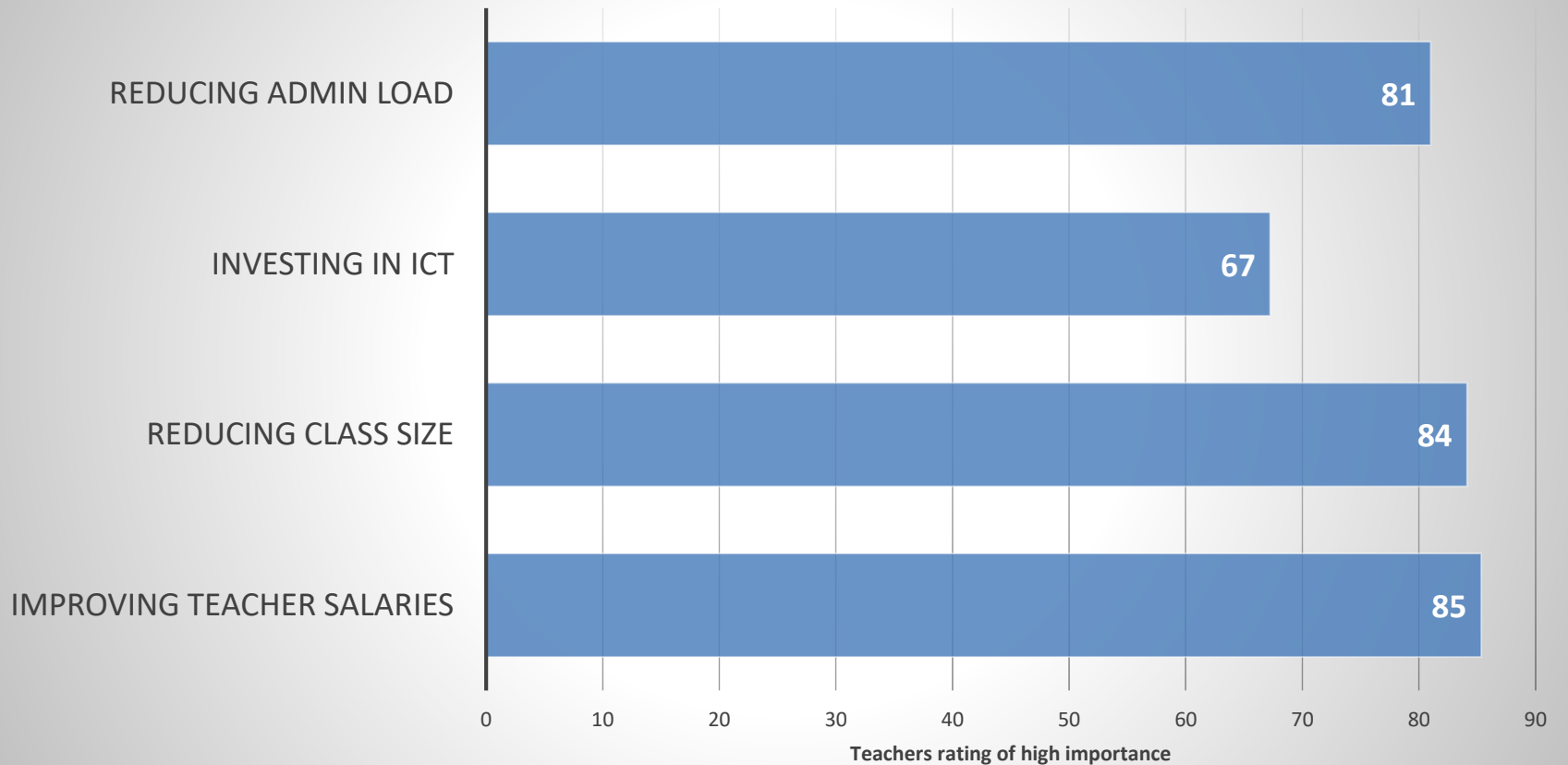


Fig I.2.1

Teacher dimensions

TEACHER VIEWS ON SPENDING PRIORITIES IN SOUTH AFRICA



Learning dimensions



THE FOCUS IN 2020



The impact of COVID-19 in 2020 and the resultant lockdown led to:

1

Alternative time tabling model to ensure compliance to COVID 19 protocols



2

The adjustment of the curriculum in order to manage the loss of teaching time



3

The focus on the fundamentals in managing curriculum coverage



4

The management of home learning – distance learning



5

Enhanced ICT integrated teaching and learning



6

Digital Teacher development programmes



7

Prioritisation of digital resources for teaching and learning



8

The learning losses that resulted from the implementation of the schooling recovery strategies – catch up plans



Principles

1

Usage of the **2020 Curriculum Recovery Framework** as the **base document**

2

Learning losses to inform the **Three Year Catch Up Programmes**

3

Management of the learning losses and the Catch Up Programmes be school based

4

Create opportunities through adjusted ATPs to strengthen **pre-knowledge, consolidation, revision, and deeper learning**

5

Entrench assessment for learning as a **Pedagogical Approach** to address the learning losses



GET ASSESSMENT



NA Circular 02 of 2020

- a) Assessment must be local and based on context – what has been taught and should have been learnt in a particular class is what should be assessed.
- c) An Assessment for Learning strategy and Formative assessment needs to be emphasized - assessment that provides information to shape the teaching and learning that follows.
- d) A school based test replaces formal examinations at the end of term 4. The purpose of the school based test is not so much as the providing of information about passing and failing, but rather as providing information to inform the teacher of the next grade.
- e) Only key points (concepts and skills) in the learning process are assessed summatively while formative assessment should be emphasised to ensure that core concepts and skills are mastered. The focus in Grades R-9 is on deeper learning on fewer topics.
- f) School Based Assessment (SBA) must be favoured over formal examinations with a weighting of 80% and 20% will be allocated to the school based test. SBA becomes the main tool to judge learner competencies in a grade.
- g) Schools must keep in regular contact with Parents on the topics that will be assessed and how reporting on learner competencies will be done.



NATIONAL ASSESSMENT CIRCULAR

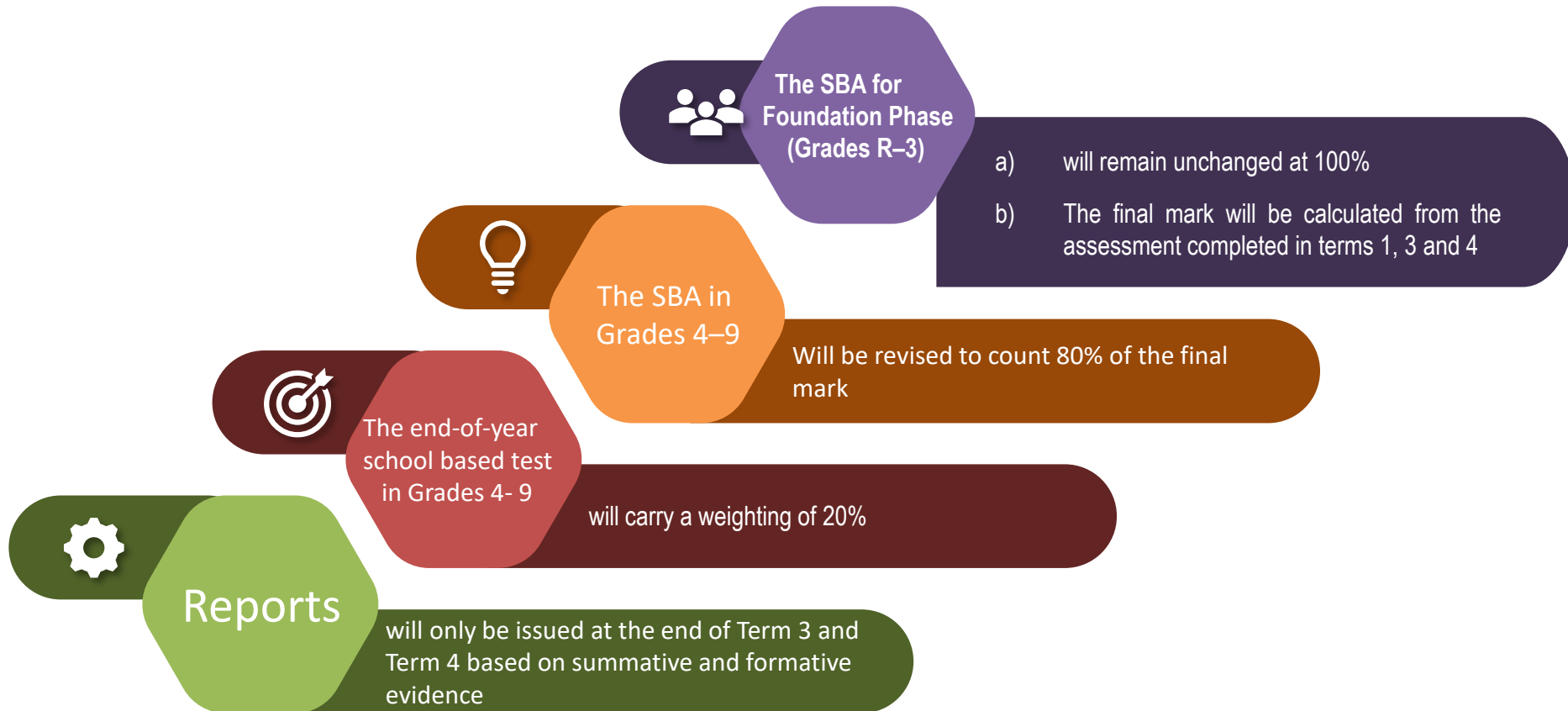
03/2020

- Provides guidance on the implementation of formative assessment.
- Need to promote a shared understanding/vision on the implementation on formative assessment.
- Emphasis of formative assessment – development and mastery of content and skills.
- Relates to the risk adjusted strategy of managing essential learning in 2020 – but is also forward looking beyond 2020.

KEY DEFINITIONS

- Need to differentiate between Assessment of Learning and Assessment for Learning (AFL).
 - AOL – summative assessment.
 - AFL (2 parts) using assessment evidence for improving learning; formative use of summative results.
- In the context of the classroom, formative assessment evidence can be obtained from spontaneous and planned activities.
 - Spontaneous activities include impromptu questions or discussion that occur during lessons while planned activities include all exercises and questions planned before the lessons.

PROMOTION REQUIREMENTS - GET



Current Promotion Requirements

(a) Pass Home Language at 50%

(b) Pass First Additional Language at 40%

(c) Must pass Mathematics at 40%

(d) 40% in three (3) other subjects

(e) 30% in two (2) other subjects

(f) Allowed to fail one subject

CONDONATIONS/MARK ADJUSTMENTS

National Assessment Circular 02/2019:

- a) A mark adjustment of 2% is allowed in a maximum of three subjects.
- b) Thereafter, the condonation in Mathematics must be applied.
 - Where a learner has met all the requirements in respect of promotion from one grade to the next grade (i.e. Grade 7, 8 and 9), except has not attained a level 3 (40%) in Mathematics and therefore has to be retained, such a learner must be condoned in Mathematics.

Consultation

- The matter had been discussed at:
 - 1) GETAC
 - 2) TDCM
 - 3) DDG forum
- Teacher unions requested time to provide formal written input.
- 3 discussion points were brought forward

OPTIONS THAT WERE CONSIDERED

Options for consideration (following TDCM/GETAC discussions):

- a) Mark adjustments and condonation of 2019 be carried over as is?
- b) Mark adjustments and condonation of 2019 be extended to 5% in 3 subjects + condonation in Mathematics?
- c) Mark adjustments + condonation should be applied across Grades 4-9, not just in the senior phase.

NATIONAL ASSESSMENT CIRCULAR

07 /2020

- a) Mark adjustments are applicable to Grades 4–9. In 2019, this was applicable only to Grades 7–9 and in 2020 the adjustment dispensation is extended to include Grades 4–9.
- b) A mark adjustment of 5% is allowed in a maximum of three subjects. This implies that a mark adjustment of 5% can be applied in three (3) different subjects.
- c) Thereafter, the condonation in Mathematics must be applied. Where a learner has met all the requirements in respect of promotion from one grade to the next grade, except has not attained a level 3 or higher (40% and higher) in Mathematics and therefore has to be retained, such a learner must be condoned in Mathematics. The condonation in Mathematics is applicable to Grades 4 to 9.
- d) Grade 9 learners who obtain a condonation in Mathematics have the option of continuing with Mathematics in Grade 10. They also have the option to take Mathematical Literacy in Grade 10.

NA 07/2020 (cont. ...)

- On the mark schedule:
 - the adjusted marks are shown. Schools may keep a record of the original marks and adjusted marks on separate sheets for internal purposes.
 - the original mark attained by the learner in Mathematics must be indicated and the letter “C” must be inserted next to the mark to indicate that this mark has been condoned.
- the adjustment/condonation dispensation is also applicable to schools who may have dropped two subjects in the senior phase.

FET ASSESSMENT



PROMOTION REQUIREMENTS – GRADE 10 - 11



PROMOTION REQUIREMENTS FOR GRADE 10 AND 11

- a) The current 25% weighting of **SBA increased to 60%** and the **examination** component which is currently 75% **decreased to 40%** resulting in a 60:40 split as opposed to the current 25:75 split.
- b) In the case of subjects with a practical component, allocate **20% of the examination component (20%) to the PAT.**
- c) All Languages to allocate 12,5 % (FAL and SAL) or 12.5% (HL) of the examination component to Orals.
- d) The full-scale examinations in Grade 10 and 11 be replaced by a **Controlled Test.**
- e) **Controlled tests** should only be **set on content taught**, content not taught cannot be assessed;

PROMOTION REQUIREMENTS FOR GRADE 10 AND 11

- f) The controlled test to **cover a substantial portion** of the curriculum taught (should cover work covered in all four quarters).
- g) The Controlled Test must adhere to a **prescribed standard** in terms of content coverage and must be **administered under controlled conditions**.
- h) The **cognitive spread** of the Controlled Test must **adhere** to the determinations of each subject as outlined in the Abridged CAPS Section 4.
- i) All controlled tests must adhere to the **protocols** for **pre and post moderation** to ensure standards are be complied with.

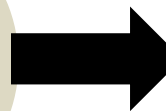
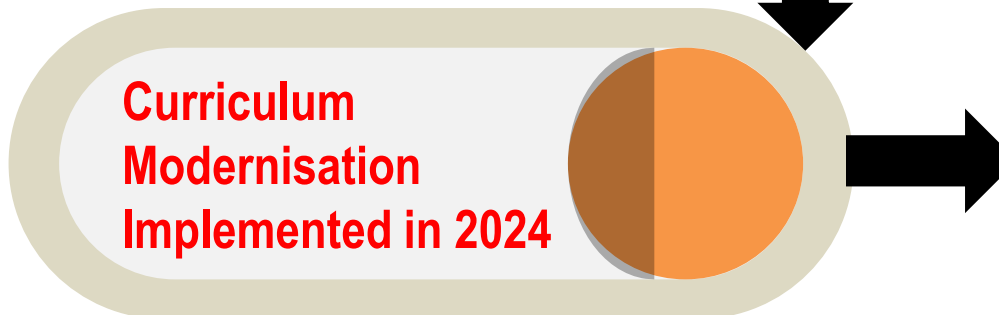
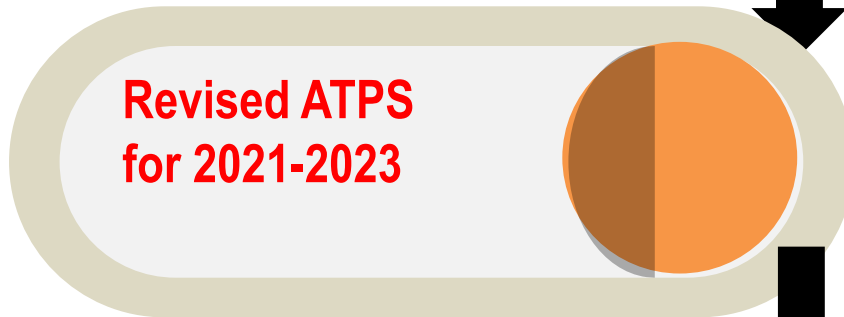
PROMOTION REQUIREMENTS FOR GRADE 10 AND 11

- j) All elective subjects to reduce the number of papers to **1 Controlled Test per subject**.
 - The duration of the **Grade 11 Controlled Tests** will be **two hours**, containing **components of both papers**;
 - The duration of the **Grade 10 controlled tests** is **one hour**, containing components of both papers;
- k) Fundamental subjects (Languages and Maths/Maths Lit) to offer the required number of papers with a reduced duration.
- l) **No “common examinations”** / tests in grade 10 and 11.
- m) **National Subject committees** to outline the composition of the 60% and the 40% in terms of components, marks etc.

3 YEAR RECOVERY PLAN 2021-2023



Vision 2024



- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an AFL pedagogical strategy, and
- Develop Educator Mediation Programmes.



2021 Recovery ATPs - Grade R-12

Curriculum and Assessment Requirements

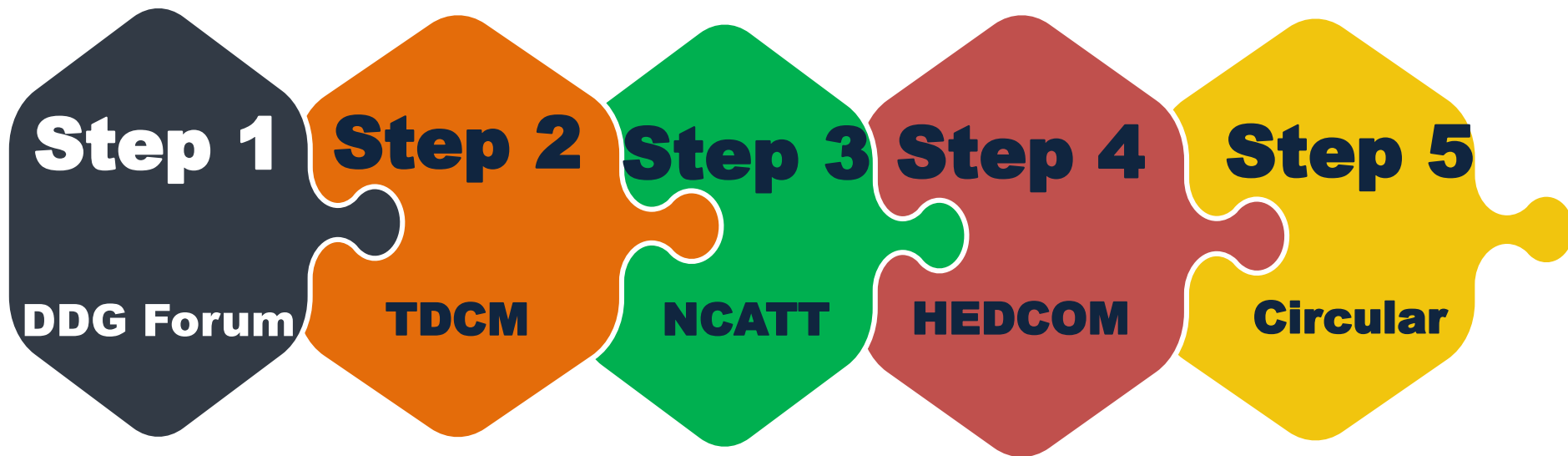
	GRADE R-3	GRADE 4-9	GRADE 10-11	GRADE 12
Trimmed ATPs (Core Concepts and Skills (Grade R-11))	Term 1-4 Core Content and Skills	Term 1-4 Core Content and Skills	Term 1-4 Core Content and Skills	No Trimming
	Curriculum Requirements: <ul style="list-style-type: none"> Consolidation of Pre-Knowledge and Learning Losses of 2020 (Revision) per Term; Life Skills in FP to be stand alone All Senior Phase Subjects to be implemented as per CAPS 			Core Content and Skills (Exam Guidelines)
Term 1 SBA	Assessment Requirements: <ul style="list-style-type: none"> Implement Abridged Section 4 of CAPS (Circular S5 of 2019) + 2020 Assessment Circulars (Circulars NA2 & NA3 for GET; Circular E11 & S7 for FET) To maximise time available for teaching and learning (Assessment For Learning) 			Circular Pending
	100% CASS	SBA	SBA	SBA
Term 2 SBA	100% CASS	SBA	SBA	SBA No June Exam
Term 3 SBA	100% CASS	SBA	SBA	2021 Preliminary Exam
Term 4	100% CASS	Controlled Test	End of Year Exam	2021 NSC Exam
Promotion & Progression	100% CASS	SBA: Controlled Test 80:20	SBA: End of Year Exam 60:40	

Curriculum Recovery Strategies

Review of Assessment and Examinations Requirements

2020	2021	2022	2023
<ul style="list-style-type: none"> May /June NSC/SC Exams Rescheduled 	<ul style="list-style-type: none"> May /June NSC (Part Time and Supplementary)/SC Exams 	<ul style="list-style-type: none"> May /June NSC (Part Time and Supplementary SC Exams 	<ul style="list-style-type: none"> May /June NSC/SC Exams Rescheduled
<ul style="list-style-type: none"> Internal June Exams scrapped for Gr 4-12 SBA was recalculated to exclude the June Assessment Tasks 	<ul style="list-style-type: none"> No June Exams for Grades 4-12 - only Controlled Tests 	<ul style="list-style-type: none"> June Exams for Grades 4-11 	<ul style="list-style-type: none"> June Exams for Gr 4-12 SBA aligned to revised Section 4
<ul style="list-style-type: none"> Trial Exam for Grade 12 	<ul style="list-style-type: none"> Trial Exam for Grade12 	<ul style="list-style-type: none"> Trial Exam for Grade 12 	<ul style="list-style-type: none"> Trial Exam for Grade 12
<ul style="list-style-type: none"> End of Year SBA/ Exams Weightings <ul style="list-style-type: none"> FP: 100% SBA IP: 80:20 SP: 80:20 FET: 80:20 (Except Gr 12) 	<ul style="list-style-type: none"> End of Year SBA/ Exams Weightings <ul style="list-style-type: none"> FP: 100% SBA IP: 80:20 SP: 80:20 FET: 60:40 (Except Gr 12) 	<ul style="list-style-type: none"> Continue with the 2021 weighting 	<ul style="list-style-type: none"> End of Year SBA/Exams Weightings <ul style="list-style-type: none"> Continue with the Gr R-9 2021 weighting FET: 80:20 (Except gr 12)
<ul style="list-style-type: none"> Abridged Section 4 in Grade R-11 	<ul style="list-style-type: none"> Abridged Section 4 in Grade R- 12 	<ul style="list-style-type: none"> Abridged Section 4 in Grade R- 12Abridged section 4 in grade R- 12 Develop Policy on 100% SBA across the grades in the case of national disaster 	<ul style="list-style-type: none"> Abridged Section 4 in Grade R-12 Maintain Policy on 100% SBA across the grades in the case of national disaster

Next Steps



THANK YOU
VERY MUCH



Every child is a National Asset

Thank you!

www.education.gov.za

facebook: DBE SA

twitter: @DBE_SA

callcentre@dbe.gov.za

callcentre: 0800 202 933