Assessment and education quality in Sub-Saharan Africa: Prospects & Pitfalls

Public Seminar on Assessment
Oxford University
29 October 2012
Overview

- Contextualising education quality
- Assessment: an SSA perspective
- Assessment in South Africa
- Conclusion
Quality is at the heart of teaching and learning - impacts enrolment, attendance, retention, and completion

Multiple and contested meanings

Two faces of quality - learning to achieve (cognitive development) and learning to live (values, attitudes, citizenship)

Current focus on cognitive learning outcomes to the detriment of non-cognitive outcomes
Increase in Access

- World
- Sub-Saharan Africa
- Arab States
- Central Asia
- East Asia/Pacific
- South/West Asia
- Latin America/Caribbean
- N. America/W. Europe
- Centr./East. Europe

Primary adjusted net enrolment ratio (%)
Insufficient attention to quality

Percentage of grade 6 students reaching SACMEQ skill levels for reading, 2007

Percentage of grade 3 students reaching SERCE skill levels for mathematics, 2006

Source: See Figure 1.37 in the 2011 EFA Global Monitoring Report.
Assessment and Quality

- Increasing emphasis on assessment due to concern with declining quality
- Emphasis translates to focus on achievement scores, in “core subjects”
- The discourse of quality redolent with the technology of testing mania
  - In many countries - National assessment, TIMSS, PIRLS, SACMEQ, project evaluations, exams
- However, testing indicates areas in need of intervention but not what is required
- Assessment and testing does not equal quality
- You don’t fatten the chicken by weighing it
Assessment in SA 1994 - 2009

Audio timing for next slide 8:20
Education Assessment in SSA
Conducted brief review

- Focused mainly on Kenya, Malawi, South Africa, Uganda, Zambia
- Identified key trends
- Based on following definition and framework:
  - a group of interrelated or interdependent policies, practices, structures and processes implemented for obtaining and applying evidence about learner performance by relevant stakeholders at the different levels of the education system for purposes of certifying or improving learning (Kanjee, 2008).
Assessment System Framework
Examinations


Exams: Trends

- Examinations systems:
  - Are most developed component across all countries
  - have shown marked improvement over the last decade.

- However, there are still a number of challenges to improve systems and structures to:
  - ensure fairness in the test development and grading processes,
  - promote easy access for enrolling and taking examinations,
  - minimise cheating and other forms of malpractice, and
  - improve systems for reporting and dissemination of examinations results.
Most teachers limited capacity and skills for:

- Developing high quality instruments that are fair to all learners,
- Grading tasks as well as analysing and reporting results to highlight learner errors and weaknesses and
- facilitate improvement in learning.

Unreliable or invalid instruments provide inaccurate information -

- learners who may need additional assistance may be overlooked
- Worse still, learners who qualify to progress into the next grade may be held back.
External examinations

- External exams are conducted by bodies outside the school to certify completion of a specific phase of education

- Range of agencies responsible for external exams
  - Ministry - e.g. Examinations Departments in SA
  - External national/Regional agencies - e.g. examinations councils in Uganda, Kenya, West African Exams Council
  - External international agency - e.g Cambridge Exams Syndicate
Exam Systems

• In all countries where exams exist, they have a end-of-schooling exam
• In many countries, especially those in Anglophone Africa, national examinations are also conducted at the end of primary schooling and/or end of lower secondary - e.g. Kenya, Uganda, Zambia
<table>
<thead>
<tr>
<th>Primary school leaving examination</th>
<th>Junior Secondary Examinations</th>
<th>Senior Secondary/Univ Entrance Examinations</th>
<th>Post Secondary/University Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana; Burkina Faso; Chad; Comoros; Congo (DRC); Eritrea, Ethiopia; Kenya; Mali; Mauritius; Mozambique; Niger; Nigeria; Rwanda; Senegal; Sierra Leon; Swaziland; Tanzania; Uganda; Zambia; Zimbabwe</td>
<td>Botswana; Burkina Faso; Chad; Comoros; Ethiopia; The Gambia; Ghana; Nigeria; Rwanda; Senegal; Sierra Leon; Swaziland; Tanzania; Uganda; Zambia; Zimbabwe</td>
<td>Angola; Benin; Botswana; Burkina Faso; Chad Comoros; Congo (DRC); Eritrea; Ethiopia; The Gambia; Ghana; Kenya; Lesotho, Mali; Malawi; Mauritius; Mozambique; Niger; Nigeria; Rwanda; Senegal; Sierra Leon; South Africa; Swaziland; Tanzania; Uganda; Zambia; Zimbabwe</td>
<td>Mauritius; South Africa; Tanzania; Zimbabwe</td>
</tr>
</tbody>
</table>
Exams in SSA

- PSLE: 21
- Jun Sec: 16
- End of Schooling: 48
- Post Schooling: 3

Audio timing for next slide 17:15
## Overview of Exam System - Uganda

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Grade Level</th>
<th>Assessment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre primary</td>
<td></td>
<td>Classroom assessment</td>
</tr>
<tr>
<td>Primary</td>
<td>P7</td>
<td>Primary Leaving Examinations (PLE)</td>
</tr>
<tr>
<td>Lower Secondary</td>
<td>S2</td>
<td>Uganda Certification of Education (UCE)</td>
</tr>
<tr>
<td>Upper secondary</td>
<td>Year 13</td>
<td>Uganda Advanced Certification of Education (UACE)</td>
</tr>
<tr>
<td>Technical school</td>
<td>After P7</td>
<td>Diploma</td>
</tr>
<tr>
<td>Colleges &amp; Technical</td>
<td>After Year 11</td>
<td>Diploma</td>
</tr>
<tr>
<td>University</td>
<td>After Year</td>
<td>Degree</td>
</tr>
</tbody>
</table>
Challenges - Capacity in Zambia

- Focus on developing a new cadre of item writers and test developers
- Reason - most current item writers - retired and elderly teachers
- Minimum number of new, younger teachers stepping up to take on this task
## Examination malpractice in Nigeria

*Source: Week End Times, 17th & 18th February, 2007, p. 4; Quoted by Olatunbosun, 2009*

<table>
<thead>
<tr>
<th>Zone</th>
<th>No of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-Central</td>
<td>54</td>
</tr>
<tr>
<td>North-East</td>
<td>8</td>
</tr>
<tr>
<td>North-West</td>
<td>12</td>
</tr>
<tr>
<td>South-East</td>
<td>48</td>
</tr>
<tr>
<td>South-South</td>
<td>116</td>
</tr>
<tr>
<td>South-West</td>
<td>86</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>324</strong></td>
</tr>
</tbody>
</table>

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Note cheating in other countries as well

- In South Africa - ministry officials were arrested in 2009 for examinations malpractice and charged with violating the Promotion of Access to Information Act.
- In the UK, the BBC noted that the Office of Qualifications and Examinations Regulations reported a 6% increase in examination cheating.
- In China - cracked down on criminal rings selling high-tech devices that students can use for cheating in the National College Entrance Examinations.
- In Atlanta (USA), about 180 Public Schools employees, including teachers, were implicated in a cheating scandal in the district's 100 schools.
Example of bias item

Oscar bought a new sweater that cost two hundred shillings. He paid for the sweater with a credit card with a simple interest rate of 1.7 percent per month and a fee of ten shillings for late payments. If Oscar's first payment of 50 shillings was late, what would be the balance on his next monthly statement?

Contains construct-irrelevant concepts –
• late charges and interest
• Credit card – problem for learners who might have grown up in a context where cash is the only negotiable currency.
Exams: General Challenges

- Limited use is made of examinations results for assisting learners and teachers improve learning and teaching practices - (exception - Kenya)

- Not uncommon for schools to hold back learners who are unlikely to succeed in the exams to increase percentage pass rates - Most of these children come from poor and marginalised backgrounds
1. End of schooling examinations are a significant factor in determining the life chances of learners in education systems where examinations are administered at the end of primary and/or lower secondary schooling, chances of learners entering into the higher grade levels are determined by performance on the examination.

2. The predominant emphasis on cognitive outcomes in national examination systems has resulted in deemphasising the development of key non-cognitive aspects such as life skills, attitudes and practical skills in schools.
Exams: Matric Results in SA

- Of the 564,000 learners who wrote the National Senior Certificate exam in 2007, only 62% passed overall.

- Approximately 25% of learners graduated with a Mathematics pass in 2008:
  - The Mathematics subject had been revised substantially in 2008.
  - During 2007, only 4.5% of students graduated with a pass in the previous Math Higher Grade exam.

Source: Development Indicators, 2009
Large scale Assessment Surveys
LSAS in SSA

- Since the world EFA conferences in Jomtien (1990) and Dakar (2000) there has been a significant increase in the number of SSA countries that have implemented LSAS

- Phenomenon not limited in SSA but across most developing nations
Increase in LSAS internationally

Benavout & Tanner (2007)
Assessment in SSA

- In SSA, most countries have participated in regional studies facilitated by UNESCO/UNICEF including the MLA, SACMEQ and PASEC.
- To date 47 countries have participated in MLA I and II studies, 15 in SACMEQ studies and 12 in PASEC studies.
- A growing number of countries, however, have began conducting their own national assessment studies including Botswana, Eritrea, South Africa, Uganda and Zambia.
LSAS - Trends

- In many countries, large scale assessment surveys are established or beginning to become more common.
- LSAS include the following:
  - National assessment, TIMSS, PIRS, SACMEQ, PASEC
- Increasing number of countries have developed significant capacity over time
- Small but growing number - in high level expertise, e.g. IR
- Improvement in reporting - focus still at policy level
Specific mention should be made about:

- **household surveys** - UWEZ0 in East Africa,
  - Potential to reach high number of out of school leaners
- **Census based surveys conducted in South Africa**
  - since 2010, every learner approximately 6 million assessed in Grade 1 to 6 & 9 Maths and Language
  - Focus on accountability and interventions at individual learner level
### TIMSS Maths 2003 – South Africa

<table>
<thead>
<tr>
<th>School Type</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>262 (6.2)</td>
<td>264 (6.4)</td>
</tr>
<tr>
<td>Ex-DET</td>
<td>226 (3.2)</td>
<td>228 (3.4)</td>
</tr>
<tr>
<td>Ex-HoA</td>
<td>464 (24.3)</td>
<td>472 (19.0)</td>
</tr>
</tbody>
</table>

Reddy, et al, 2005
Differences in learning achievement are related to wealth and location

Percentage of grade 6 students scoring from level 5 to level 8 in the SACMEQ reading assessment, 2007

- National average
- Female
- Male
- Rural
- Urban
- Poorest 25%
- Richest 25%

Note: SACMEQ uses eight levels to rank grade 6 reading skills. Level 1 students are classified as having only pre-reading skills. Level 5 students are classified as having interpretive reading skills and level 8 students are assessed as having obtained critical reading skills.

Source: Hungi et al. (2010).

Hungi, 2011
Mean Reading scores (SACMEQ 3)

V d Berg, 2011
Reading scores for poorest 25% (SACMEQ 3)

<table>
<thead>
<tr>
<th>Country</th>
<th>Mean Reading Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zambia</td>
<td>418.8</td>
</tr>
<tr>
<td>South Africa</td>
<td>423.2</td>
</tr>
<tr>
<td>Malawi</td>
<td>428.8</td>
</tr>
<tr>
<td>Lesotho</td>
<td>448.5</td>
</tr>
<tr>
<td>Mozambique</td>
<td>452.1</td>
</tr>
<tr>
<td>Namibia</td>
<td>457.8</td>
</tr>
<tr>
<td>Uganda</td>
<td>459.6</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>469.6</td>
</tr>
<tr>
<td>Botswana</td>
<td>474.4</td>
</tr>
<tr>
<td>SACMEQ III</td>
<td>481.3</td>
</tr>
<tr>
<td>Zanzibar</td>
<td>499.4</td>
</tr>
<tr>
<td>Seychelles</td>
<td>509.3</td>
</tr>
<tr>
<td>Mauritius</td>
<td>510.8</td>
</tr>
<tr>
<td>Kenya</td>
<td>517.8</td>
</tr>
<tr>
<td>Swaziland</td>
<td>531.6</td>
</tr>
<tr>
<td>Tanzania</td>
<td>557.7</td>
</tr>
</tbody>
</table>

V d Berg, 2011
School Evaluations
In a number of countries, school evaluation or quality assurance or standards authorities (formerly known inspectorate) - have been established for many decades.

Many still struggle to effectively carry out its mandate due to limited resources - like lack adequate staff, funding, equipment, transport, large workloads, etc.

Consequence - impact on system limited, or not adequate to address specific needs.
Role and responsibility clearly specified in policy: to establish, evaluate and promote the highest standards of quality in educational provision

- Regular M&E classroom teaching
- Ensures correct educational materials used
- Ensures the dissemination of policy decisions and guidelines
- Prepares inspection reports to provide information for decision making; and
- Carries out general inspection of the school infrastructure.

Structure decentralized at province and district level
Office of Standards - Zambia 2

- **Challenges**
  - Inadequate use of available information for monitoring and evaluating functions
    - NB - set of key indicators and improve instruments
    - Increasing access to, and improving involvement of, standards officers at all levels of the system in the analysis, dissemination and effective utilization of examination results, continuous assessment and national assessment surveys.
  - Limited capacity/skills to analyse available information to support M&E function with the education system
  - Improving reporting and feedback processes between and within school, district, province and national levels
  - Obtain consensus on indicator framework for the monitoring and evaluation of schools.
Whole School Evaluation - South Africa

- Decentralised provincial offices to conduct extensive evaluation of functioning of schools
- Different systems and processes across provinces
- Similar challenges wrt capacity, adequate staff, funding
- Impact - limited to a few schools
Structure of the QA Directorate

- Quality Assurance
  - Administration
    - Whole School Evaluation
    - National Assessment
    - Standard Setting & Service Delivery
    - Evaluations Development
Classroom Assessment
Classroom Assessment

- Classroom assessment systems in almost all countries are the **least developed component**
- Often manifest in different ways across most countries
  - used in certification exams (SBA),
  - used for promotions to next grade,
  - used primarily for reporting - automatic promotion
  - focus on portfolio as primary form of evidence,
  - prescription in number and types of assessments,
Classroom assessment in SSA

- growing recognition of the value of continuous assessment (CA) for improving the teaching and learning process
- This has resulted in a significant increase in the number of countries developing policies and systems for conducting and using continuous assessment
- Malawi, Namibia, South Africa, Swaziland, Zambia
In Namibia, CA at the primary level was introduced as a direct result of the Ministry’s Education For All policy with training and support targeted to teachers in both lower and upper primary phases.

In Malawi, the Ministry of Education, Science and Technology obtained assistance from international and local organisations to develop a model for CA in primary schools as well as train teachers and other relevant schools staff in its effective implementation.
However, CA used mainly for exam purposes rather than for improving learning

- In a number of SSA countries, the final grade on the national examinations comprise of scores from CA exercises as well as the final examination paper.
- In South Africa - CA score comprise 25% of the final examination grade
- In Tanzania, the examination and continuous assessment score comprise 50% of the final grade.
Implementing CA in SSA

- **Kenya** - use of CA exercise put on hold -
  - some teachers colluding with parents in allowing them to buy articles they were required to make and present for grading,
  - other teachers often submitted inflated or cooked up scores.

- **Ghana**, review WAEC
  - found significant differences between CA scores assigned by teachers and examinations scores of learners.

- **Swaziland**, CA introduced in 1993.
  - Ten years on teachers were still unable to develop their own tests,
  - Testing was still entirely paper-and-pencilled based - excluded assessment of psychomotor and affective domains.
Limited evidence on use of assessment for improving learning

Number of countries have attempted to address this issue - yet to succeed beyond piloting, and have yet to go to scale - e.g. Angola, Malawi, Mozambique, Swaziland, South Africa and Zambia.

However, evidence that a growing number of countries are taking this aspect more seriously and this is one area that we can predict extensive growth in the near future.
- AfL approaches are more inclusive and take account of the different learning styles, background and needs of all learners within a classroom promoting equity.
  - Teachers using these “approaches and techniques are better prepared to meet diverse students’ needs through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes” (OECD CERI, 2008, p. 1).
  - “in classrooms of the most effective teachers, students from disadvantaged backgrounds learn just as much as those from advantaged backgrounds, and those with behavioural difficulties learn as much as those without” (Wiliam, 2011, p. 9)
Challenge

- Requires highly qualified and trained teachers working in conducive learning and teaching environments.
Education Assessment in South Africa
## Education Policy in SA 1994-2012

<table>
<thead>
<tr>
<th>Term</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994 - 1999</td>
<td>Policy frameworks &amp; documents</td>
</tr>
<tr>
<td>2000 - 2004</td>
<td>Policy implementation, systems development &amp; delivery</td>
</tr>
<tr>
<td>2005 - 2009</td>
<td>Improving quality and understanding impact</td>
</tr>
<tr>
<td>2010 - 2014</td>
<td>Improving quality using accountability systems</td>
</tr>
</tbody>
</table>
Assessment in South Africa - History

- assessment practices and systems played a critical role in maintaining oppressive apartheid policies
- assessment was the most neglected aspect of new policy initiatives, even though assessment formed the basis of the National Qualifications Framework (NQF) and Outcomes-Based Education (OBE) that underpinned the new education system
- there is limited information on the impact of assessment policies and practices, within the new education dispensation in South Africa.
Assessment reforms in SA

- Flagship assessment policy promulgated in 2007 which revised 1998 policy
  - Focus - mainly on LSAS
- Current 2012 policy - similar to revised 2007 policy
- Key features:
  - Greater emphasis on classroom based assessment
  - Requires teachers and schools to apply a greater range of assessment methods beyond paper and pencil tests
  - More structured ito of frequency and type of assessments (how and what)
  - Provides a reporting and interpretation framework

- Measurement driven
Assessment Policy Challenges

Argues for greater use of “formative” assessment to improve learning and teaching but then focuses on LSA.

Policy requires that results of large scale assessment (i.e. ANA) be used for improving learning yet:

1. Limited effective guidelines AND support provided to achieve this.
Key Challenge

- Greater and more effective use of data for
  - Policy decisions
  - Improving learning and teaching practices

- Core Problem

  DATA RICH and INFORMATION POOR
Two types of assessment listed

- “Informal Assessment Task ((assessment for learning))” - means the building towards formal assessment” (p. ix);

- “Formal Assessment Task (assessment of learning)” - means a systematic way of assessment used by teachers to determine how well learners are progressing in a grade and in a particular subject” (p. xiii)
Focus on formal assessment

Both the Assessment Policy and IP Maths CAPS documents provide detail information on:

- the composition and use of formal assessment, and
- how these should be applied for in the different phases
<table>
<thead>
<tr>
<th>Phase</th>
<th>SBA Component %</th>
<th>End-of-year examination %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Intermediate</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Senior</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Further education &amp; Training</td>
<td>25</td>
<td>72</td>
</tr>
</tbody>
</table>
## Formal assessments for Maths IP

<table>
<thead>
<tr>
<th>Forms of assessment</th>
<th>Minimum requirements per term</th>
<th>Number of tasks year</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>Tests</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Examination</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Investigation</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>End of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key gaps

- No details are noted for how informal assessment (i.e. AfL) should be applied,
- no techniques or tools are listed
- nor any examples are provided on how teachers should apply these information approaches.
- Despite current research evidence that the effective use of assessment for learning results in significant learning gains.
Measurement driven policy in a context that requires an Assessment driven policy
Review of Teacher Assessment Practices (2009)
Key Findings - 1

- Teachers have very limited understanding of how to use assessment
  - Merely done for compliance
  - Dominant discourse - recording and reporting marks

- Assessment information rarely used to:
  - Identify learner strengths and weaknesses
  - Provide relevant feedback that enhances learning
  - Modify teaching practices

• Not surprising given policy emphasis
AfL practices observed in classroom vs understood at interview

<table>
<thead>
<tr>
<th>Conditions Present at Observation</th>
<th>Clarifying learning intentions *</th>
<th>Managing effective classrooms</th>
<th>Providing feedback to students</th>
<th>Peer Assessment</th>
<th>Self Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21</td>
<td>21</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conditions Understood at Interview</th>
<th>Clarifying learning intentions *</th>
<th>Managing effective classrooms</th>
<th>Providing feedback to students</th>
<th>Peer Assessment</th>
<th>Self Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>16</td>
<td>30</td>
<td>27</td>
<td>3</td>
</tr>
</tbody>
</table>

* Excludes presenting success criteria
Mainly open ended questions

- Mostly open ended: 32
- Half open and half MC: 63
- Mostly MC: 5
Cognitive demand of tests developed

Mainly knowledge application questions

![Bar chart showing the cognitive demand of tests developed.](#)

Audio timing for next slide 44:55
## Frequency of techniques applied

### Regular use of classwork, projects & homework

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Class tests</th>
<th>Classwork</th>
<th>Projects</th>
<th>Homework</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a term</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Once a month</td>
<td>13</td>
<td>0</td>
<td>61</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Twice a month</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Weekly</td>
<td>34</td>
<td>21</td>
<td>7</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Daily</td>
<td>3</td>
<td>72</td>
<td>2</td>
<td>26</td>
<td>6</td>
</tr>
</tbody>
</table>
Frequency - recording of results

Majority – weekly or monthly recording

- Daily: 16
- Weekly: 42
- Monthly: 22
- Twice a month: 12
- Once a term: 6
### Importance of assessment

#### Strong belief in importance of assessment

<table>
<thead>
<tr>
<th></th>
<th>Crucial</th>
<th>Important</th>
<th>Limited importance</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment criteria discussed with learners</td>
<td>28</td>
<td>51</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of learner’s work mainly in the form of comments</td>
<td>13</td>
<td>45</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>View learner mistakes as learning opportunity</td>
<td>25</td>
<td>59</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Assessment of learner’s work mainly in the form of marks</td>
<td>12</td>
<td>55</td>
<td>23</td>
<td>10</td>
</tr>
</tbody>
</table>
## Frequency of techniques applied

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</thead>
<tbody>
<tr>
<td>Once a term</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Once a month</td>
<td>13</td>
<td>0</td>
<td>61</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Twice a month</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Weekly</td>
<td>34</td>
<td>21</td>
<td>7</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Daily</td>
<td>3</td>
<td>72</td>
<td>2</td>
<td>26</td>
<td>6</td>
</tr>
</tbody>
</table>
Limited evidence of relevant comments to support improvement in support learning
Key Findings - 2

- Minimum differences noted in understanding, beliefs and practices of:
  - teachers in poorly resourced Q1 schools compared to teachers in well resourced Q5 schools

- Assessment practices and information used “equally weak” in ALL schools
Quintile 1 school
Quintile 5 school
Use of feedback by Quintile

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely/Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>72</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>Q2</td>
<td>74</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Q3</td>
<td>77</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Q4</td>
<td>77</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Q5</td>
<td>73</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>
Frequency – use of class test

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>84.0%</td>
<td>16.0%</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>91.7%</td>
<td>7.4%</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>91.0%</td>
<td>9.0%</td>
<td></td>
</tr>
<tr>
<td>Fairly well to do</td>
<td>92.3%</td>
<td>7.7%</td>
<td></td>
</tr>
<tr>
<td>Well off</td>
<td>70.4%</td>
<td>29.6%</td>
<td></td>
</tr>
</tbody>
</table>
Items types mostly used in class tests

<table>
<thead>
<tr>
<th></th>
<th>Mostlyy CR</th>
<th>Mostly MC</th>
<th>Half CR &amp; MC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very poor</td>
<td>55%</td>
<td>2%</td>
<td>44%</td>
</tr>
<tr>
<td>Poor</td>
<td>38%</td>
<td>1%</td>
<td>60%</td>
</tr>
<tr>
<td>Average</td>
<td>46%</td>
<td>4%</td>
<td>50%</td>
</tr>
<tr>
<td>Fairly well to</td>
<td>31%</td>
<td>4%</td>
<td>65%</td>
</tr>
<tr>
<td>do</td>
<td>37%</td>
<td>5%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Audio timing for next slide 47:15
<table>
<thead>
<tr>
<th>Cost category</th>
<th>Average</th>
<th>Lowest</th>
<th>Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(PISA Chile, 2009)</td>
<td>(Uruguay, national assessment, 2003)</td>
</tr>
<tr>
<td>Test preparation</td>
<td>11%</td>
<td>3%</td>
<td>20%</td>
</tr>
<tr>
<td>Test application</td>
<td>50%</td>
<td>24%</td>
<td>80%</td>
</tr>
<tr>
<td>Processing and analysis</td>
<td>13%</td>
<td>1%</td>
<td>25%</td>
</tr>
<tr>
<td>Dissemination</td>
<td>6%</td>
<td>1%</td>
<td>17%</td>
</tr>
<tr>
<td>Institutional costs</td>
<td>23%</td>
<td>7%</td>
<td>49%</td>
</tr>
<tr>
<td>Test fees</td>
<td>16%</td>
<td>5%</td>
<td>35%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>1%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Wagner, 2010, p. 119
Policy issues to consider

- Classroom Assessment & Equity: Epistemic exclusion
  - Implement AfL in the classroom
  - Develop teacher training programs: In- & Pre-set

- Exams and equity: limiting progression
  - Eliminate exam fees
  - Provide support programs for poor and marginalized

- Assessment surveys:
  - Professional development for policy maker to effectively interpret and use information
  - Allocation of resources to poor schools

- School Evaluations - Enhancing accountability AND support
  - Ensure implementation in poor schools
  - School based support to needy schools
Concluding remarks

- Quality remains a key but elusive goal in education
- Assessment testing is important in improving quality but a means to an end, not an end in itself
- Focus on supporting teachers in SA to improve assessment practices in the classroom
- Need - Assessment focussed policy
What do we get from cows?

Calves

What is $\text{H}_2\text{O}$ and $\text{CO}_2$?

Hot water and Cold Water

Why do mushrooms grow in damp places?

It looks like an umbrellas

Define germination?

Process of becoming German
Questions?
Comments?
Suggestions?

kanjeeea@tut.ac.za