

**EDUCATORS' IMPLEMENTATION OF
ASSESSMENT IN OUTCOMES-BASED
EDUCATION**

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**EDUCATORS' IMPLEMENTATION OF
ASSESSMENT IN OUTCOMES-BASED
EDUCATION**

By

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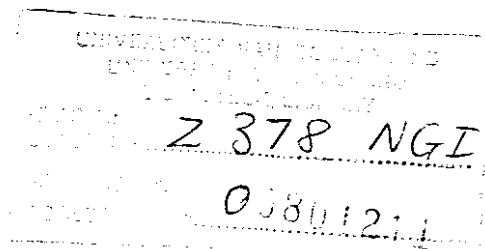
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DATE SUBMITTED: NOVEMBER 2006

DECLARATION

I, THELMA ZENZELE NOMHLANGANO NGIDI hereby declare that **“Educators’ Implementation of Assessment in Outcomes-Based Education”** is my own work both in conception and execution and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signed by THELMA ZENZELE NOMHLANGANO NGIDI
on the 06 day of NOVEMBER 2006.



ABSTRACT

The present study examines educators' implementation of assessment in Outcomes-Based Education. The aim was to ascertain the extent to which educators use assessment methods, assessment tools, assessment techniques, forms (specific purposes) of assessment and reporting tools. Another aim was to determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment methods, assessment tools, assessment techniques, forms (specific purposes) of assessment and reporting tools. To this end, a questionnaire was administered to a randomly selected sample of three hundred and three educators.

The findings reveal that educators differ in the extent to which they use assessment methods. A very high percentage (66.3%) of educators report a moderate level of using assessment methods, 29.7% report a low usage level and 4% report a high usage level. The findings also indicate that educators' biographical factors have no influence on educators' usage of assessment methods.

The findings show that educators differ in the extent to which they use assessment tools. A relatively high percentage (59.1%) of educators report a moderate level of using assessment tools, 6.2% report a low usage level and 34.7% report a high usage level. The findings further reveal that qualification and teaching phase have an influence on educators' usage of assessment tools.

The findings reveal that educators differ in the extent to which they use assessment techniques. A high percentage (62.7%) of educators report a moderate level of using assessment techniques, 13.5% report a low usage level and 23.8% report a high usage level. The findings also indicate that teaching phase has an influence on educators' usage of assessment techniques.

The findings show that educators differ in the extent to which they use forms (specific purposes) of assessment. A relatively high percentage (50.2%) of educators report a moderate level of using forms of assessment, 6.6% report a low usage level and 43.2% report a high usage level. The findings further indicate that educators' biographical factors have no influence on educators' usage of forms of assessment.

The findings reveal that educators differ in the extent to which they use reporting tools. A high percentage (61.4%) of educators report a low level of using reporting tools, 34.6% report a moderate usage level and 4% report a high usage level. The findings also indicate that educators' biographical factors have no influence on educators' usage of reporting tools.

On the basis of the findings of this study, a model for implementation process of assessment in OBE was proposed and recommended.

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Above all, the Almighty God for His mercy on me through all my studies and throughout my life.

DEDICATION

This work is dedicated to my mother Mellina (MaMthembu) Ngidi who provided me with love and support throughout my studies. Her sacrifices and perseverance were a great contribution to my education as a whole. May the Almighty God always be with her for laying the foundation of my success.

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CHAPTER ONE

1.0 ORIENTATION

1.1 MOTIVATION FOR THE STUDY

The education system in South Africa was inherited from a Western model of education, with its traditional form of assessment (Archer, Rossouw, Lomofsky & Oliver, 2004:206). Intelligence testing and system of formal examinations dominated this form of assessment. As an indispensable part of the curriculum, assessment has not escaped the impact of crises since 1976. In the past, curriculum has perpetuated race, class, gender and ethnic division, so it was impossible for the assessment to subvert the curriculum. Wide spread criticism of education was based on the type of intelligent testing performed, usually focused on inappropriate test instruments used for the majority of learners regardless of their different linguistic and cultural backgrounds. Traditional form of assessment was over-emphasizing the importance of high marks and symbols which learners obtained through *memorising content which they did not understand and which they forgot again immediately after writing examinations* (Jacobs, Gawe & Vakalisa, 2000 : 104). The purpose of assessment was mainly for promotion, for ranking order of academic success in the classroom and judged on matriculation results of schools showing ‘good’ or ‘poor’ schools (Archer *et al.*, 2004:106).

Traditionally, the view of teaching and learning process was that there is a certain body of knowledge in each subject that the learner must know. This body of knowledge was divided according to how much and what was to be learnt in a specific grade and the learners were assessed on how much facts they could recall (Coetzee, 2004 : 40). This rigidity of the traditional form of assessment cost the slow learners or poor examinees a year in their lives of repeating the same standard and the same syllabus.

The White Paper on Education and Training (DoE, 1995a : 4) emphasises the need for major changes in education in South Africa in order to normalize and transform teaching and learning. It stresses the need for a shift from traditional aims and objectives approach to Outcomes-Based Education (OBE). OBE views teaching and learning differently from traditional education system in the sense that knowledge is not transferred from the educator to the learner, instead knowledge is seen as being constructed in the mind of a learner. The learners make sense of new knowledge by applying their own prior knowledge and experiences. The introduction of new system of education (OBE) in 1997 marked the turning point in South Africa in the sense that assessment became an integral part of teaching and learning. The learner is now assessed on knowledge, skills, values and attitudes, which were impossible to be measured through traditional exams, which were only conducted formally through paper and pencil.

In OBE system, assessment is part of the learning process and not a separate activity as in traditional system. All the forms of assessments

have one thing in common : they represent the attempt to get how much the learner has learnt. They determine the learners' status with respect to knowledge and skills that the educator is trying to promote. They help the educator to tailor his/her teaching to what the learner needs to know.

In OBE, a variety of assessment strategies are used in order to accommodate all learners according to their levels of performance. Because OBE is learner-centered, it implies that every learner's strength and needs will be known and accommodated in due time. Each learner will achieve the designated outcomes at individual level.

Assessment in OBE is not just about testing, but tests may form a valuable addition to the process of assessment. Assessment consists of several tasks in order to obtain information about the learner's performance. In OBE assessment is not for classification and placement only, but it is also the most valuable tool for educators to understand learners achievement and needs. It serves as the milestone in decision making about facilitation of the learning in the classroom. It helps the educator to know if the learner needs more practice in that particular area, if the learner can jump up to the next slot or if he/she can start something new. Assessment in OBE also provides information about learning difficulties and remedial option necessary to support learners who may be experiencing learning difficulties (Macmillan, 2004 : 5).

Assessment in OBE focuses on achievement of outcomes. Learning outcomes are selected before the lesson proceeds. A learner needs to know before the lesson what he/she has to achieve at the end of the lesson and how well he/she must achieve it. All the learning should then be organized to help the learners achieve the intended outcomes. It is the outcomes, which shape the proceeding of the learning. Outcomes have major influence on the kind of learning environment that the learners need, as well as the kind of activities in which the learners must be engaged if they are to progress towards achieving outcomes. Thus, the aim of assessment in OBE is for growth, development and support towards achieving the set of outcomes of that particular learning area. Assessment does not diagnose how much a learner can recall, but it provides information about learning difficulties and remedial action necessary to support learners who may be experiencing difficulties.

It is through outcomes-based assessment that the learning process can be evaluated. Feedback from assessment determines teaching and learning. For these reasons, the approach to assessment must support the approach to teaching and learning. Decisions about how to assess must endorse the value of critical outcomes. Therefore, outcomes-based assessment is the major component of teaching and learning cycle because it maintains the focus on the learners, their needs, their progress, and their learning outcomes.

The results of outcomes-based assessment do not always count for promotion and certification, but where continuous assessment task

forms parts of the assessment of learning, it will count towards promotion or certification (Macmillan, 2004 : 5). This means that, this new form of assessment does not give any stress to the slow learners rushing to prove their excellence. As it was mentioned earlier on, the new form of assessment does not only concentrate on academic achievement, it also improves everything which significantly has an impact on education and training, such as, the quality of instruction, learning programmes and tasks, extra-mural activities and learning environment itself.

Assessment in OBE, with its continuous assessment form, views the teaching process differently from traditional education system. Traditional system focuses mostly on summative and norm referenced kinds of assessment. Its main focus, as it was said, is at the end of learning experiences and in comparing the learners' achievements. It neglects all skills that the learner develops during the learning process (Le Grange & Reddy, 1998 : 12). Assessment in OBE focuses more on formative and criterion referenced assessment. An assessment is conducted during the process of learning, for the purpose of influencing and informing the learning that takes place. This new method of assessment provides feedback on learning outcomes that the learners have achieved as well as those not yet achieved. It helps to identify strength and weaknesses of the learners. It enhances communication between the educators and the learners, as well as between the educators and the parents. It also works in conjunction with the evaluation and provides important information for the curriculum improvement.

To implement assessment in OBE successfully, less emphasis should be placed on memorizing the content and more emphasis should be placed on the attainment of variety of learning outcomes, which in turn requires a variety of assessment strategies, not only written tests (Le Grange & Reddy, 1998 : 12).

Educators are key contributors to the transformation of OBE and of the Outcomes-Based Assessment (OBA). Although the educators are not the only assessors in OBE but they are accountable to any form of assessment. That is why this study attempts to investigate educators' implementation of assessment in an outcomes-based education system.

1.2 SIGNIFICANCE OF THE STUDY

The significance and contribution of the present study for the doctoral degree are as follows:

- 1.2.1 It will reveal the evidence of the extent to which educators implement assessment in OBE. The evidence will reveal the extent to which educators use: different assessment methods, tools, techniques, forms (specific purposes) of assessment and reporting tools when assessing learners' performance. Such information will be useful in determining the extent to which educators need support.

1.2.2 It will report on the influence of educators' biographical factors (gender, teaching experience, qualification and teaching phase) on educators' implementation of assessment in OBE. This information may contribute to the existing findings.

1.2.3 Identification of problems in the implementation of assessment in OBE so that they can be eliminated.

1.3 STATEMENT OF THE PROBLEM

In an Outcomes-Based Education (OBE), educators are expected to use a variety of methods, tools and techniques to assess learner's performance and to be able to record and report feedback to learners and other stakeholders. The main research problem to be investigated in this study pertains to educators' implementation of assessment in OBE. More specifically, this study intends to find answers to the following questions:

1.3.1 To what extent do educators use assessment methods?

1.3.2 Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment methods)?

1.3.3 To what extent do educators use assessment tools?

1.3.4 Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment tools?

1.3.5 To what extent do educators use assessment techniques?

- 1.3.6 Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment techniques?
- 1.3.7 To what extent do educators use forms (specific purposes) of assessment?
- 1.3.8 Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of forms (specific purposes) of assessment?
- 1.3.9 To what extent do educators use reporting tools?
- 1.3.10 Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of reporting tools?

1.4 AIMS OF STUDY

The following specific aims are formulated:

- 1.4.1 To ascertain the extent to which educators use assessment methods.
- 1.4.2 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment methods.
- 1.4.3 To ascertain the extent to which educators use assessment tools.
- 1.4.4 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment tools.
- 1.4.5 To ascertain the extent to which educators use assessment techniques.

- 1.4.6 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment techniques.
- 1.4.7 To ascertain the extent to which educators use forms (specific purposes) of assessment.
- 1.4.8 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of forms (specific purposes) of assessment.
- 1.4.9 To ascertain the extent to which educators use reporting tools.
- 1.4.10 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of reporting tools.

1.5 HYPOTHESES

Based on the above aims of the study, the following hypotheses are formulated:

- 1.5.1 Educators do not differ in the extent to which they use assessment methods.
- 1.5.2 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment methods).

- 1.5.3 Educators do not differ in the extent to which they use assessment tools.
- 1.5.4 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment tools.
- 1.5.5 Educators do not differ in the extent to which they use assessment techniques.
- 1.5.6 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment techniques.
- 1.5.7 Educators do not differ in the extent to which they use forms (specific purposes) of assessment.
- 1.5.8 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of forms (specific purposes) of assessment.
- 1.5.9 Educators do not differ in the extent to which they use reporting tools.
- 1.5.10 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of reporting tools.

1.6 DEFINITION OF TERMS

1.6.1 Educator

An educator is a person who is professionally and didactically trained and who is qualified, as far as his/her respective subject(s) and his/her occupation is concerned, to carry out educative teaching (Frazer, Loubser & Van Rooy, 1990:15; Van Schalkwyk, 1994:21). According to the South African Schools' Act No. 84 (Republic of South Africa, 1996 : 2) the term educator refers to a teacher. The term educator and teacher are therefore used interchangeable in this study.

1.6.2 Assessment

Assessment involves finding out about the progress a learner has made. It involves being able to measure or comment on the learner's achievement. Assessment is similar to evaluation but evaluation involves more than assessment. For example, if you want to evaluate a learner's progress, assessment would be only part of evaluation (Flanagan, 1998 : 73).

1.6.3 Outcomes-Based Education

According to Spady (1998:24) Outcomes-Based Education (OBE) means focusing and organising an education system around what is essential for all learners to be able to succeed at the end of their learning experiences. This means starting with a clear picture of what

is important for learners to be able to do, then organising curriculum, teaching, and assessment to make sure this learning ultimately happens. OBE is therefore, a learner-centred approach and an outcomes-oriented curriculum model. It differs from Curriculum 2005, which is a time-frame for implementing or starting the new curriculum in different grades.

1.7 THE PLAN OF STUDY

This study will be planned as follows:

1.7.1 CHAPTER ONE

This chapter consists of : motivation for the study, statement of the problem, aims of the study, hypotheses, definition of terms and a plan for the organisation of the whole study.

1.7.2 CHAPTER TWO

This chapter entails theoretical background to this study.

1.7.3 CHAPTER THREE

This chapter gives details on the research design and research methodology of the study. This includes collection of data, the selection of sample and a plan of organising and analysis of data.

1.7.4 CHAPTER FOUR

Empirical investigation is discussed in this chapter. It describes how fieldwork was carried out. This chapter also includes analysis and interpretation of data. The formulated hypotheses are tested.

1.7.5 CHAPTER FIVE

The main findings of this study are presented in this chapter, that is, the extent to which educators use: Assessment methods, assessment tools, assessment techniques, forms (specific purposes) of assessment, reporting tools as well as the influence of educators' biographical factors on educators' usage of assessment methods, assessment techniques, forms of assessment and reporting tools.

1.7.6 CHAPTER SIX

This chapter contains conclusion of the study. A summary, conclusions and recommendations of this study are outlined.

CHAPTER TWO

2.0 ANALYSIS OF ASSESSMENT IN OUTCOMES-BASED EDUCATION

2.1 INTRODUCTION

Assessment has become important because of the introduction of Outcomes-Based Education (OBE) in South Africa. Assessment in OBE is a process of gathering valid and reliable information about the performance of the learner, on an on-going basis against clearly defined criteria using a variety of methods, tools, and techniques, recording and reporting feedback to learners, other educators, parents and other stakeholders (DoE, 2001 : 12).

Therefore, in this chapter, aspects of assessment in OBE, namely continuous assessment, assessment methods, assessment tools, assessment techniques, reporting and recording of learners' performances are discussed so as to throw light on assessment in Outcomes-based education.

Before the aspects of assessment in OBE are discussed, it is imperative to briefly outline the reasons why assessment had to change from the traditional to the new approach.

2.2 A CHANGE IN IDEAS AND THEORY

Ideas and theories of assessment have changed a great deal in recent years. This change has partly come about as a result of educators trying to improve their use of assessment. Many educators changed because they want a different approach to assessment from traditional approach.

Flanagan (1998:75) states the following reasons that educators give for wanting to change assessment:

- Many learners fail at the end of grade one. These learners might begin to think that they will always fail at learning. So, educators need to reconsider the way in which they assess grade one learners.
- Some learners do not work during the year but they still pass to the next grade. Some only learn at the end of the year. New ways of assessing learners' work throughout the year have to be found.
- Some learners do not write things well. If you ask them they know the answer, but they always do badly in written work or in a test. There must be other ways in which to assess them, for example, using oral and/or practical methods.
- The knowledge which learners need to obtain is changing. Learners used to learn "facts" but now they have to learn 'skills'. New forms of assessment are needed to assess skills.

2.3 A CHANGE IN THE EDUCATION SYSTEM

Another reason why assessment is changing is because the goals of education system have changed. South Africa is trying to achieve a more learner-centred and outcomes-based approach to education. This means that the purpose of school assessment will also change. For example, one of the purposes of assessment in the past was to inform educators and parents about learners' performance. Now, much more importance is placed on informing learners about their achievements. The new learner-centred and outcomes-based approach to education believes that learners need to be informed about what they must do to learn and achieve what they wish to achieve (Flanagan, 1998:76).

In traditional method of assessment it used to be believed that one of the main purposes of assessment was to give a learner a mark or symbol. People have now realised that marks or symbols do not always tell people concerned enough about the learners. People have now learnt that they cannot rely on marks or symbols to tell everything about the learner. It is better to have an example of the work that the learner has done or a report which describes the work the learner has done (Flanagan, 1998 : 76).

Traditionally, the years of schooling were divided into different standards. A learner had to pass one standard before he/she could move to the next one. In the new education system learners will no longer need to be promoted (passed) to go to the next grade. They will not need to obtain certain exam marks to pass to the next grade. A

different form of assessment is therefore needed to judge how learners progress during the course of each year. If learners are not assessed there is a danger that a learner may move from grade to grade without progressing towards becoming an independent learner and may eventually drop out of school. The changes in education system will therefore have an effect on the way in which educators use assessment in their classrooms (Flanagan, 1998 : 77).

2.4 CONTINUOUS ASSESSMENT (CASS) IN OUTCOMES-BASED EDUCATION

Continuous assessment is an on going everyday process that finds out what a learner knows, understands, values, and can do. All types, of assessments must therefore be continuous (Department of Education, 2001 : 13).

The focus of CASS is to move away from grading and comparing the learners, to move instead towards formative assessment that helps educators plan better learning activities for students (Casmé, 1993 : 13-14). Therefore, CASS has advantages to both learners and educators.

2.4.1 ADVANTAGES OF CONTINUOUS ASSESSMENT

Archer *et al.* (2004 : 109) and Coetzee (2004 : 43-44) identify advantages of CASS to both educators and learners as follows:

- The awareness of learners' progress is not confined to one or two tests in a year but to a series of activities of one in class.
- Learners get to know how they are progressing in their learning.
- In the past, learners were disadvantaged when missing a test or tests due to the sickness or other causes. This is no longer a problem as learners are assessed continuously.
- Using *only tests and examination as assessment strategies* was threatening to learners because that alone determines the success or failure.
- Using CASS strategies assist learners to correct their weaknesses as they learn. In other words CASS is both formative and summative.
- CASS makes it possible to assess qualities that are not assessed in traditional examination.
- Both learners and educators are provided with feedback about learners' progress.
- CASS requires individual monitoring, which improves educator-learner-relationship.
- Variety of assessment methods, techniques and strategies are possible.
- A wide range of abilities, skills and attitudes could be assessed which enhances authentic assessment.
- Less focus is placed on memory work.
- Examination stress faced by learners is reduced.

There are numerous forms of assessment in OBE that can be used in continuous assessment.

2.4.2 FORMS OF ASSESSMENT

Forms of assessment actually refer to specific purposes of assessment. Various forms of assessment that can be used in continuous assessment are described in the forthcoming sections.

2.4.2.1 **Baseline Assessment**

This is an assessment the educator uses at the beginning of a new set of learning activities in order to find out what the learners already know and can demonstrate in order to decide what level of demands to build into the learning experience plan (DoE, 2001 : 14).

2.4.2.2 **Diagnostic Assessment**

This kind of assessment is specifically focused on finding out the nature and cause of learning difficulties and providing appropriate remedial help and guidance, either from the educator or from other expert (DoE, 2001:14). Some learning difficulties can be caused by educators ignoring the range of capacity in the class, for example, gifted learners may not be sufficiently challenged and others may be given activities beyond their capacity. Problems may also be the result of specific learning difficulties (DoE, 2001 : 14).

2.4.2.3 **Summative Assessment**

Le Grange and Reddy (1998 : 5) define summative assessment as the assessment that takes place at the end of the learning experience for a purpose outside the learning experience. It is usually constituted by one main test or examination that is written at the end of the school year. Its aim is to determine how much of the subject content the learners know. It does not provide a learner with any kind of information about his or her actual progress. Summative assessment is used to give formative feedback to other people, for example, parents and employers (Flanagan, 1998 : 74; Le Grange & Reddy, 1998 : 4).

2.4.2.4 **Formative Assessment**

Formative assessment is conducted as the learning process takes place and it is used to influence or inform the learning process, for example, in a lesson the educator moves around from one learner to another providing feedback on their progress in solving the problems they encounter in that particular lesson. It is therefore, sometimes seen as being the opposite of summative assessment. The educator can provide feedback verbally or commenting in learners' exercise books. A number of tests are written during the year, in addition to the end of the year examination in order to facilitate more authentic learning. It involves a developmental approach because it informs the educator's decisions with reference to selecting appropriate follow-up activities. It also helps to determine what the learner's strengths and developmental needs are in relation to a particular outcome or criteria.

It will also indicate which situations help or hinder the learner's strengths and indicates which assessment tools, methods and techniques are appropriate for the learners (Le Grange & Reddy, 1998 : 5; DoE, 2001 : 17).

In short, formative assessment is designed to monitor and support learning progress. It is for learners' growth, development and support.

2.4.2.5 Norm-Referenced Assessment

According to Frazer and Maree (2004 : 50) and Le Grange and Reddy (1998 : 4), this assessment indicates performance in terms of the relative position held in a specific group (for example, to perform better than 90 per cent of the class members). Norm-referenced interpretations may relate to local, provincial or national groups depending on the use to be made of the results. Norm-referenced grading is based on comparing learners to one another. The function of each learner's grade is to indicate how the learner performed in comparison with other learners in a specific grouping. This is to determine how well the learners are doing by comparing their pass marks or bench marks. This approach does not say much about what the learners has mastered or understood, but seems to focus on how much of the content knowledge the learner knows. Norm-referenced assessment is almost associated with summative assessment (Flanagan, 1988 : 74 Le Grange & Reddy, 1998 : 4).

This assessment consists of certain criteria that learners are expected to achieve in a particular grade. These are related to learners' competence in particular areas, skills acquired, and attitudes expressed and developed over time. Criterion-referenced assessment determine the level of performance obtained. The criteria expected to achieve, need to be spelt out clearly to the learners early in the programme. The assessment process has to be as transparent as possible. Criterion-referenced assessment is designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks, for example, doing eight calculations within ten minutes without error (Fraser & Maree, 2004 : 50). Le Grange and Reddy (1998:4) further state that in criterion-referenced assessment, the learner's performance in a certain area during the beginning of the lesson is compared with his/her performance at the end of the lesson.

According to Hainess (2004:36) criteria can be set to pass or fail learners, and it ensures that those learners who completed set criteria are competent. There are grade related criteria, where different levels of attainment are spelled out so that it is clear what is required for a fail or incompetent. Criteria should also be related to the level of attainment expected at a particular grade. They are set according to the level of intelligence or difficulty.

2.4.3 PLANNING FOR CASS

Continuous assessment, which forms an integral part of successful teaching and learning, should be well planned and co-ordinated. According to the DoE (2001 : 19) planning should be done in three levels. That is, at a school level (macro planning), in a phase (meso-planning) and in a day-to-day planning (micro-planning). These levels are described in the forthcoming sections.

2.4.3.1 Macro Planning

Macro planning is the planning that is done at school. Continuous assessment is the process of change in assessment. Since the system of continuous assessment is new to the educators, it can be useful if they plan in teams at school so as to help each other and also to avoid repetition.

Le Grange and Reddy (2004 : 13-14) suggest that educators in a given grade can plan and work together across different learning areas. Different educators in one grade can focus on developing the learning outcomes suited to their particular learning area. For example, a language educator may focus on assessing oral presentations, a Natural Science educator on practical skills, and so on. All the information about what the learner has done can be kept in a common portfolio which can be used for continuous assessment by all educators. Each assessment method can be evaluated by the team of

educators. In this way the educators can improve the way in which they assess in future.

Each and every school should have an assessment policy. The assessment policy should address what the macro planning implications are, for reporting to the parents. What issues will parents expect to be reflected in the report cards at the end of the year (DoE, 2001 : 19).

2.4.3.2 Meso planning

In meso planning educators in a phase focus on specific outcomes/learning outcomes and assessment criteria/assessment standards to be covered in each grade over a specific period and in each Learning Programme (DoE, 2001 : 19).

2.4.3.3 Micro planning

Micro planning focuses on day-to-day assessment planning and implementation. It ensures that assessment is integrated into teaching and learning (DoE, 2001 : 19).

Traditionally, educators had been encouraged to use preparation books in which the lesson aims and objectives were noted. These aims were broad and general statements open to many interpretations and they usually stated what the educator intended to do (Le Grange & Reddy, 1998 : 13-14).

Unlike aims, outcomes are specific statements of expected learning. When educators plan their lessons or activities, their plan should include the outcomes they intend to achieve. These outcomes should be clear and observable, should be learner oriented and should describe exactly what the learner is expected to demonstrate at the end of the lesson. The outcome is stated in terms of what the learner will be expected to do at the end of the lesson not what the educator is expected to do.

The educators decide what the learning process will consist of, that is, what teaching methods they will use or what activities the learners will engage in to achieve the lesson outcomes. The educators should decide the assessment method which is most appropriate to determine whether a learner has achieved the outcome.

For the outcome to be clear and observable, educators should use verbs that describe observable actions that enable one to assess outcomes. Verbs like name, explain, define, apply, evaluate, identify, distinguish, measure, draw and predict should be used. Verbs that are open to many interpretations should be avoided, verbs like, know, understand, appreciate, realise, discover, infer, grasp and so on. The teaching method the educator uses should lead into achieving the outcomes. If it does not, an alternative method should be used.

When planning assessment, the educators should take into account the interrelatedness with learning outcomes and learning experiences. The Draft Revised National Curriculum Statement (DoE, 2001 : 21) guides educators in planning for Continuous Assessment. Educators need to assess learners not only formally through ‘marking’ their work, but also through assessing different kinds of written and oral work completed for examination or tests, as well as performance assessment tasks. In planning for CASS, formative assessment plays an important role. Policy makers place a great emphasis on portfolios as a tool for planning CASS, for example, a portfolio of a learner’s work in a specific learning area provides a clear account of performance and progress. An educator has to develop an own framework based on policy guidelines in order to assess achievement in a practical and functional ways. It will not be always possible to address all aspects of an outcomes-based learning programme. However, assessment achievement in an integrated assessment programme will address outcomes and supportive tasks, and assessment criteria for corresponding targets of knowledge, reasoning, skills, products and values.

2.5 PRINCIPLES OF OUTCOMES-BASED ASSESSMENT (OBA)

Assessment in OBE is outcomes based. To ensure that the assessment in OBE is in line with the principles of the National Curriculum Statement and that there is equality of opportunity and no discrimination or bias in respect of gender, race, disability or even

social class, the following principles as outlined by Prinsloo and Van Rooyen (2003 : 34-36) must be adhered to:

- Transparency
- Validity
- Reliability
- Consistency
- Sufficiency and manageability
- Practicability
- Fairness and flexibility

2.5.1 TRANSPARENCY

Something is transparent when it is clear to everyone who uses it. So, the assessment process must be clear and open to the learners. A learner must have a right to question and appeal the assessment procedure.

2.5.2 VALIDITY

Assessment must assess what it claims to assess. Educators as assessors should be fully aware of what is to be assessed as indicated by the unit standard or learning programme, the performance outcomes and the assessment criteria. Evidence is collected from activities and tasks that can be clearly related to the capability or

performance outcomes specified for the learning programme or unit standard.

Evidence should demonstrate that performance outcomes have been met and is gathered in an integrated fashion within the context of work to be done. Assessment procedures, methods, instruments and materials have to match what is being assessed. The kind and amount of evidence required should determine the assessment that should be used and selected. The assessment should be within the parameters of what is required, not less and or more than required by unit standard or learning programme. According to Prinsloo and Van Rooyen (2003 : 35), in order to achieve validity in assessment, assessors should:

- state clearly what outcome(s) is being assessed,
- use an appropriate type or source of evidence,
- use an appropriate method of assessment, and
- select an appropriate instrument of assessment.

2.5.3 RELIABILITY

Reliability in assessment refers to the same judgements being made in the same or similar context each time a particular assessment for specified stated intention is administered. Reliability instills confidence, that the interpretation is consistent from candidate to candidate and from context to context. To ensure reliability, high standards should be set. The process of assessment should be well documented, and unambiguous procedures should be in place. To

avoid variance in judgements, assessments should ensure that each time an assessment is administered the same or similar conditions prevail and the procedures, methods, instruments and practices are the same or similar.

2.5.4 CONSISTENCY

Assessment should produce consistent outcomes. To ensure consistency it is important that the assessment procedures are simple, clear and well documented. The assessment criteria should be clear and unambiguous. Assessors should be well trained and consistently briefed for their tasks. Multiple assessors and panels must be used and multiple parallel forms of evidence are used to measure the same capabilities.

2.5.5 PRACTICABILITY

Practicability refers to ensuring that assessment takes into account available financial resources, facilities, equipment and time. Assessment that is too costly may cause the assessment to fail.

2.5.6 FAIRNESS AND FLEXIBILITY

Assessment is fair if it does not disadvantage anyone. It should be accessible to all people regardless of age, gender, ethnicity, disability, language barriers and geographic location. The assessment process should be transparent, clear and available to everyone. All learners

should understand exactly what is being assessed. Assessment practices should be flexible enough to accommodate the scope of knowledge and skills covered by assessment criteria, variation in context, the range of needs and personal circumstances of all potential candidates.

2.5.7 SUFFICIENCY

There must be enough evidence to assess the learners. For example, one question for one test is not enough to judge that a learner cannot make the grade. The assessment must be sufficiently rigorous to challenge the learner to show that he/she knows, can think or do.

2.5.8 MANAGEABILITY

Special care should be taken not to overburden learners, or the educator with the number of assessments or requirements for assessment tasks.

2.6 KEY ELEMENTS IN THE PROCESS OF ASSESSMENT

There are key elements that an educator needs to consider in his/her process of conducting assessment in OBE. Gallie (1999 : 29) identifies five of them, namely:

- Planning;
- Teaching;
- Recording;

- Reporting;
- Evaluating.

2.6.1 PLANNING

Planning involves identifying clear learning outcomes for each series of teaching, which will relate to the defined attainment outcomes in the learning programmes concerned and to any other outcomes the school might have determined for its learners. Educators will also take into account existing circumstances, the learner's previous experience, existing teaching experience and teaching plans. This will sometimes involve close liaison with other schools and professionals as well as communication within the school and with parents. Planning also involves clear learning outcomes, appropriate to the needs of learners, from the focus of assessment. Educators, learners and parents, should all be aware of their importance in assessment.

2.6.2 TEACHING

This involves:

- Clear exposition and explanation of what learning is expected;
- Tasks and activities chosen to help learners achieve outcomes;
- Several types of assessment activities.

Educators have to find out whether learning outcomes are being attained and how learners are going about learning in order to help them as to modify teaching as required. They do this by observing, discussing and judgment of learners' work. From time to time, for example, at the end of a unit of work, they will plan to set special tasks, either of their own devising or externally provided to find out whether outcomes have been achieved. Teacher should retain some evidence of a variety of different types of learners' attainment.

2.6.3 RECORDING

This involves occasional recording of summary statements of each learners' progress possibly in the form of descriptive notes. This recording process has to be manageable, but the record is important as a basis for future decisions about teaching, for giving learners feedback about overall progress, for reporting to parents and other educators and for giving the principal information about attainments in class. This key element is discussed further under section 2.8.

2.6.4 REPORTING

This involves ensuring in the course of teaching, that the learners receive oral or written comments on their work and advice on how to go on with their tasks. It also involves reporting to parents and other educators in a way which is constructive and helpful to the learners' learning in the next stage of school work. This key element is discussed further under section 2.9.

2.6.5 EVALUATING

This involves consideration of all assessment information available, formal and informal, to review teaching already undertaken and to plan future teaching. Learners, particularly older learners may also be involved in reviewing some of the assessment evidence in order to evaluate their own progress.

2.7 ASSESSMENT METHODS, TOOLS AND TECHNIQUES

2.7.1 ASSESSMENT METHODS

Assessment methods refer to a procedure to follow in assessing the learners. They address the question: who does the assessing and how? (DoE, 2001:24). Le Grange and Reddy (1998: 3-4) state that traditionally it was only educator who assesses the learner. Other than writing examination and seeing the mark they get, learners were never involved in the assessment process. Continuous assessment as an outcomes-based system involves more than one assessor. It is no longer the business of the educator only (Gultig, Lubisi, Parker & Wedekind, 1998 : 29-30). It includes educator assessment, self assessment, peer assessment and group assessment. Other stakeholders outside the school who can be involved in assessing the learners are parents, district assessment team, the school assessment team, occupational therapist, speech therapist and psychologist.

Although there are many assessors in OBA as mentioned, but a heavy responsibility rest upon the educators. They make sure that the information is accurate and reliable, they are accountable in learner's progress and in reporting learner's progress to different stakeholders. With this in mind, the educator needs to be a competent assessor and record-keeper.

2.7.1.1 Educator Assessment

Educators have the overall responsibility to assess the progress of the learners in achieving the expected specific outcomes (DoE, 1998 : 16). This implies that educators have to consider the fact that a learner is now in a focal point of the system unlike in the past. Both the assessor and the assessment activity now must be geared to the needs of a learner so that no barriers for further learning are created. If an educator uses outcomes-based assessment as spelled by the government, the transparency of an access to the assessment will be assured (Prinsloo & Van Rooyen, 2003 : 88 - 89).

Educators have to be sensitive to transformation. Educators should respect the diversity on linguistic, gender, racial and cultural levels of the learners. Because the educators hold powerful positions, they have to identify the learner's needs and strengths in order to adapt their methods of instruction accordingly (Prinsloo & Van Rooyen, 2003 : 88-89).

Lubisi (1999 : 68) states that when an educator designs assessment strategy, it is important to clearly indicate the times during the term of the semester or the year when particular assessment instrument would be administered to learners. It means that the educators' and learners' roles would be in each of assessment instruments administered. Where certain assessment instruments are related, such relationships have to be clearly explained. Lubisi (1999 : 68) further states that it is possible to use one assessment method for different outcomes, and it is possible to assess learners in one outcome using various methods of assessments. It is then up to the educator to select what he/she thinks would be useful when designing his/her assessment strategy.

Prinsloo and Van Rooyen (2003 : 88-89) identify the following skills/roles of the educator as an assessor:

- He/she will understand that the assessment is an essential of the teaching and learning process and know how to execute his/her process;
- He/she will have an understanding of the purpose, method and effects of assessment and to provide helpful feedback to the learners;
- He/she designs and manages both summative and formative assessment in ways that are appropriate to the level and purpose of the learning and meeting the requirements of accrediting bodies;
- He/she will keep detailed and diagnostic records of assessment;

- He/she understands how to interpret and use assessment results to feed into the process for the improvement of learning programmes.

When assessing, the educator must make sure that the learners have everything they need before assessment begins. He/she must provide the learners with everything they need before assessment begins in order to assess what they learner know and can do. He/she must give learners enough time for writing assessment tasks and also make sure that they understand the instruction. If the work is to be done at home the educator must make sure that the learner has the place to work at home. If he/she does not have it, he/she must be given time at school to write (Frazer & Maree, 2004 : 128).

It is the responsibility of an educator to give information about school assessments that should be used by stakeholders who in turn should make important decisions. The educator must ensure that the information given to the stakeholders is accurate and reliable. With this in mind he/she will be a competent assessor and a record keeper (Prinsloo & Van Rooyen, 2003 : 88).

2.7.1.2 Self assessment

This kind of assessment happens when a learner assesses his/her own performance against the desired outcomes and criteria and is able to decide what he/she needs to do to improve his/her own performance (DoE, 2001 : 26).

Le Grange and Reddy (1998 : 19) state that self assessment happens when for example, an educator ask the leaner to select his/her best history essay and states the reason for selection. This encourages self reflection on the part of a learner and enables a learner to take greater responsibility for his/her own learning. Also an educator becomes aware of what a learner values as important and can provide him/her with more meaningful feedback.

Macmillan (2004 : 19) also states that self assessment also works well when the result of the activity may be different from everyone. For example, a learner could conduct self assessment after reading a book, when describing his/her feelings or when evaluating learning. Self assessment is also useful when evaluating values and attitudes, especially where a learner may feel embarrassed if others read what he/she has written.

Goodman, Pienaar and Tobias (2005 : 31) say that learners must be taught how to recognise, affirm and enjoy their achievements and reflect critically on their learning. Goodman *et al.* (2005 : 29) also states that self assessment helps the learners to:

- Recognise the learner process involved in teaching the desired goal;
- Identify effective learning strategies that they can apply to future learning;
- Change or adapt learning strategies;
- Set realistic goals for future learning;

- Plan their learning experiences;
- Take control of their learning;
- Develop a sense of achievement;
- Grow in self confidence.

Before learners are able to assess themselves they need to know what they are supposed to achieve and how they can expect to do so. This is the principle of transparency. To ensure that the learners are involved in the process of self assessment an educator should always:

- Explain the task at the outset;
- Discuss the purpose of task, that is, why are they doing the tasks and what they can expect from the learners;
- What the learners must look for (criteria they can use to assess themselves).

An educator should set time aside at the end of the task to reflect on how the learners have assessed their effort. To get this, an educator can ask the learner questions like:

- What did you learn?
- How did you learn?
- Did anything hamper your learning?
- What ways of learning worked best for you?
- How can you use what you have learnt?

Often learners are nervous to report their own feelings, beliefs, intentions and thinking procedures. An educator should make the process safer by using self assessment for formative rather than summative purposes. Also the educator should also allow assessment to be private – not shared with other learners. This allows for a more honest sense of their own level of understanding and performances.

Airasian (2005:139) argues that beyond using questions to extract assessment information and keep the learners engaged in the class, educators can train learners to take more responsibility for their own learning by becoming effective questioners themselves. Educators can both model and encourage learners to ask effective self assessment questions by which they can identify high quality work, evaluate their own work, becoming aware of their own learning strategies, and set goals to improve them. To do this, educators should model questions that focus on learners' process and work, for example, Have I proof read my paper? Does my story have title? And so on, rather than approval and disapproval, like, Did I do my job?

Airasian (2005:139) further states that an educator should encourage pupil questioning skills and self-assessment of learning by using the following key assessment tools:

- Modelling and encouraging the learners to use three basic assessment questions like:
 - Where am I going?
 - Where am I now?
 - How do I close the gap?

- Showing the learners samples of anonymous work and teach them how to ask and answer questions about the attributes of good performance;
- Involving learners in constructing lists of question or criteria to serve as a scoring guide for a specific assignment, starting with one question and gradually increasing the number;
- Having learners to create their own sets of questions for practice tests, discussing the merits of the questions;
- Having learners communicate with others about their progress towards a goal;
- Displaying learning objectives in the classroom. Asking learners to rephrase them.

2.7.1.3 **Peer assessment**

According to Jacobs *et al.* (2000 : 285) a peer is someone who is either the same age as you or in a similar position as you. The Department of Education (DoE, 2001 : 26) and Macmillan (2004 : 19) define peer assessment as a process of using learners to determine each others' performance and achievements against clearly defined outcomes. Peer assessment may fall under the following categories: learner to learner, that is, where two learners assess each other's

performance; learner to group, that is, where the performance of a group is assessed by each learner; class to learner, that is, when the whole class assesses performance of other learners individually; group to learner, that is, when a group in a class assesses an individual learner's product; group to group, that is, when groups within one class assess each other's performance.

Peer assessment is an alternative to using an educator as a sole judge and also help the learners to develop the skills that they need to assess their own progress. It can take place formally or informally. Informal verbal comments from the other learners about another learners' ideas can be extremely useful as they may lead the learner to rethink and reassess an original idea. In this way peer assessment can make a valuable contribution to the learner's learning process (Le Grange & Reddy, 1998 : 19).

Gultig, *et al.* (1998 : 29) state that by assessing their own work, the learners will develop better understanding of where they have gone wrong. This assessment enables the learners to keep track of their own learning. Learners will move away from only being interested in their marks to being interested in why they have done well or badly. It will also place learners in a powerful position to contest judgements made by educators as a result of assessment. Educators will, in theory, no longer have the monopoly in making decisions about their learners on the basis of assessment.

According to Gultig *et al.* (1998 : 29) it is important for the educator to state learning outcomes and assessment clearly before the learner begin to assess themselves so that they don't argue for a pass for a classmate who clearly cannot do the thing which has been defined as a required outcome. This could devalue their learning, when a learner who has not achieved the desired outcomes can be accredited.

The fact that the desired outcomes and assessment criteria are made available to learners allows them to continuously assess their own progress towards the achievement of those outcomes. The difference between OBA and traditional assessment is that in the past:

- What had to be assessed was not clearly spelt out before the learners began to answer questions.
- What they had to know was vaguely specified (for example, "You need to understand chapter 2 for a test").
- What learners had to learn was often narrowly defined as 'content to be mastered' rather than focusing on skills and attitudes.

Peer assessment is one of the outcomes based assessments which does not only concern itself with whether learners 'know that' but also concerned with whether learners 'know how'.

2.7.1.4 **Group Assessment**

According to the Department of Education (DoE, 2003 : 16) group assessment is when groups within one class assess each others' performance on given task with specified criteria, like, a group assessing a drama which is performed by another group. Group assessment involves assessing social skills, time management, resource management and group dynamics as well as the output of a group. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work and combine individual contribution into a single composite assessable product. It looks at the process as well as the product.

The educator should carefully plan the group assessment in order to put all learners into the advantage of getting a fair mark out of the work each learner has done. Careful planning will also help in case of those learners who look forward for group assessment because they think their classmates will do all the work or resent the group assessment because they have to do the work for their classmates. To avoid this, all group members should have a specific role to play in the group, e.g. leader, encourager, note-taker, researcher or artist. This will enable all the group members to participate and also enable the educator to award marks fairly.

The second critical outcome in OBE stresses the importance of group work 'Learners should be able to work effectively with others in a

team, group, organisation and community”. There are some activities which are better done in groups like the following:

- role play;
- drama or acting;
- debates;
- discussions;
- presentations;
- brainstorming;
- sharing ideas;
- problem solving;
- checking answers;
- writing poems;
- reading together;
- project work;
- field trips.

(DoE, 2003 : 17)

After learners have worked together as groups, the educator asks them to present their findings to the rest of the class. The educator should assess group work in an appropriate way. When the whole group have made a joint work an educator can choose to assess an individual on their behalf. The assessment criteria should be discussed first with the learner so that they know what is assessed. Another method is to assess a group as a unit. All learners in a group should receive the same assessment. The group will present for example, a role play and

another group assess the performance under the criteria they have already discussed.

Other than when a group assesses another learner, group assessment can also be used by an educator to assess the entire group (Airasan, 1994 : 17; DoE , 2001 : 29).

2.7.1.5 Parental Assessment

Archer *et al.* (2004 : 118) state that parents are too often told, rather than asked, about their children's performance. Yet their opinions of their children are based on observations over the life span of their child and on comparisons with the parents of other children. It is also the instinct of a parent which most frequently detects needs, difficulties or problems before any professionals notice them. This valuable source of information should be tapped earlier on. Arranging visitation by parents also give the educator information and better understanding of the home systems in which their learners function. According to Bester (2001 : 50) the education of children is a joint responsibility of the educator and the parent. The parent is in a partnership with the school. Therefore, the parent should be involved in assessing the child's performance or level of competency.

Some parents are illiterate and cannot be expected to write assessment comments. If the parent can read and write, the following procedure gives the idea of how parents can be involved in assessment:

- Send a learner's work at the end of a programme organiser.
- Ask the parent to discuss the programme organiser with the child, so that the child explains what the class did during the learning experience.
- Let the parent complete the assessment form after having discussed the learning experience with the child.

On the first parent-educator meeting of the year, explain to the parents what is expected of them with regard to assessing the child's work or performance. Tell them that you will send work home at the end of a learning experience. Tell them what they should look for and which questions they should ask their children, for example:

- Did you enjoy the work?
- Which part did you enjoy most?
- Which part did you enjoy least?
- What did you do well?
- What did you struggle with?

Parents can then report on their children's responses at a following parent-educator meeting. Guide them to make suggestions on learning experiences based on their children's answers. To accommodate parents who cannot attend these meetings, invite them for an interview at a mutually convenient time (Bester, 2001 : 51).

Spady and Schlebusch (1999 : 53) state that parents can also be involved in continuous assessment by commenting on the work of their children in the portfolios. Educators should send the portfolio home regularly and provide parents with opportunities to comment and take part in the learning process. It is advisable to parents to set time aside to go through the portfolio in detail, to find aspect to comment on and admire and to listen to the child.

Spady and Schlebusch (1999 : 54) suggest the following example of how parents can make informed comments on their children's work:

- 'I like your index page – it's neat and clear'.
- 'I see you are really good at writing your own sentences now'.
- 'Tell me what you like in this piece'
- 'What would you do differently next time'.

2.7.2 ASSESSMENT TOOLS

According to the Department of Education (DoE, 2001 : 30) assessment tools are the records of CASS that the educator keeps. They include *inter alia* observation sheets, journals and learning Logs, Assessment Rubrics/Grids, class lists profiles and rating scales. These tools are described in the forthcoming sections.

2.7.2.1 **Observation Sheet/Checklist**

According to the Department of Education (DoE, 1993 : 106-108) an observation sheet or checklist is a tool which an educator uses to monitor specific skills, behaviours or dispositions of individual learners or all of the learners in his class. It is also a record keeping device for educators to use to keep track of who has mastered the targeted skills and who still needs help. He or she observes a learner against certain criteria. The specific skills, behaviours and achievements must be linked to the learning programme outcomes and be readily observable.

An effective checklist includes learners' name, space for four to five targeted areas, code or rating to determine to what degree the student has or has not demonstrated the skill and the space for comments. These comments help the educator to see development growth of a learner.

Educator can also use observation sheet for formative assessment by focussing on specific behaviours, thinking, social skills, writing skills, specific skills or athletic skills. Peers can use checklists to assess the progress of other learners, for groups' assessment or individual.

An observation sheet also provides a quick and easy way to observe and record many of the skills and behaviours that are rarely assessed prior to the final test or summative evaluation. They show the educators and learners the areas that need work early enough to be

able to help the learner before he or she fails the test or unit. They also provide the opportunity to the educators to change gears in a classroom if a large percentage of the learners were not doing well.

Observations sheets are tools to use to check off whether or not the learner can demonstrate the skill or attribute being measured. They focus on observable performances or criteria that are often more meaningful or authentic than a paper-and-pencil tests. By focusing on two or three concrete criteria or skills, educators and learners can monitor growth or need for improvement more easily.

An observation sheet is the most effective tool to find out what children can do and what their learning needs are. Airasian (2005 : 247-252) states that observation sheets are diagnostic, reusable, and capable of charting learners' progress. They provide detailed records of learners performances, one that can or should be shown to learners to help them see where improvement is needed. Because it focuses on specific performances, an observation sheet provides diagnostic information. The same observation sheet can be reused, with different learners or with the same learners over time. Using the observation sheet more than once is an easy way to obtain the information about a learner's improvement over time.

2.7.2.2 Rating Scales

Airasian (2005:250) explains the rating scales as the assessment tool that allows the educator to judge the performance along the continuum

rather than a dichotomy. Both checklists and rating scales are based on a set of performance criteria, and it is common for the same set of performance criteria to be used in both rating scale and checklist. However, a checklist gives the educator two categories for judging, while rating scale gives more than two.

Three of the most common types of rating scales are the numerical, graphic and descriptive scales. In numerical scales, a number stands for a point on the rating scale. For example, “1” stands for always, “2” stands for usually and so on. In graphic scales, the educator marks an ‘X’ at the point which describes the learner’s performance. Descriptive rating scales is also called scoring rubrics (Airasian, 2005 : 250).

2.7.2.3 Assessment rubrics or grids

Rubrics are sets of criteria that is used to ensure that different parts of the tasks are assessed. They are typically the specific form of scoring instruments used when evaluating learners’ performances or products resulting from a performance task. A rubric is a set of clear expectations or criteria used to help educators and learners focus on what is valued in a subject, topic, or activity. It describes a level at which a learner may be performing a process or completing a product. It focuses on academic work and is based on and linked to the curriculum. It describes what is to be learned rather than how to teach and it lays out criteria for different levels of performance, which are usually descriptive and rarely numerical. Rubrics are based on clear

and coherent performance criteria (DoE, 2003: 15 Airaisan, 2005 : 253).

A rubric is designed in a form of a grid. It can be a simple list of what is assessed, who assesses and what assessment key is used like, *not yet achieved/achieved*. It can seldom be used on its own to determine whether an assessment criteria or specific outcomes has been achieved. Thus other rubrics as assessment tools could be used in a given learning experience in order to contribute towards formal recording (Airaisan, 2005 : 253).

Rubrics require educators to know exactly what is required by the outcome. A rubric can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of distinct features that make up the criteria or combine both (DoE, 2003 : 25; Airasian, 2005 : 253).

To design a rubric an educator has to decide the following:

- what outcomes are being targeted?
- what assessment standards are targeted by the task?
- what kind of evidence should be collected?
- what are parts of performances that will be assessed?
- what different assessment instruments best suits each part of the task (such as the process and the product)?
- what knowledge should be evident?
- what skills should be applied or actions taken?

- what opportunities for expressing personal opinions, values or attitudes arise in the task and which of these need several rubrics?
- how many rubrics are, in fact needed for the task? Should the rubric be holistic or analytical (Airasian 2005 : 253 - 254).

Airasian (2005 : 254) further argues that the rubric focuses both on the learning and performance and is also a tool for self assessment. No rubric should contain a word which gives a sense of failure or inadequacy to learners. The educators must set the criteria together.

A rubric can be holistic or analytic. A holistic rubric requires an educator to score the overall process or product as a whole, without judging the component parts separately while analytic rubric requires an educator to score separate, individual parts of the parts of the product or performance first then sums the individual scores to obtain a total score. Holistic rubric is customarily utilised when errors in some parts of the process can be tolerated, provided the overall quality is high. It is more appropriate when performance tasks require the learner to create some sort of response and where there is no definite correct answer. It focuses on the overall quality of the work, proficiency, or understanding of specific content and skills. Use of holistic rubrics can result in a quicker scoring process because the educator is required to read through or examine the learner's work or performance only once in order to get an overall sense of what a

learner knows and is able to accomplish. They are summative in nature and only limited feedback is provided (DoE, 2002 : 15).

Analytic rubrics are preferred when a fairly focused type of response is required, that is, for performance task in which there may be one or more responses needed/accepted. It results in several scores followed by a summed total score. This type of scoring is slower than in holistic rubrics because it assesses different skills or responses individually. Individual work is examined at different tasks or scoring criteria. Learners receive a specific feedback to each of the individual scoring criteria. It is possible to create a 'profile' of specific learner's strengths and weaknesses than in holistic rubrics (DoE, 2002 : 15).

Before designing a specific rubric, an educator must decide whether the performance will be scored holistically or analytically. The educator closely selects the description that closely matches the learner's overall performance on the process or product. There are at least four scoring levels an educator can use, each including multiple criteria. The scoring levels can be 4 = Excellent, 3 = Good, 2 = needs improvement and 1 = poor/not yet achieved. The educator then selects the scoring level that best describes the learner's overall proficiency (Airasian, 2005 : 254).

Airasian (2005 : 254) identifies the following advantages of the rubrics to both educators and learners:

Rubrics help educators by:

- specifying criteria to focus instructions on what is important;
- specifying criteria to focus pupils' assessments;
- increasing consistency of assessments;
- limiting arguments over grading because of the clear criteria and scoring levels that reduce subjectivity; and
- providing descriptions of pupil performance that are informative to both parents and students.

Rubrics help learners by:

- clarifying the educators' expectations about performance;
- pointing out what is important in a process of products;
- helping them to monitor and critique their own work;
- providing informative descriptions of performance; and
- providing clear performance information than traditional letter grades provide.

When using rubrics, an educator should inform and/or involve learners about criteria that will be used to judge their performance or product before assessment takes place. Obviously the educator should have identified the criteria before the beginning of instruction and assessment. The criteria and specific examples of good and poor performances should be described and illustrated to the learner. The learner should also know what makes a good work. Knowing the criteria of quality performance before assessment leads to a number of

benefits to both educators and learners. Knowledge of performance criteria provides information to learners about what is expected of their work and what characteristics make good work. They know what is expected of them and thus can concentrate on learning and demonstrating the desired knowledge and behaviours. This saves the educator's time in scoring learners' products or processes because the criteria narrow the breath of learners responses. It is important for the educator to revise a rubric a few times before he or she and the learners feel comfortable with it.

2.7.2.4 Journals and learning logs

Journals and Learning Logs are usually considered as formative methods of assessing that can be assigned numerical or letter grades or point values (DoE, 1990 : 15).

Logs usually consists of short, more objective entries that contain mathematical problem solving entries, observations of science experiences, questions about lecture readings, lists of outside readings, homeworks assignments or anything that lends itself to keeping records. These records are usually brief, factual and interpersonal. Journal, on the other hand, are usually written in narrative form, are more subjective and ideal, more with feelings, opinions or personal experiences. Journal entries are more descriptive, longer and free flowing than logs. They are often used to respond to pieces of literature, describe events, reflect on personal experiences

experiences and feelings and connect what is being studied in class with another class or with life outside classroom (DoE, 1993 : 84).

Journals and logs are used to:

- record key ideas from a lecture, movie, presentation, field trips or reading assignments;
- make predictions about what will happen next in a story, movie, experiment, the weather, or in school, national or world events;
- record questions;
- summarise main ideas of a book, movie, lecture or reading;
- reflect on the information presented;
- connect ideas present to other subject areas or to learner's personal life;
- monitor change in an experiment or event of time;
- respond to questions posed by the educator or a learner;
- brainstorm ideas about potential project, papers or presentations;
- help identify problems;
- record problem solving techniques; and
- keep track on the number of problems solved, books read, or homework assignment, completed (DoE, 1993 : 87).

Journals and logs give the opportunity to the educator to communicate to the learners during the learning process. In the middle of the lesson, the educator asks the learners to write down important ideas. The learners can think about the material, clarify confusion, discuss key ideas with group members and clarify information before the lesson proceeds. This helps the learners to retain key ideas of the lesson and to improve writing skills. It also helps learners with special needs to get more time to process information where they use logs (DoE, 1993 : 6).

2.7.2.5 Class list/Record books

Class lists are for ensuring that individual learners are assessed systematically. The less demanding learners are not ignored. For example, they are for checking how many times the educator have heard each learner read. These can be adapted to help the educator to record broad groupings within the class in terms of allocating follow up work (DoE, 1993 : 8).

Most educators use some kind of record book or file in which class lists are written and performance is recorded (Frazer & Maree, 2004 : 149). Near each learner's name there should be dates of assessment, name and short description of assessment activity and the result of activity in terms of learning programme, as well as comments which will be used in order to develop support strategies for learners. According to the Revised National Curriculum Statement Grades R-9 (DoE, 2002 : 21), all records should be accessible, but securely kept,

and easy to interpret so that they will be helpful in teaching and reporting processes. Normally, the school assessment programme would determine the details of how record books are kept, and assessment codes can be useful in expressing how learners are performing against expected outcomes. The assessment codes serve as level descriptors and can be useful when developing rubrics. (DoE, 2002 : 21).

2.7.2.6 Learner's profile

A learner's profile is a panoramic representation of the learners' qualities as observed by educators. It is an up-to-date database on all information that may assist the learner's process collected throughout the learner's path. It also includes records of learner's progress collected over a period of time. It includes a wide range of activities that gives a holistic view of the nature of the learner for example, strengths, areas that need support, achievement and others (DoE, 1990 : 21).

It is expected that cumulative records of evidence of learner achievement must be kept and should accompany the learner throughout the learner's school career. The evidence should include learner achievement, the development of values, attitudes as well as social development. Profiles are a detailed way of using different kinds of evidence in order to give a better overall assessment of learners (Frazer & Maree, 2004 : 150).

According to Frazer and Maree (2004 : 150) a profile does not include academic achievements but also non-academic achievements, interests and attributes, and provides a systematic and comprehensive description and assessment of these areas.

A profile containing the performance of a learner in the different learning areas would enable the educator to see in which areas the learner performed well and in which areas the learner needs assistance. The learner profile should be viewed as a tool for support as it assists all the educators in the school, but especially the grade educator in terms of planning the teaching and learning (Frazer & Maree, 2004:150).

The following information should be included in the learner profile:

- Personal information;
- Physical condition and medical history;
- Schools that the learner has attended, as well as records of attendance;
- Participation in extra-curricular activities and achievements in this regard;
- Emotional and social behaviour;
- Parental involvement;
- Areas needing additional support;
- Samples of learner's work as evidence for support;
- Motivation for retaining a learner in the same grade;
- Summative end-of-year report in each programme;

- Samples of learner's work in each learning programme;
- Progression records of the school years.

(Frazer & Maree, 2004 :151)

Learner profiles remains the property of the Provincial Department of Education and have to be kept safe but accessible to educators. They are confidential. According to the National Curriculum Statement Grade R-9 (DoE, 2002 : 28) learner profile replaces all previous continuous record documents with the purpose of assisting the learner by having access to a variety of information that is included in the profile. The personal information in the learner profile should not discriminate against a learner. It is a record containing information about a learner and should not be confused with a portfolio which is a method of assessment (Frazer & Maree, 2004:150).

2.7.2.7 Portfolios

CASS is school-based and consists of practical work, written tasks, tests, research and any other task peculiar to that learning area. This formal form of assessment used in schools should cover a full range of skills, knowledge, attitudes and values (SKVA). In the teaching and learning experience, the evidence of this assessment is collected into a portfolio.

Frazer and Maree (2004 : 149) and Airasian (2005 : 264) define a portfolio as purposeful collection of learners' work that exhibits the learners' efforts, progress and achievements in one or more areas. The

collection must include learner participation in selecting contents, the criteria for selection and the criteria for judging merit and evidence of student self reflection.

Airasian (2005:264) states that the portfolio contribute to instruction and learning in the following way:

- Showing learners' typical work;
- Monitoring learners' progress and improvement over time;
- Providing ongoing assessment of learner learning;
- Providing diagnostic information about learner performance;
- Helping educators judge the appropriateness of the curriculum;
- Facilitating educator meetings and conferences with learners, parents, and both learners and parents;
- Grading learners;
- Reinforcing the importance of processes and products in learning;
- Showing learners the connections among their processes and products;
- Providing concrete examples of learners' work;
- Encouraging learners to think about what is good performance in varied subject areas;

- Focusing on both the process and final product of learning;
- Informing subsequent educators about learners' work.

Airasian (2005:265) maintains that whatever a portfolio's use and content, it is important that it has a defined, specific purpose that will focus the nature of the information that will be collected in the portfolio. Collecting pieces of learners' work in the portfolio retains them for subsequent learner review, reflection, demonstration and grading. With suitable guidance learners can be encouraged to think about and compare their work over time; providing them an opportunity rarely available in the absence of portfolios. Portfolios allow learners to see their progress and judge their work from the perspectives of time and personal development.

It is important to determine the purpose and guidelines for a portfolio's content before compiling it, whether is it for grade, group, instruct or to diagnose learners. If a portfolio is intended to show a learner's best work in a subject area, the content of the portfolio would change as more samples of a learner's performance become available and as less good ones were removed. If the purpose is to show improvement over time, earlier performance would have to be retained and new pieces added. It is also critical that all pieces going into the portfolio be dated, especially in portfolios that aim to assess learners growth or development. Without recorded dates for each portfolio entry, it may be impossible to assess growth and improvement. To promote sense of ownership of their portfolios, it is

useful to allow learners to choose at least some of the pieces that will go into their portfolios. It is important that all learner selection are accompanied by a brief written explanation of why the learner feels that a particular piece is chosen the best. This will encourage the learner to reflect on the characteristics of the piece and why it belongs in the portfolio (Le Grange & Reddy, 1998 : 23; Airasian, 2005 : 266).

Archer *et al.* (2004 : 20) assert that a portfolio gives a tangible evidence or demonstration of the learners' progression and development to parents, other educators, principal and also the governing body. It also provides the basis for interviews and discussions with individual learners who might be identified as having special needs.

Portfolio can be divided into two, namely, learners' portfolio and educator's portfolio.

2.7.2.7.1 Learner's Portfolio

Archer *et al.* (2004 : 120), maintain that a learner's portfolio could be a file, a large container, or a box, a drawer in a cabinet, a binder or a cover which houses especially selected collection of a learner's work such as writing, drawings, crafts, maps, reports, audio and video tapes, journal entries, and other assessments. It may contain anything which an educator or a learner regards as having value for assessment purposes. A learner's exercise book is also part of a portfolio.

a) *Requirements for learner's portfolio*

Each learner should have a portfolio per learning area. Each portfolio should have a front page, index or table of contents and the content should include at least five ways of assessment as required per learning area.

Front cover should have the following information:

- Learner's name;
- Learning area;
- Phase/Grade;
- School;
- LSEN Code/Description.

The index should have the following information:

- task number;
- date;
- form of assessment;
- topic;
- level obtained;
- educator's signature;
- indicate learner's special need (if any).

Content of learner's portfolio should show the evidence of :

- A minimum of five forms/types of assessment as stipulated for various learning areas.
- Ongoing feedback (from educators, peers, self, parents) such as comments or notes that demonstrate constructive communication, the learning process and the growth of a learner.

b) *Managing learner's portfolio*

- The portfolio should always be checked whether it has been done according to given criteria.
- The portfolio should always contain evidence of the latest attempt.
- The portfolio should always be accessible for relevant stakeholders and is easily understood by anyone who might need to use or view it (DoE, 2002 : 30).

2.7.2.7.2 Educator's portfolio

An educator's portfolio is a compilation of the entire task of school-based assessment as well as corresponding assessment instruments. An educator's portfolio is required for every learning area. The purpose of the educator's portfolio is to ensure the quality of the

assessment tasks given to the learners and provides a record against which a learner's portfolio can be moderated (DoE, 2002 : 30).

The educator adds to the portfolio as he/she gives the tasks to the learners. The tasks should include all extended opportunities given to the learners. The complete portfolio should be available on request at all times of moderation.

a) *Requirements of educator's portfolio*

It should include:

- a front cover;
- table of contents;
- contents (differs according to the learning areas);
- a copy of instructions for each assessment task;
- assessment instruments for each task, e.g. marking grid, rubrics, criteria for assessment, marking memoranda and others;
- A record of learners' progress.

2.7.3 Assessment techniques

Assessment techniques refer to how learners generate evidence of performance (DoE, 2001 : 14). The list of assessment techniques is too long to describe, so suffice to enumerate them. These techniques include *inter alia*:

- * Project work;
- * collage;
- * test;
- * research project;
- * assignment;
- * survey;
- * debate/argument;
- * role-play;
- * interview;
- * drama;
- * presentation;
- * panel discussion;
- * practical demonstration;
- * scenario;
- * construction;
- * music/song;
- * poetry/rhyme;
- * map;
- * story telling/oral presentation;
- * poster;
- * model making/plan design e.g. toys;
- * sculpture/painting;
- * drawing/graph;
- * game design;
- * physical activity;
- * chart;

- * table;
- * description;
- * posing a question;
- * written presentation e.g. report, essay;
- * portfolio;
- * worksheet;
- * questionnaire;
- * sound or video cassette;
- * rubric;
- * exhibition;
- * self-reporting and answers by learners ;
- * conferencing.

(DoE, 2001 : 24-25)

2.8 RECORDING

Cumulative evidence of a learner's achievement must be recorded. These records should accompany all learners throughout their learning paths. Cumulative records should also include information on the holistic development of the learners, such as the development of values and attitudes and social development. Portfolio should be built over a period of time and retained as visible proof of the development and improvement of learner achievement. Samples of learners' work included in portfolios should show that they are able to integrate knowledge, concepts and skills, and that learners have not been assessed only on memorisation of information (DoE, 1998 : 17).

A successful model of continuous assessment is based on a sound and careful method of recording learner performance over time (Gauteng Department of Education, (GDE, 2002 : 17). Records are kept by the educator for their own use. They use this information to monitor the learner's progress and to work out the methods that can improve the learner's development (Le Grange & Reddy, 1998 : 27).

Traditionally, information in records and reports is expressed as marks, percentages and symbols or letter grades. The information was presented in isolation which does not seem to hold meaning when it is expressed on its own. Assessment recorded as isolated test scores for learning area as a whole do not reflect the learner's development in the various outcomes set within the learning area. A variety of information should be included to make recording more meaningful and valuable to the parents and learners (Le Grange & Reddy, 1998 : 27).

According to Frazer and Maree (2004 : 147) records should be:

- Uncomplicated and easy to interpret by the educator and others;
- Flexible enough in order to accommodate the addition and deletion of information when the needs arise;
- Genuine, factual indications of learners' strengths, and areas in which support is needed;
- Comprehensive enough to be able to demonstrate learner's progress;

- On going and continuous;
- Helping in the reporting process, and readily accessible;
- Kept in a secure place to protect the confidentiality of the learner and his or her progression;

2.8.1 RECORD KEEPING

Record keeping involves detailed recording of a learners' performance as assessed by the educator, peers and learner by means of using various assessment strategies (Le Grange & Reddy, 1998 : 27). Tools for recording are observation sheet, journal, assessment grid, class lists, profile, rating scales, task list or checklists, learner's portfolio or rubrics (DoE, 2001 : 24).

Van Rensburg (1998 : 91-92) identifies the following various types of recording evidence of learners' performance:

2.8.1.1 Anecdotal records

They are made up of day-to-day evidence, which enables the educator to make judgements about the stages that learners have reached in their learning. This includes identification of strengths and weaknesses as well as evaluating progress over time.

2.8.1.2 Partial credit scoring

It is used to record the steps that learners have successfully completed in solving a problem or in demonstrating their partial understanding and strategies. This method recognises and records various levels of partial success.

2.8.1.3 Dichotomous records

This is where only two categories are used for record purposes, namely right or wrong and acceptable or unacceptable. This method is best when an educator and a learner negotiate work to be done, which is signed off once this has been completed, or in 'pen and paper' tests, where the answers to the questions are either correct or incorrect.

2.8.2 WHEN SHOULD RECORDING BE DONE?

According to Department of Education (DoE, 2001 : 25), the Provincial and National Departments of Education require or suggest that there must be at least two records per term on the progress of each learner in each learning programme, within each phase and programme organiser that was used. With all the various day-to-day records, the educator needs to make a summative record of these on each learner at least twice a term. These marks should be used on summative reports. The school assessment policy determines the details of how record books should be completed and whether

recording should be in codes or marks or percentages but recording in levels or in codes is recommended for GET certificates.

2.9 REPORTING

There are many audiences to whom the achievement of a learner is reported. Firstly, learners themselves want to know how well they have learnt what has been taught to them, and they want to find out what they need to do to improve their learning and hence their achievement. Secondly, parents want to find out how their children are doing at school. They want to see whether the money they spend on their children's education is well spent. They also want to know where, how they can help their children to succeed. Thirdly, the state (and the society in general) wants to know whether it can justify the millions of rands spent on education each year. Fourthly, institutions of higher education want to know whether school leavers can cope in higher education studies. Finally, employers want to know whether the school leavers who are seeking jobs can be trusted to be capable employees (Lubisi, 1999 : 16).

Effective communication about learner achievement is a prerequisite for the provision of quality education. The Revised National Curriculum Statement Grades R-9 (DoE, 2002 : 16) states that educators need to be accountable in the assessment of learners. This takes place through reporting. Reporting systems provide accurate feedback to learners about the state of learning (Azwel, 1995 : 40).

Educators need to report to the parents of the learners the assessments in meaningful ways.

Reporting assessments can be done in different ways, namely through meetings, discussion and assessment portfolios, as well as through report cards. In order to report on assessment, adequate records need to be kept with sound methods of recording learner achievement over a period of time. Reporting ensures that learners receive oral as well as written comments on their work, which are helpful and will advise the learner on how to continue with his/her tasks (Van Rensburg, 1998 : 98).

The traditional reports cards place emphasis on or letter grades compiled from few tasks that the learners write during the year. Each learner's mark or grades are compared to the average marks or grades of the class. The Department of Education views reporting as an essential and multifaceted process that provides a great deal of information for a variety of purposes (Gauteng Department of Education (GDE), 2002 : 16). According to The National Assessment and Policy in the General Education and Training Band Grades R-9 and ABET (DoE, 1998 : 18) the reporting process should include the following aspects, which are relevant to a well rounded and comprehensive report:

- regular feedback to learners apart of the everyday teaching and learning process;
- an accurate description of progress and achievement;

- comment on personal and social development and the attendance of the learner and learning sites;
- an indication of the strengths and development needs, and identify follow-up steps for the learning and teaching;
- encourage motivation through a constructive approach;
- focal point for dialogue between home, learning site and (where appropriate) works and further education and training;
- accountability at all levels of the system; and in the case of learners in Grades R-9, be sensitive to the needs and responsibilities of parents.

Le Grange and Reddy (1998 : 30) also state that a report should also emphasise specific skills that are learnt and also mentions personal developments and areas that needs development. This kind of reporting presents a more holistic reflection of a learner's progress.

Reports should provide regular and accurate descriptions of progress and achievement of learners. The strengths and development needs, and the steps being taken to address those needs, should be reported as well as comments on personal and social development. Social competence is determined by the ability to use social skills appropriately in interactions with others (Johnson & Johnson, 2002 : 48).

According to The Revised Curriculum Statement (DoE, 2002 : 17) report comments should reflect the values and attitudes of the learner as these may well underpin a learning area or a learning programme. The following aspects should be included in the report to guardians and parents:

- a learners' attitudes to the learning area, educator and fellow learners;
- the attitude of the learner towards their work as well as the learner's ability to make effective and meaningful contribution in the classroom;
- the learner's ability to complete tasks within a specified time-frame, at the same time following the instructions and completing the work neatly;
- The learner's attitude towards homework tasks and projects.

Frazer and Maree (2004 : 149) suggests that when preparing report cards, an educator need to keep certain aspects in mind. Firstly, he/she should make the comments specific not general. Secondly, all comments should be relevant and accurate. Thirdly, he/she must try to focus on what is known and try to avoid speculation, even though it is difficult when assessing the attitudes. Fourthly, he/she should acknowledge all growth made by the learners, and distinguish between a learner and his/her work. Finally, he/she must use accumulated assessment records in reporting but respect the confidentiality of these records (Gauteng Department Education, 2002 : 18).

Frazer and Maree (2004 : 149) state that learners are sensitive to criticism, however, the role of the educator is to help the learner reach his/her full potential. Giving feedback on the progress is made easier when comments begin on a positive note by focussing on the learner's strengths and only then commenting on the aspect of learners' work or behaviour that needs attention. The comments should be re-enforced by means of making suggestions as to how these aspects can be improved upon. General comments should be avoided.

Airasian (2005 : 269) asserts that report cards are the most common way that pupils and their parents are kept informed on how things are going in the classroom. But, to have a complete and specific picture of their children's school performance, parents must receive more than the report card. Report cards provide little specific information about how a child is performing, and rarely include information about the educator's perceptions of child's effort, motivation, co-operation and classroom demeanor.

Other than reporting through report cards reporting should be done through educator-parent communication. According to Airasian (2005 : 270), teacher parent communication can be done in the following forms:

- Parents' night;
- School visitation days;
- Parent-educator conferences;

- Phone calls;
- Letters;
- Class or school newsletter;
- Papers and work products;
- Weekly or monthly progress reports.

Parent – educator communication can address a broader range of issues and concerns that a report card can't. Parent – educator communication allow flexible, two-way communication, unlike one-way communication that report cards provide. The nature of communication differs as well. It permits discussion, elaboration, and explanation of learner's performance. The educator can get information from the parents about their concerns and perceptions of their children's school experience. Information can also be obtained about special problems the learners is having, from physical and emotional problems to problems of classroom adjustments. Parents can inform the educator of their concerns and ask questions about their children's classroom behaviour and about the curriculum being taught.

It is recommended that educators prepare the agenda of things they want to cover when having parent's night in school visitation days with parents. This will prevent uneasiness and direct confrontation with parents. In these meetings there are questions which parents might wish to ask from educators and educators from parents about their children. Educators might ask questions like : "Does your child

act this way at home?” “What does he/she say about school?” Parents might ask questions like : “How is my child in Maths?” “How is my child’s behaviour in class?” “Why did my son get E – in Maths?”

Finally, the educator may plan the course of action to help the child. Educator may want a counsellor to attend the conference if it is likely to be confrontational. An educator could bring or gather samples of learner’s work – perhaps a portfolio and identify issues of concern as well as learner’s record file if there is a major existing problem. Conferences work better if they are private and undisturbed.

Airasian (2005:325) suggests the following tips that can help the actual parent-educator conference to proceed successfully:

- Set a proper tone. This makes parents feel welcome, and it maintains positive attitude. Don’t do the talking all the time; be a good listener. Use conference to find out parents’ perceptions and concerns. Talk in terms parents will understand. Avoid educational jargons, that confuses rather than clarifying discussion;
- Be frank with parents, but convey both the pupil’s strengths and weakness. Don’t holdback unpleasant information because you think the parent will become confrontational. The aim for each party is to understand and help a child even though the discussion of those issues might be unpleasant;

- If a course of remedial action for the learner seems appropriate, plan the action jointly with parents. Make both parties responsible for its implementation;
- Finally, summarise the conference before parents leave. Review the main points and any decisions or courses of action that have been agreed upon.

Parents-educator conferences can be very useful to both educators and parents if planned and conducted successfully. Parents get broader understanding of their children's school performance.

2.10 CONCLUSION

It has transpired from the preceding review of literature that assessment in OBE has a number of aspects. Understanding how to use these aspects makes implementing the assessment in OBE to be a challenging task to the educators.

In the next chapter (chapter three) research design and methodology of the study will be detailed.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the preceding chapter the literature reviewed has revealed that in order to ensure that learners are fairly assessed in their performance, educators have to, on a continuous basis, assess learners' work, using a variety of methods, tools and techniques. Depending on the purpose of assessment, their findings have to be recorded and reported to learners, other educators, parents and other stakeholders. In this chapter the research design and methodology used in the investigation of educators' implementation of assessment in outcomes-based education will be described.

3.2 AIMS OF THE STUDY

On the basis of the aims of study, specific objectives can be formulated. These are:

3.2.1 To ascertain the extent to which educators use assessment methods.

3.2.2 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment methods.

- 3.2.3 To ascertain the extent to which educators use assessment tools.
- 3.2.4 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment tools.
- 3.2.5 To ascertain the extent to which educators use assessment techniques.
- 3.2.6 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment techniques.
- 3.2.7 To ascertain the extent to which educators use forms (specific purposes) of assessment.
- 3.2.8 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of forms (specific purposes) of assessment.
- 3.2.9 To ascertain the extent to which educators use reporting tools.
- 3.2.10 To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of reporting tools.

3.3 FORMULATION OF HYPOTHESES

The following hypotheses are postulated to fulfil the aims of the investigation.

3.3.1 Educators do not differ in the extent to which they use assessment methods.

3.3.2 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment methods.

3.3.3 Educators do not differ in the extent to which they use assessment tools.

3.3.4 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment tools.

3.3.5 Educators do not differ in the extent to which they use assessment techniques.

3.3.6 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment techniques.

3.3.7 Educators do not differ in the extent to which they use forms (specific purposes) of assessment.

3.3.8 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of forms (specific purposes) of assessment.

3.3.9 Educators do not differ in the extent to which they use reporting tools.

3.3.10 Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of reporting tools.

3.4 THE RESEARCH INSTRUMENT

A quantitative research design was chosen as an appropriate approach for testing hypotheses of the study. To this end, a questionnaire was used as a research instrument for collecting data. A questionnaire was appropriate for reaching a large sample of the targeted population of educators throughout the KwaZulu-Natal Province. It was also appropriate for quantitative analysis of data.

The research instrument consists of two sections. The first section (Section A) consists of educators' personal particulars. The second (section B) consists of Assessment in Outcomes-Based Education Scale (AOBES).

3.4.1 Sections A of the instrument

Teachers' personal particulars included in section A are gender, teaching experience, qualification, and teaching phase. The reason for including these particulars is that KwaZulu-Natal Province is mixed. There are males and females, those with relatively less teaching experience and those with relatively more teaching experience. Some are under-qualified while others are highly qualified. There are teachers who are teaching at foundation phase, intermediate phase, and those teaching at Senior and Further Education and Training Phases. These differences may influence teachers' implementation of assessment in OBE in this study hence the aforementioned variables are included. The respondent is asked to make a cross in the appropriate box provided to indicate his/her gender, teaching experience, qualification and teaching phase.

3.4.2 Section B of the instrument

Section B of the research instrument consists of assessment in OBE Scale (AOBES), which was developed by the researcher. This is a four-point scale in which the respondent is asked to indicate how often he/she uses each of the item statements listed. These item statements cover: assessment methods (items 1-6); assessment tools (items 7 –12); assessment techniques (items 13-18); forms of assessment (items 19-24), reporting tools (items 25-30). The respondent is asked to use the rating scale given to write his/her rating number for each statement in the box at the end of each statement.

The rating scale given below the instruction and on top of every page is as follows: Always (3), regularly (2), seldom (1) and never (0).

3.4.3 Validity of the instrument

Validity is the degree to which an instrument actually measures what it purports to measure (Sibaya, 1993:160; Muijs, 2004 : 65). Content validity and face validity are used in this study. Content validity refers to the representativeness of the sample of questions included in the instrument (Henerson, Morris & Fitz-Gibbon, 1987 : 141; Neuman, 1997 : 142; Cohen, Manion & Marrison, 2000 : 109; Muijs, 2004 : 65). It entails a careful examination and checking of the scale of items, through the use of experts in the field concerned (Nzimande, 1970 : 43; Muijs, 2004 : 65). Face validity on the other hand simple means a cursory examination to show that the instrument does measure what it is intended to measure (Sibaya, 1993 : 167; Muijs, 2004 : 65). It is a judgement by the scientific community that the indicator really measures the construct (Neuman, 1997 : 142). The researches will in consultation with the promoter, consults experts from the University of Zululand's Faculty of Education for validating the instrument.

3.3.4 Reliability of the instrument

Reliability refers to the degree to which a test is internally consistent (Sibaya, 1993 : 154; Cohen *et al.*, 2000 : 117). One of special statistical measures to determine internal consistency reliability is

Cronbach's co-efficient alpha (Neuman, 1997 : 139; Muijs, 2004 : 73). In order to ensure that items 1-30 are internally consistent, Cronbach's alpha reliability co-efficient will be calculated.

3.5 PLANNING FOR ANALYSIS OF DATA

In this study, the analysis of data involves both descriptive and inferential statistics. Descriptive statistics is used for summarization and reduction of the data which have been collected on a research sample (Borg & Gall, 1983 : 356; Sibaya, 1993 : 165; Abhilak, 1994 : 216; Neuman, 1997 : 297), therefore, it does to involve testing of hypotheses for making generalisations about the population parameters. Inferential statistics on the other hand is used for testing hypotheses, generalising from a sample to make estimates and inferences about a wider population and determining whether differences between groups might be due to chance (Orlich, 1978 : 144; Rowntree, 1981 : 21; Neuman, 1997 : 320; Muijs, 2004 : 75).

Analysis of respondents in the sample according to their personal particulars (Section A of the questionnaire) is done first. Descriptive analysis of the sample data for the 30 statements (section B of the questionnaire) is then done, using respondent counting, percentages, and average (mean) for the responses to each item.

Respondent counting involves counting the number of respondents who marked always, regularly, seldom, and never categories in each item. In order to avoid bias and giving misleading information, the

number of respondents who marked a particular category is always given with the reported percentages in brackets (parentheses). With regard to the mean or average, when the mean or average for the responses to each item is converted to the nominal categories, it gives an indication of the group's response to a particular statement (Orlich, 1978 : 136; Henerson *et al.*, 1987 : 17). In this study it means that when the mean or average for the responses to each item is converted to always, regularly, seldom and never categories, it will give an indication of the educators' response to a particular statement. That is, how often they use different assessment methods, assessment tools, assessment techniques, forms (specific purposes) of assessment and reporting tools.

Inferential statistics will be used for testing the hypotheses of this study. For each of the five aims (aims number one, three, five, seven and nine) three categories will be devised. These categories, in their ascending order are labelled: Low usage level group; moderate usage level group and high usage level group. They will be devised by grouping the whole sample's total scores for each aim into three class intervals. An individual's score is determined by one's total score in the scale for each aim. Since there are 6 items for each of the above five aims (with 0 as a possible lowest score (0×6) and 18 as a possible highest score (3×6) therefore, with scores that could range from 0 to 18 and three response categories the following three categories (groups) are created:

- LUL Group: A Low Usage Level Group consists of respondents with scores in the range of 0-6.
- MUL Group: A Moderate Usage Level Group consists of respondents with scores in the range of 7-12.
- HUL Group: A High Usage Level Group consists of respondents with scores in the range of 13-18.

To this end, the chi-square one sample test will be used to test hypotheses for aims number one, three, five, seven and nine of this study. The chi-square test is the most frequently used non-parametric statistical test of significance. The chi-square test of significance is used when the investigation concerns category variables, that is, comparing how many members of a sample fall into each one of a number of descriptive categories. The chi-square test is concerned with comparing differences in the actual (observed) frequencies (counts) with the expected frequencies. The chi-square test tells us the extent to which an observed set of frequencies differs from the frequencies that are expected (Orlich, 1978 : 145; Borg & Gall, 1983 : 559; Behr, 1988 : 79).

In this study, the researcher has in a single sample, three categories, namely, LUL, MUL and HUL. The researcher intends to test whether significant differences exists between the observed frequencies and the expected frequencies in these respective categories. This type of chi-

square test is called one sample test (Behr, 1988 : 82; Sibaya, 1993 : 259).

The chi-square test for k independent samples will be used to test hypotheses for aims number two, four, six eight and ten. This statistical test is suitable for testing hypotheses for these aims because the respondents in the sample are categorised in terms of their personal particulars and their responses are considered independently. For example, the category of gender, males and females responses are treated independently of each other.

All the research hypotheses are based on the null hypotheses. Therefore, if there is no significant difference between the frequencies in the respective categories, the null hypotheses will not be rejected but if there are differences, they will be rejected. The null hypotheses are rejected at 0.05 level of significance, which means that the likelihood of the results occurring by chance is less than 5 times in 100. If the calculated probability value of the results (p) is greater than 0.05 level of significance, the null hypothesis is accepted. This is recorded as $p > 0.05$. If it is less, the null hypothesis is rejected. This is recorded as $p < 0.05$ (Sibaya, 1993 : 257).

3.6 SAMPLE DESIGN AND SAMPLING PROCEDURE

The subjects for this study were from schools in the KwaZulu-Natal Province. KwaZulu-Natal Province is about 92, 180 square kilometers big in size and consists of four regions. These regions in their

alphabetical order are: eThekwini, uKhahlamba, uMgungundlovu and Zululand. A list of schools in each region was obtained. In order to ensure that the results are not biased, each region was sampled. Stratified random sampling was used to select equal number of schools from each of the four regions. This procedure gives the researcher an opportunity to sample randomly from within each stratum and to generalise about the entire population (Harris, 1995 : 222-223). There were 6135 schools in KwaZulu-Natal at the time of investigation. The number of schools in each region was : eThekwini 1477, uKhahlamba 1180, uMgungundlovu 1511 and Zululand 1967. Random number table (Neuman, 1997 : 484 – 487) was used to select names of schools from each region. There were 5 randomly selected schools from each region. Therefore, the total number of schools was 20. These twenty selected schools were used for drawing a sample of educators. Using 20 as an estimate average number of educators per school, a total of about 400 educators were included in the sample.

3.7 PLANNING FOR ADMINISTRATION OF THE RESEARCH INSTRUMENT

This study was conducted in the form of a filed study. The procedure which was followed is outlined below;

- a) A letter requesting for permission to conduct research in selected schools was forwarded to the Directors Research Strategy development and ECMIS in KwaZulu-Natal.

- b) Copies of the letter of approval were made and they accompanied the questionnaire to educators for the attention of the principal concerned. With the aid of the research assistants, questionnaires were personally distributed and collected from schools.
- c) A pilot run of the researcher instrument was conducted among educators from schools in the Zululand region. These schools were not included in the final study sample for the main study. Included in the pilot study were 60 educators, comprising of 22 males and 38 females. There were 20 educators from each phase, namely Foundation phase, Intermediate phase, Senior and FET phase. The pilot study helped in highlighting problem areas before the research instrument was used in the final study.

3.8 CONCLUSION

In this chapter, the aims and hypotheses of the study were outlined. The research instrument, planning for analysis of data, sample design and sampling procedure as well as planning for the administration of the research instrument have been discussed.

In the next chapter (chapter four) data is presented, analysed and interpreted.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In chapter three a detailed account of research design and methodology was given. In this chapter the analysis and interpretation of data are discussed. Descriptive statistics is used to summarise educators' responses to the statements without testing the hypotheses of the study. Inferential statistics is used to test the hypotheses postulated in chapter three.

4.2 ADMINISTRATION OF THE RESERCH INSTRUMENT

The SPSS computer programme was used for analysing data. Cronbach's co-efficient alpha was used to determine the internal-consistency reliability estimates for items 1-30 (Section B), which measures educators' implementation of assessment in Outcomes-Based Education. The internal-consistency reliability estimate is .80, which is excellent (Tabachnick & Fidell, 1989:640). An instrument with co-efficient alpha measure which is over 0.7 is regarded as internally consistent (Muijs, 2004 : 73).

TABLE 4.1 Distribution of subjects according to biographical variables (N = 303)

Criteria	Levels				
Gender	Male				Female
	93				210
Teaching Experience in years:	0-4	5-9	10-14	15-19	20+
	52	104	76	43	28
Qualification	Degree with Teachers' Diploma/ Certificate	Degree without Teachers' Diploma/ Certificate	Teachers' Diploma/ Certificate	Matric Certificate	
	115	31	132	25	
Teaching Phase	Foundation	Intermediate	Senior/FET		
	51	58	194		

Table 4.1 illustrates the distribution of teachers according to their biographical characteristics. The questionnaire was administered to 303 educators.

4.3 RESULTS OF THE STUDY

4.3.1 Descriptive analysis of data

Table 4.2 Frequency distribution of responses to items 1-30 (N = 303)

Statement No.	Response Category				Mean \bar{X}
	ALWAYS	REGULARLY	SELDOM	NEVER	
1.	42 (13.9)	149 (49.2)	94 (31.0)	18 (5.9)	1.71
2.	27 (8.9)	99 (32.7)	141 (46.5)	36 (11.9)	1.38
3.	54 (17.8)	101 (33.3)	100 (33.0)	48 (15.8)	1.53
4.	151(49.8)	106 (35.0)	33 (10.9)	13 (4.3)	2.30
5.	3 (1.0)	13 (4.3)	100 (33.0)	186 (61.4)	0.47
6.	8 (2.6)	38 (12.5)	96 (31.7)	161 (53.1)	0.65
7.	100(33.0)	92 (30.4)	77 (25.4)	34 (11.2)	1.85
8.	51 (16.8)	71 (23.4)	67 (22.1)	114 (37.6)	1.19
9.	84 (27.7)	119 (39.3)	66 (21.8)	34 (11.2)	1.84
10.	220(72.6)	60 (19.8)	15 (5.0)	8 (2.6)	2.62
11.	58 (19.1)	90 (29.7)	80 (26.4)	75 (24.8)	1.43
12.	131 (43.2)	118 (38.9)	40 (13.2)	14 (4.6)	2.21
13.	159 (52.5)	117 (38.6)	19 (6.3)	8 (2.6)	2.41
14.	80 (26.4)	132 (43.6)	54 (17.8)	37 (12.2)	1.84
15.	14 (4.6)	88 (29.0)	113 (37.3)	88 (29.0)	1.09
16.	48 (15.8)	148 (48.8)	83 (27.4)	24 (7.9)	1.73
17.	34 (11.2)	147 (48.5)	91 (30.0)	31 (10.2)	1.61
18.	50 (16.5)	148 (48.8)	83 (27.4)	22 (7.3)	1.75
19.	120 (39.6)	110 (36.3)	57 (18.8)	16 (5.3)	1.10
20.	151 (49.8)	116 (38.3)	23 (7.6)	13 (4.3)	2.34
21.	47 (15.5)	93 (30.7)	90 (29.7)	73 (24.1)	1.37
22.	99 (32.7)	125 (41.3)	59 (19.5)	20 (6.6)	2.00
23.	81 (26.7)	121 (39.9)	75 (24.8)	26 (8.6)	1.85
24.	96 (31.7)	151 (49.8)	45 (14.9)	11 (3.6)	2.09
25.	228 (75.2)	47 (15.5)	16 (5.3)	12 (4.0)	2.62
26.	68 (22.4)	80 (26.4)	90 (29.7)	65 (21.5)	1.49
27.	3 (1.0)	8 (2.6)	63 (20.8)	228 (75.2)	0.32
28.	18 (5.9)	47 (15.5)	113 (37.3)	125 (41.3)	0.86
29.	6 (2.0)	21 (6.9)	34 (11.2)	242 (79.9)	0.31
30.	29 (9.6)	30 (9.9)	39 (12.9)	205 (67.7)	0.61

Percentages are in parentheses.

GRAPH 1: GRAPHIC PRESENTATION OF RESPONSES TO EVERY STATEMENT

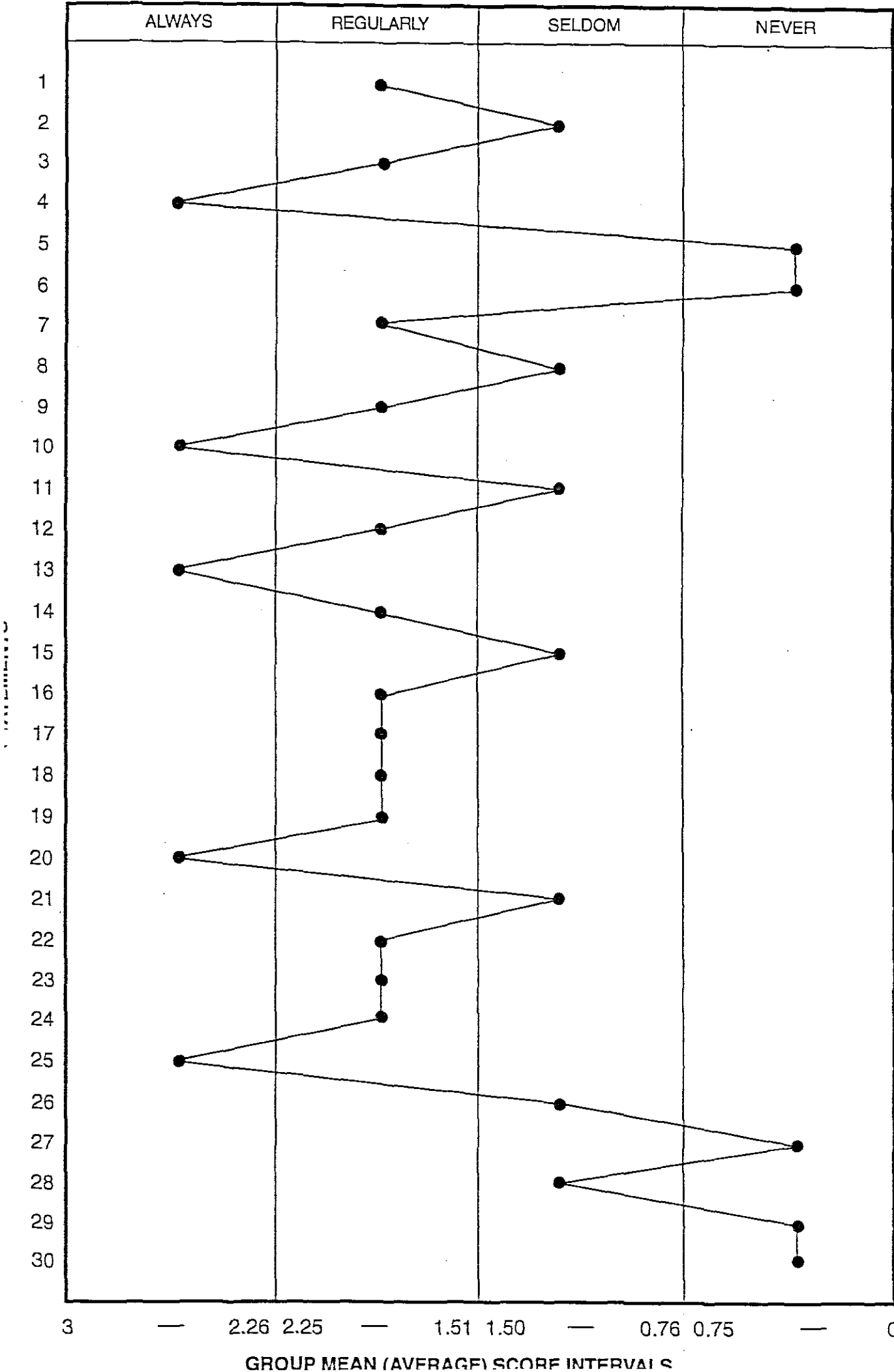


Table 4.2 reveals the following information pertaining to educators' responses to each item:

Statement 1: I use group assessment method when assessing the learners.

About 42 (13.9%) educators always use group assessment method and 149 (49.2%) regularly use it. About 94 (31.0%) seldom use it and 18 (5.9%) never use it. The mean score is 1.71. When converted back to the nominal categories of the scale it falls within the 'regularly' category (see graph 1). This means that on average, the educators regularly use group assessment method when assessing the learners' performance.

Statement 2: I use peer assessment method when assessing the learners

About 27 (8.9%) educators always use peer assessment method and 99 (32.7%) regularly use it. About 141 (46.5%) seldom use it and 36 (11.9%) never use it. The mean score is 1.38. When converted back to the nominal categories of the scale it falls within the "seldom" category (see graph 1). This means that on average, the educators seldom use peer assessment method when assessing the learners' performance.

Statement 3: I use self assessment method when assessing the learners

About 54 (17.8%) educators always use self assessment method and 101 (33.3%) regularly use it. About 100 (33.0%) seldom use it and 48 (15.8%) never use it. The mean score is 1.53. When converted back to the nominal categories of the scale it falls within the “regularly” category (see graph 1). This means that on average, the educators regularly use self assessment method when assessing the learners’ performance.

Statement 4: I use educator assessment method when assessing the learners.

About 151 (49.8%) educators always use educator assessment method and 106 (35.0%) regularly use it. About 33 (10.9%) seldom use it and 13 (4.3%) never use it. The mean score is 2.30. When converted back to the nominal categories of the scale it falls within the “always” category (see graph 1). This means that on average, the educators always use educator assessment method when assessing the learners.

Statement 5: I use parent assessment method when assessing the learners.

About 3 (1.0%) educators always use parent assessment method and 13 (4.3%) regularly use it. About 100 (33%) seldom use it and 186 (61.4%) never use it. The mean score is 0.47. When converted back to the nominal categories of the scale, it falls within the

“never” category (see graph 1). This means that on average, the educators never use parental assessment method when assessing the learners’ work.

Statement 6: I use external assessor to assess learners’ performance

About 8 (2.6%) educators always use external assessor and 38 (12.5%) regularly use it. About 96 (31.7%) seldom use it and 161 (53.1%) never use it. The mean score is 0.65. When converted back to the nominal categories of the scale, it falls within the “never” category (see graph 1). This means that on average, the educators never use external assessor when assessing the learners’ performance.

Statement 7: I use observation sheet or checklist tool for recording learners’ work

About 100 (33.0%) educators always use observation sheet or checklist tool and 92 (30.4%) regularly use it. About 77 (25.4%) seldom use it and 34 (11.2%) never use it. The mean score is 1.85. When converted back to the nominal categories of the scale, it falls within the “regularly” category (see graph 1). This means that on average, the educators regularly use observation sheet or checklist when recording the learners’ work.

Statement 8: I use journals for recording learners' work.

About 51 (16.8%) educators always use journals and 71 (23.4%) regularly use them. About 67 (22.1%) seldom use them and 114 (37.6%) never use them. The mean score is 1.19. When converted back to the nominal categories of the scale, it falls within the "seldom" category (see graph 1). This means that on average, the educators seldom use journals for recording learners' work.

Statement 9: I use assessment grids or rubrics for recording learners' work

About 84 (27.7%) educators always use assessment grids or rubrics and 119 (39.3%) regularly use them. About 66 (21.8%) seldom use them and 34 (11.2%) never use them. The mean score is 1.84. When converted back to the nominal categories of the scale, it falls within the "regularly" category (see graph 1). This means that on average, the educators regularly use assessment grids or rubrics for recording learners' work.

Statement 10: I use class lists for recording learners' work.

A high number of educators, 220 (72.6%) always use class lists and 60 (19.8%) regularly use them. About 15 (5.0%) seldom use them and 8 (2.6%) never use them. The mean score is 2.62. When converted back to the nominal categories of the scale, it falls within the "always"

category (see graph 1). This means that on average, the educators always use class lists for recording learners' work.

Statement 11: I use profiles for recording learners' work.

About 58 (19.1%) educators always use profiles and 90 (29.7%) regularly use them. About 80 (26.4%) seldom use them and 75 (24.8%) never use them. The mean score is 1.43. When converted back to the nominal categories of the scale, it falls within the "seldom" category (see graph 1). This means that on average, the educators seldom use profiles for recording learners' work.

Statement 12: I use portfolio for recording learners' work.

About 131 (43.2%) educators always use portfolio and 118 (38.9%) regularly use it. About 40 (13.2%) seldom use it and 14 (4.6%) never use it. The mean score is 2.21. When converted back to the nominal categories of the scale, it falls within the "regularly" category (see graph 1). This means that on average, the educators regularly use portfolio for recording learners' work.

Statement 13: I use tests when assessing learners' performance.

A relatively high number of educators, 159 (52.5%) always use tests and 117 (38.6%) regularly use them. About 19 (6.3%) seldom use them and 8 (2.6%) never use them. The mean score is 2.41. When converted back to the nominal categories of the scale, it falls within

the “always” category (see graph 1). This means that on average, the educators always use tests when assessing learners’ performance.

Statement 14: I use assignments when assessing learners’ performance.

About 80 (26.4%) educators always use assignments and 132 (43.6%) regularly use them. About 54 (17.8%) seldom use them and 37 (12.2%) never use them. The mean score is 1.84. When converted back to the nominal categories of the scale, it falls within the “regularly” category (see graph 1). This means that on average, the educators regularly use assignments when assessing learners’ performance.

Statement 15: I use debates when assessing learners’ performance.

About 14 (4.6%) educators always use debates and 88 (29.0%) regularly use them. About 113 (37.3%) seldom use them and 88 (29.0%) never use them. The mean score is 1.09. When converted back to the nominal categories of the scale, it falls within the “seldom” category (see graph 1). This means that on average, the educators seldom use debates when assessing learners’ performance.

Statement 16: I use practical demonstrations when assessing learners’ performance.

About 48 (15.8%) educators always use practical demonstrations and 148 (48.8%) regularly use them. About 83 (27.4%) seldom use them

and 24 (7.9%) never use them. The mean score is 1.73. When converted back to the nominal categories of the scale, it falls within the “regularly” category (see graph 1). This means that on average, the educators regularly use practical demonstrations when assessing learners’ performance.

Statement 17: I use projects when assessing learners’ performance.

About 34 (11.2%) educators always use projects and 147 (48.5%) regularly use them. About 91 (30.0%) seldom use them and 31 (10.2%) never use them. The mean score is 1.61. When converted back to the nominal categories of the scale, it falls within the “regularly” category (see graph 1). This means that on average, the educators regularly use projects when assessing learners’ performance.

Statement 18: I use presentations when assessing learners’ performance.

About 50 (16.5%) educators always use presentations and 148 (48.8%) regularly use them. About 83 (27.4%) seldom use them and 22 (7.3%) never use them. The mean score is 1.75. When converted back to the nominal categories of the scale, it falls within the “regularly” category (see graph 1). This means that on average, the educators regularly use presentations when assessing learners’ performance.

Statement 19: I use baseline assessment at the beginning of a new set of learning activities, in order to find out what learners already know.

About 120 (39.6%) educators always use baseline assessment and 110 (36.3%) regularly use it. About 57 (18.8%) seldom use it and 16 (5.3%) never use it. The mean score is 1.10. When converted back to the nominal categories of the scale, it falls within the “seldom” category (see graph 1). This means that on average, the educators seldom use baseline assessment at the beginning of a new set of learning activities, in order to find out what learners already know.

Statement 20: I use summative assessment in an overall report on the learner’s performance.

About 151 (49.8%) educators always use summative assessment and 116 (38.3%) regularly use it. About 23 (7.6%) seldom use it and 13 (4.3%) never use it. The mean score is 2.34. When converted back to the nominal categories of the scale, it falls within the “always” category (see graph 1). This means that on average, the educators always use summative assessment in an overall report on the learners’ performance.

Statement 21: I compare learners’ performance to that of other learners.

About 47 (15.5%) educators always compare learners’ performance to that of other learners and 93 (30.1%) regularly do it. About 90

(29.7%) seldom do it and 73 (24.1%) never do it. The mean score is 1.37. When converted back to the nominal categories of the scale, it falls within the “seldom” category (see graph 1). This means that on average, the educators seldom compare learners’ performance to that of other learners.

Statement 22: I compare learners’ performance with the criteria he/she is expected to achieve

About 99 (32.7%) educators always compare learners’ performance with the criteria he/she is expected to achieve and 125 (41.3%) regularly do it. About 59 (91.5%) seldom do it and 20 (6.6%) never do it. The mean score is 2.00. When converted back to the nominal categories of the scale, it falls within the “regularly” category (see graph 1). This means that on average, the educators regularly compare learners’ performance with the criteria he/she is expected to achieve.

Statement 23: I use diagnostic assessment to find out the nature and cause of a learner’s learning difficulty.

About 81 (26.7%) educators always use diagnostic assessment and 121 (39.9%) regularly use it. About 75 (24.8%) seldom use it and 26 (8.6%) never use it. The mean score is 1.85. When converted back to the nominal categories of the scale, it falls within the “regularly” category (see graph 1). This means that on average, the educators regularly use diagnostic assessment to find out the nature and cause of a learner’s learning difficulty.

Statement 24: I use formative assessment to monitor and support learner's learning progress.

About 96 (31.7%) educators always use formative assessment and 151 (49.8%) regularly use it. About 45 (14.9%) seldom use it and 11 (3.6%) never use it. The mean score is 2.09. When converted back to the nominal categories of the scale, it falls within the "regularly" category (see graph 1). This means that on average, the educators regularly use formative assessment to monitor and support learner's learning progress.

Statement 25: I report learners' progress through report cards.

A very high number of educators, 228 (75.2%) always report learners' progress through report cards and 47 (15.5%) regularly do it. About 16 (5.3%) seldom do it and 12 (4.0%) never do it. The mean score is 2.62. When converted back to the nominal categories of the scale, it falls within the "always" category (see graph 1). This means that on average, the educators always report learners' progress through report cards.

Statement 26: I report learners' progress in parent-educator conferences

About 68 (22.4%) educators always report learners' progress in parent-educator conferences and 80 (26.4%) regularly do it. About 90 (29.7%) seldom do it and 65 (21.5%) never do it. The mean score is 1.49. When converted back to the nominal categories of the scale, it

falls within the “seldom” category (see graph 1). This means that on average, the educators seldom report learners’ progress in parent-educator conferences.

Statement 27: I report learners’ progress through phone calls.

About 3 (1.0%) educators always report learners’ progress through phone calls and 8 (2.6%) regularly do it. About 63 (20.8%) seldom do it and 228(75.2%) never do it. The mean score is 0.32. When converted back to the nominal categories of the scale, it falls within the “never” category (see graph 1). This means that on average, the educators never report learners’ progress through phone calls.

Statement 28: I report learners’ progress by writing letters.

About 18 (5.9%) educators always report learners’ progress by writing letters and 47 (15.5%) regularly do it. About 113 (37.3%) seldom do it and 125(41.3%) never do it. The mean score is 0.86. When converted back to the nominal categories of the scale, it falls within the “seldom” category (see graph 1). This means that on average, the educators seldom report learners’ progress by writing letters.

Statement 29: I report learners’ progress through schools’ newsletters

About 6 (2.0%) educators always report learners’ progress through schools’ newsletters and 21 (6.9%) regularly do it. About 34 (11.2%) seldom do it and 242 (79.9%) never do it. The mean score is 0.31.

When converted back to the nominal categories of the scale, it falls within the “never” category (see graph 1). This means that on average, the educators never report learners’ progress through schools’ newsletters.

Statement 30: I report learners’ progress in parents’ nights.

About 29 (9.6%) educators always report learners’ progress in parents’ nights and 30 (9.9%) regularly do it. About 39 (12.9%) seldom do it and 205 (69.7%) never do it. The mean score is 0.61. When converted back to nominal categories of scale, it falls within the “never” category (see graph 1). This means that on average, the educators never report learners’ progress in parents’ nights.

4.3.2 Analysis of data using inferential statistics

In this section, hypotheses are tested and the results are presented in the tables. There are ten hypotheses to be tested in this study. The presentation of data (in the tables) is preceded by the reiteration of each hypothesis.

4.3.2.1 **Testing of hypothesis number one**

Hypothesis number one is reiterated as follows:

Educators do not differ in the extent to which they use assessment methods

The appropriate statistical test chosen for testing this hypothesis is the chi-square one sample test. The chi-square one sample test is appropriate because testing hypothesis number one is concerned with comparing how many respondents of the whole sample fall into each of the descriptive categories, namely, Low Usage Level (LUL), Moderate Usage Level (MUL) and High Usage Level (HUL).

The chi-square one sample test is recommended for comparing differences in the observed frequencies with the expected frequencies in a single sample with various categories to determine whether differences (except for sample error) are typical of the population from which the sample was drawn (Behr, 1988 : 82).

TABLE 4.3 Group and assessment methods usage levels

	LUL (0-6)	MUL (7-12)	HUL (13-18)
Frequencies	90	201	12

A chi-square value of 178.634 at $df = 2$ was obtained for table 4.3. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.5$, the decision is to reject the null hypothesis and conclude that educators differ in the extent to which they use assessment methods.

4.3.2.2 Testing of hypothesis number two

Hypothesis number two is reiterated as follows:

Educators’ biographical factors such as gender, teaching experience, qualification and teaching phase have no influence on educators’ usage of assessment methods.

The chi-square test for k independent samples is chosen as an appropriate statistical test for testing this hypothesis. The chi-square test for k independent samples is appropriate because the respondents in the sample are categorised in terms of their personal particulars and their responses are considered independently.

TABLE 4.4 Gender and assessment methods usage levels

Gender	LUL (0-6)	MUL (7 – 12)	HUL (13-18)
Male	23	65	5
Female	67	136	7

A chi-square value of 2.052 at $df = 2$ was obtained for table 4.4. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$ the decision is to uphold the null hypothesis and conclude that gender has no influence on educators' usage of assessment methods.

TABLE 4.5 Teaching experience and assessment methods usage levels

Teaching experience: in years	LUL (0-6)	MUL (7-12)	HUL (13-18)
0-4	18	31	3
5-9	22	79	3
10-14	25	47	4
15-19	14	28	1
20 +	11	16	1

A chi-square value of 7.990 at $df = 8$ was obtained for table 4.5. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude that teaching experience has no influence on educators' usage of assessment methods.

TABLE 4.6 Qualification and assessment methods usage levels

Qualification	LUL (0-6)	MUL (7-12)	HUL (13-18)
Matric certificate	9	16	0
Teachers' Diploma/Certificate	37	90	5
Degree without teachers' Diploma/Certificate	15	14	2
Degree without teachers' Diploma/Certificate	29	81	5

A chi-square value of 8.885 at $df = 6$ was obtained for table 4.6. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that qualification has no influence on educators' usage of assessment methods.

TABLE 4.7 Teaching phase and assessment methods usage levels

Teaching Phase	LUL (0-6)	MUL (7-12)	HUL (13-18)
Foundation	23	27	1
Intermediate	12	44	2
Senior/FET	55	130	9

A chi-square value of 8.740 at $df = 4$ was obtained for table 4.7. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude

that teaching phase has no influence on educators’ usage of assessment methods.

4.3.2.3 **Testing of hypothesis number three**

Hypothesis number three is reiterated as follows:

Educators do not differ in the extent to which they use assessment tools

The appropriate statistical test chosen for testing this hypothesis is also the chi-square one sample test.

TABLE 4.8 **Group and assessment tools usage levels**

	LUL	MUL	HUL
	(0-6)	(7-12)	(13-18)
Frequencies	19	179	105

A chi-square value of 126.970 at $df = 2$ was obtained for table 4.8. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that educators differ in the extent to which they use assessment tools.

4.3.2.4 Testing of hypothesis number four

Hypothesis number four is reiterated as follows:

Educators' biographical factors such as gender, teaching experience, qualification and teaching phase have no influence on educators' usage of assessment tools.

The chi-square test for k independent samples is also appropriate for testing this hypothesis.

TABLE 4.9 **Gender and assessment tools usage levels**

Gender	LUL (0-6)	MUL (7 – 12)	HUL (13-18)
Male	5	59	29
Female	14	120	76

A chi-square value of 1.070 at $df = 2$ was obtained for table 4.9. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that gender has no influence on educators' usage of assessment tools.

TABLE 4.10 Teaching experience and assessment tools usage levels

Teaching experience: in years	LUL (0-6)	MUL (7-12)	HUL (13-18)
0-4	4	34	14
5-9	5	63	36
10-14	8	37	31
15-19	2	26	15
20 +	0	19	9

A chi-square value of 8.586 at $df = 8$ was obtained for table 4.10. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude that teaching experience has no influence on educators' usage of assessment tools.

TABLE 4.11 Qualification and assessment tools usage levels

Qualification	LUL (0-6)	MUL (7-12)	HUL (13-18)
Matric certificate	2	19	4
Teachers' Diploma/Certificate	6	81	45
Degree without teachers' Diploma/Certificate	3	22	6
Degree without teachers' Diploma/Certificate	8	57	50

A chi-square value of 12.438 at $df = 6$ was obtained for table 4.11. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that qualification has an influence on educators' usage of assessment tools.

TABLE 4.12 Teaching phase and assessment tools usage levels

Teaching Phase	LUL (0-6)	MUL (7-12)	HUL (13-18)
Foundation	3	37	11
Intermediate	0	37	21
Senior/FET	16	105	73

A chi-square value of 10.505 at $df = 4$ was obtained for table 4.12. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that teaching phase has an influence an educators' usage of assessment tools.

4.3.2.5 Testing of hypothesis number five

Hypothesis number five is reiterated as follows:

Educators do not differ in the extent to which they use assessment techniques

The appropriate statistical test chosen for testing this hypothesis is also the chi-square one sample test.

TABLE 4.13 Group and assessment techniques usage levels

	LUL	MUL	HUL
	(0-6)	(7-12)	(13-18)
Frequencies	41	190	72

A chi-square value of 122.396 at $df = 2$ was obtained for table 4.13. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that educators differ in the extent to which they use assessment techniques.

4.3.2.6 Testing of hypothesis number six

Hypothesis number six is reiterated as follows:

Educators' biographical factors such as gender, teaching experience, qualification and teaching phase have no influence on educators' usage of assessment techniques.

The chi-square test for k independent samples is also appropriate for testing this hypothesis.

TABLE 4.14

Gender and assessment techniques usage levels

Gender	LUL (0-6)	MUL (7 – 12)	HUL (13-18)
Male	8	60	25
Female	33	130	47

A chi-square value of 3.029 at $df = 2$ was obtained for table 4.14. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that gender has no influence on educators' usage of assessment techniques.

TABLE 4.15

Teaching experience and assessment techniques usage levels

Teaching experience: in years	LUL (0-6)	MUL (7-12)	HUL (13-18)
0-4	8	29	15
5-9	15	64	25
10-14	9	50	17
15-19	5	26	12
20 +	4	21	3

A chi-square value of 4.675 at $df = 8$ was obtained for table 4.15. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude

that teaching experience has no influence on educators' usage of assessment techniques.

TABLE 4.16 Qualification and assessment techniques usage levels

Qualification	LUL (0-6)	MUL (7-12)	HUL (13-18)
Matric certificate	6	16	3
Teachers' Diploma/Certificate	21	84	27
Degree without teachers' Diploma/Certificate	4	20	7
Degree without teachers' Diploma/Certificate	10	70	35

A chi-square value of 8.912 at $df = 6$ was obtained for table 4.11. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that qualification has no influence on educators' usage of assessment techniques.

TABLE 4.17 Teaching phase and assessment techniques usage levels

Teaching Phase	LUL (0-6)	MUL (7-12)	HUL (13-18)
Foundation	24	22	5
Intermediate	4	34	20
Senior/FET	13	134	47

A chi-square value of 62.470 at $df = 4$ was obtained for table 4.17. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that teaching phase has an influence on educators' usage of assessment techniques.

4.3.2.7 Testing of hypothesis number seven

Hypothesis number seven is reiterated as follows:

Educators do not differ in the extent to which they use forms of assessment.

The appropriate statistical test chosen for testing this hypothesis is also the chi-square one sample test.

TABLE 4.18 Group and forms of assessment usage levels

	LUL	MUL	HUL
	(0-6)	(7-12)	(13-18)
Frequencies	20	152	131

A chi-square value of 99.624 at $df = 2$ was obtained for table 4.18. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that educators differ in the extent to which they use forms of assessment.

4.3.2.8 Testing of hypothesis number eight

Hypothesis number eight is reiterated as follows:

Educators' biographical factors such as gender, teaching experience, qualification and teaching phase have no influence on educators' usage of forms of assessment.

The chi-square test for k independent samples is also appropriate for testing this hypothesis.

TABLE 4.19 Gender and forms of assessment usage levels

Gender	LUL (0-6)	MUL (7 – 12)	HUL (13-18)
Male	3	47	43
Female	17	105	88

A chi-square value of 2.599 at $df = 2$ was obtained for table 4.19. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that gender has no influence on educators’ usage of forms of assessment

TABLE 4.20 Teaching experience and forms of assessment usage levels

Teaching experience: in years	LUL (0-6)	MUL (7-12)	HUL (13-18)
0-4	5	30	17
5-9	5	50	49
10-14	7	37	32
15-19	3	20	20
20 +	0	15	13

A chi-square value of 6.649 at $df = 8$ was obtained for table 4.20. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude

that teaching experience has no influence on educators' usage of forms of assessment.

TABLE 4.21 Qualification and forms of assessment usage levels

Qualification	LUL (0-6)	MUL (7-12)	HUL (13-18)
Matric certificate	2	17	6
Teachers' Diploma/Certificate	8	65	59
Degree without teachers' Diploma/Certificate	3	13	15
Degree without teachers' Diploma/Certificate	7	57	51

A chi-square value of 5.85 at $df = 6$ was obtained for table 4.21. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that qualification has no influence on educators' usage of forms of assessment.

TABLE 4.22 Teaching phase and forms of assessment usage levels

Teaching Phase	LUL (0-6)	MUL (7-12)	HUL (13-18)
Foundation	6	30	15
Intermediate	1	28	29
Senior/FET	13	94	87

A chi-square value of 8.054 at $df = 4$ was obtained for table 4.22. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude that teaching phase has no influence on educators’ usage of forms of assessment.

4.3.2.9 Testing of hypothesis number nine

Hypothesis number nine is reiterated as follows:

Educators do not differ in the extent to which they use reporting tools.

The appropriate statistical test chosen for testing this hypothesis is also the chi-square one sample test.

TABLE 4.23 Group and reporting tools usage levels

	LUL	MUL	HUL
	(0-6)	(7-12)	(13-18)
Frequencies	186	105	12

A chi-square value of 105.119 at $df = 2$ was obtained for table 4.23. It is significant at our chosen level of significance, which is 0.05. Since $p < 0.05$, the decision is to reject the null hypothesis and conclude that educators differ in the extent to which they use reporting tools.

4.3.2.10 Testing of hypothesis number ten

Hypothesis number ten is reiterated as follows:

Educators' biographical factors such as gender, teaching experience, qualification and teaching phase have no influence on educators' usage of reporting tools.

The chi-square test for k independent samples is also appropriate for testing this hypothesis.

TABLE 4.24 Gender and reporting tools usage levels

Gender	LUL (0-6)	MUL (7 – 12)	HUL (13-18)
Male	64	26	3
Female	122	79	9

A chi-square value of 3.126 at $df = 2$ was obtained for table 4.24. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that gender has no influence on educators’ usage of reporting tools.

TABLE 4.25 Teaching experience and reporting tools usage levels

Teaching experience: in years	LUL (0-6)	MUL (7-12)	HUL (13-18)
0-4	32	17	3
5-9	66	36	2
10-14	51	23	2
15-19	23	18	2
20 +	14	11	3

A chi-square value of 7.940 at $df = 8$ was obtained for table 4.25. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude that teaching experience has no influence on educators’ usage of reporting tools.

TABLE 4.26 Qualification and reporting tools usage levels

Qualification	LUL (0-6)	MUL (7-12)	HUL (13-18)
Matric certificate	21	4	0
Teachers' Diploma/ Certificate	82	44	6
Degree without teachers' Diploma/Certificate	20	9	2
Degree without teachers' Diploma/Certificate	63	48	4

A chi-square value of 9.144 at $df = 6$ was obtained for table 4.26. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is to uphold the null hypothesis and conclude that qualification has no influence on educators' usage of reporting tools.

TABLE 4.27 Teaching phase and reporting tools usage levels

Teaching Phase	LUL (0-6)	MUL (7-12)	HUL (13-18)
Foundation	36	13	2
Intermediate	31	25	2
Senior/FET	119	67	8

A chi-square value of 3.782 at $df = 4$ was obtained for table 4.27. It is not significant at our chosen level of significance, which is 0.05. Since $p > 0.05$, the decision is not to reject the null hypothesis and conclude that teaching phase has no influence on educators' usage of reporting tools.

4.4 CONCLUSION

Chapter four detailed the analysis and interpretation of data for both descriptive and inferential statistics.

The next chapter (chapter five) details the discussion of the results.

CHAPTER FIVE

5.0 DISCUSSION OF THE RESULTS

5.1 INTRODUCTION

In chapter four, details on the analysis and interpretation of data were given. In this chapter, the findings emanating from the data analysed in chapter four are discussed.

5.2 RESULTS FROM DESCRIPTIVE STATISTICS

The graphic presentation (graph 1) reveals that on average, educators always use educator assessment method (item 4) when assessing the learners, class lists (item 10) as a tool for recording learners' work, tests (item 13) as a technique for assessing learners' performance, summative assessment (item 20) as a form of assessment and report cards (item 25) for reporting learners' progress. While other assessment methods, tools and techniques are regularly and seldom used, educators never use parent assessment methods (item 5) and external assessor (item 6) as well as phone calls, (item 27). They also never use schools' newsletters (item 29) and parents' nights (item 30) to report learners' progress. This shows that in historically black schools, a variety of assessment methods, tools and techniques are not adequately used. Those that are used are still traditional.

5.3 RESULTS FROM INFERENTIAL STATISTICS

5.3.1 Findings with regard to the extent to which educators use assessment methods

The findings reveal that educators differ in the extent to which they use assessment methods. A very high percentage (66.3%) of educators report a moderate level of using assessment methods compared to those who reported a low usage level (29.7%) and those who reported a high usage level (4%). The implication for this high percentage of educators reporting average level of using assessment methods is that most educators are not adequately using a variety of assessment methods as required by the Outcomes-Based Assessment. The reason may be that they are not exposed to them.

5.3.2 Findings with regard to the influence of educators' biographical characteristics on educators' usage of assessment methods

The findings indicate that gender, teaching experience, qualification and teaching phase have no influence on educators' usage of assessment methods. This means that educators' usage of assessment methods is not dependent on these factors.

5.3.3 Findings with regard to the extent to which educators use assessment tools

The findings show that educators differ in the extent to which they use assessment tools. A relatively high percentage (59.1%) of educators report a moderate level of using assessment tools compared to those who reported a low usage level (6.2%) and those who reported a high usage level (34.7%). This indicates that most educators are not sufficiently using a variety of assessment tools. The reason may be that they do not know how to use them.

5.3.4 Findings with regard to the influence of educators' biographical characteristics on educators' usage of assessment tools

The findings reveal that gender and teaching experience have no influence on educators' usage of assessment tools but qualification and teaching phase have an influence.

With regard to qualification, 76% of educators with matric certificate and 71% without teachers' diploma/certificate report a moderate level of using assessment tools compared to 61.4% of educators with teachers' diploma/certificate. On the contrary, 43.6% of educators with a degree and 34.1% with a diploma/certificate report a high usage level compared to only 19.3% with a degree but without teachers' diploma/certificate and 16% with matric certificate. This indicates that a high percentage of unqualified educators report average level of using assessment tools compared to those who are qualified. The implication

for this finding is that the more qualified educators are the more they use assessment tools and vice versa.

Regarding the teaching phase, 72.5% of educators at the Foundation phase, 63.8% at the Intermediate Phase and 54.1% at the Senior/FET phase report moderate level of using assessment tools. On the contrary, 37.6% at the Senior/FET phase, 36.2% at Intermediate phase and 21.6% at the Foundation phase report a high level of using assessment tools. This means that the lower the teaching phase, the moderate the usage of the assessment tools and the higher the teaching phase, the higher the usage of the assessment tools. The reason for this state of affairs may be that educators feel more comfortable with using a variety of assessment tools at senior phases than at lower phases.

5.3.5 Findings with regard to the extent to which educators use assessment techniques

The findings reveal that educators differ in the extent to which they use assessment techniques. A high percentage (62.7%) of educators report a moderate level of using assessment techniques compared to those who reported a low usage level (13.5%) and those who reported a high usage level (23.8). This shows that most educators do not adequately use a variety of assessment techniques. The reason may be that they use only those that they are familiar with, such as tests.

5.3.6 Findings with regard to the influence of educators' biographical characteristics on educators' usage of assessment techniques

The findings indicate that gender, teaching experience and qualification have no influence on educators' usage of assessment techniques, only teaching phase has an influence.

Concerning the teaching phase, 47.1% of educators at Foundation phase report a low level of using assessment techniques compared to 6.9% at Intermediate phase and 6.7% at Senior/FET phase. The reason for having a higher percentage of educators at Foundation phase less using assessment techniques may be that it is not easy to use a variety of assessment techniques to assess performance of very young learners.

5.3.7 Findings with regard to the extent to which educators use forms of assessment

The findings show that educators differ in the extent to which they use forms (specific purposes) of assessment. A relatively high percentage (50.2% of educators report a moderate level of using forms (specific purposes) of assessment compared to 6.6% who reported a low usage level and 43.2% who reported a high usage level. This indicates that most educators do not sufficiently use a variety of forms (specific purposes) of assessment. The reason may be that they are not conversant with them.

5.3.8 Findings with regard to the influence of educators' biographical characteristics on educators' usage of forms of assessment

The findings indicate that gender, teaching experience, qualification and teaching phase have no influence on educators' usage of forms (specific purposes) of assessment. This means that educators' usage of forms of assessment is not dependent on these factors.

5.3.9 Findings with regard to the extent to which educators use reporting tools

The findings reveal that educators differ in the extent to which they use reporting tools. A high percentage (61.4%) of educators report a low level of using reporting tools compared to those who reported a moderate usage (34.6%) and those who reported a high usage level (4.0%). The reason for this state of affairs may be that most educators are not used to a variety of reporting tools.

5.3.10 Findings with regard to the influence of educators' biographical characteristics on educators' usage of reporting tools

The findings indicate that gender, teaching experience, qualification and teaching phase have no influence on educators' usage of reporting tools. This means that educators' usage of reporting tools is not dependent on these factors.

5.4 CONCLUSION

Chapter five detailed the discussion of the results.

In the next chapter (chapter six), the summary, conclusions and *recommendations of the study* are presented.

CHAPTER SIX

6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 SUMMARY

6.1.1 The problem

The study was designed to investigate educators' implementation of assessment in Outcomes-Based Education. To this end, the problem was stated in the form of the following questions:

- i) To what extent do educators use assessment methods?
- ii) Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment methods)?
- iii) To what extent do educators use assessment tools?
- iv) Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment tools?
- v) To what extent do educators use assessment techniques?
- vi) Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment techniques?
- vii) To what extent do educators use forms (specific purposes) of assessment?

- viii) Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of forms (specific purposes) of assessment?
- ix) To what extent do educators use reporting tools?
- x) Do educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of reporting tools?

6.1.2 The aims of the study

- i) To ascertain the extent to which educators use assessment methods.
- ii) To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment methods.
- iii) To ascertain the extent to which educators use assessment tools.
- iv) To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment tools.
- v) To ascertain the extent to which educators use assessment techniques.
- vi) To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of assessment techniques.
- vii) To ascertain the extent to which educators use forms (specific purposes) of assessment.

- viii) To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of forms (specific purposes) of assessment.
- ix) To ascertain the extent to which educators use reporting tools.
- x) To determine whether educators' biographical factors (gender, teaching experience, qualification and teaching phase) have any influence on educators' usage of reporting tools.

6.1.3 Hypotheses postulated

- i) Educators do not differ in the extent to which they use assessment methods.
- ii) Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment methods).
- iii) Educators do not differ in the extent to which they use assessment tools.
- iv) Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment tools.
- v) Educators do not differ in the extent to which they use assessment techniques.
- vi) Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of assessment techniques.

- vii) Educators do not differ in the extent to which they use forms (specific purposes) of assessment.
- viii) Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of forms (specific purposes) of assessment.
- ix) Educators do not differ in the extent to which they use reporting tools.
- x) Educators' biographical factors (gender, teaching experience, qualification and teaching phase) have no influence on educators' usage of reporting tools.

6.1.4 Methodology

A questionnaire was used as a research instrument for collecting data. The instrument was administered to a randomly selected sample of 303 respondents. Both descriptive and inferential statistics were used for analysing data. Respondent counting, percentages as well as means (averages) were used for descriptive analysis in the item by item analysis of data. The chi-square one sample test and the chi-square test for k independent samples are appropriate statistical tests which were used for testing hypotheses of the study.

6.2 CONCLUSIONS

- i) Educators differ in the extent to which they use assessment methods.
- ii) Educators' gender, teaching experience, qualification and teaching phase have no influence on educators' usage of assessment methods.
- iii) Educators differ in the extent to which they use assessment tools.
- iv) Educators' qualification and teaching phase have an influence on educators' usage of assessment tools.
- v) Educators differ in the extent to which they use assessment techniques.
- vi) Teaching phase has an influence on educators' usage of assessment techniques.
- vii) Educators differ in the extent to which they use forms (specific purposes) of assessment.
- viii) Educators' gender, teaching experience, qualification and teaching phase have no influence on educators' usage of forms (specific purposes) of assessment.
- ix) Educators differ in the extent to which they use reporting tools.
- x) Educators' gender, teaching experience, qualification and teaching phase have no influence on educators' usage of reporting tools.

6.3 RECOMMENDATIONS

6.3.1 A proposed model for implementation process of assessment in Outcomes-Based Education

The main purpose of this study was to investigate educators' implementation of assessment in Outcomes-Based Education. Based on the findings of this study, a model for the process of implementing assessment in OBE is proposed and presented in figure 6.1.

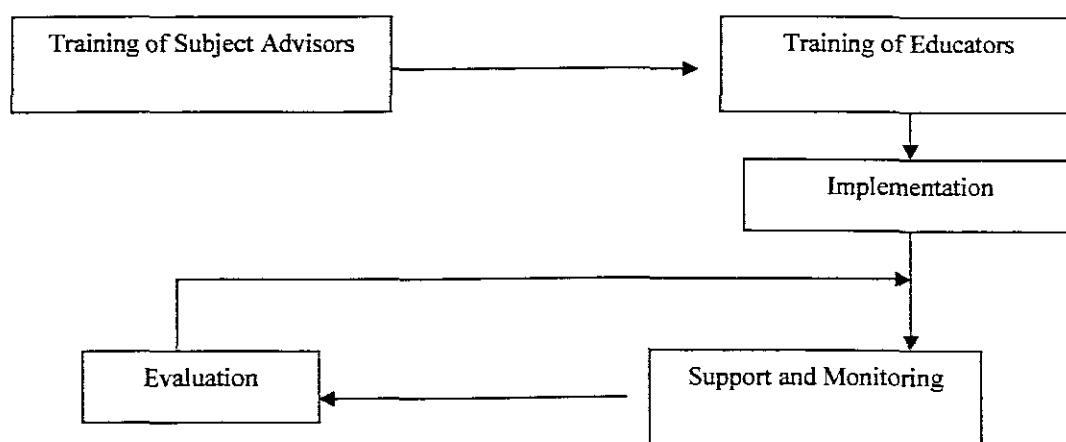


Figure 6.1 A proposed model for implementation process of assessment in Outcomes-Based Education

The model starts with the training of subject advisors from different learning programmes, learning areas and subjects on how to implement assessment in OBE. This point is very important because some of them may not have the knowledge and competence to implement assessment in OBE. This is possible, especially among those who joined advisory service long before OBE. Subject advisors

from different areas of specialisation will have a better understanding of how to apply the theory of assessment in OBE in practice.

After the training of subject advisors, the next step should be that of training the educators. This can be done in forms of workshops. The training should be more practical than just a theory. Practical examples, using educators' background knowledge of their subjects is essential.

In the implementation stage, this study suggests a cascade model. The cascade model became a primary means of preparing educators for implementing Curriculum 2005. As Curriculum Review Report (DoE, 2001) suggests, there should be fewer levels in the cascade model in order to limit the dilution of the training. Educators who were involved in training should form the nucleus of leadership for other educators within schools, districts and provinces. They should actively participate in helping other educators to implement assessment in OBE.

The next stage is that of support and monitoring. A plan should be in place to provide an on-going support to educators. Monitoring and support go hand in hand in the sense that it is through monitoring that one can identify areas which need support and development.

The continuous monitoring and support should lead to evaluation stage. This is where deficiencies or problem in the implementation of assessment in OBE are identified and analysed in order to determine alternatives or find appropriate interventions.

Evaluation is not a final stage of the implementation process because if deficiencies or problem are identified more support and monitoring should be provided to educators.

6.3.2 Limitations of the study and avenues for further research

The following limitations of the study are highlighted and recommendations for directing future research are made:

- (i) The sample of this study was drawn from educators of KwaZulu-Natal province only, therefore, it is not representative of the entire population of educators in this country. Further studies need to be conducted in other provinces.
- (ii) Only public schools were target population in this study. Further research focusing on private schools is needed.
- (iii) The sample of this study consisted of 303 educators only. More research, with a bigger sample preferably a nation wide study, is essential so that the results can be generalised nationally with great confidence.

- (iv) Only the questionnaire was used as a research instrument in this study. Further research, using a combination of questionnaires and interviews is needed.

Inspite of the limitations mentioned above, this study has achieved its objectives of understanding educators' implementation of assessment in Outcomes-Based Education.

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ANNEXURE A

QUESTIONNAIRE

QUESTIONNAIRE TO THE EDUCATORS

- 1. This is a questionnaire on educators' implementation of assessment in outcomes-based education.**
2. You are requested to rate each item statement in terms of the degree to which you implement assessment outcomes-based education in class. The instruction on how to rate each item statement accompany the questionnaire.
3. Please rate every item statement.
4. Your information will be confidential, therefore, do not write your name or the name of the school anywhere on this questionnaire.

Your co-operation will be *highly* appreciated.

THELMA ZENZELE N. NGIDI
P.O.BOX 602
GINGINDLOVU
3800

PLEASE TURN TO THE NEXT PAGE.

SECTION A

1. EDUCATORS' PERSONAL PARTICULARS

Make a cross (X) in the appropriate space or box provided.

1.1 Gender

1	2
Male	Female

1.2 Teaching Experience in years

1	2	3	4	5
0-4	5-9	10-14	15-19	20+

1.3 Highest qualification

Matric certificate	1
Teachers' Diploma/Certificate	2
Degree without teachers' Diploma/Certificate	3
Degree with teachers' Diploma/Certificate	4

1.4 Teaching Phase

1	2	3
Foundation	Intermediate	Senior/FET

SECTION B

2. EDUCATORS' IMPLEMENTATION OF CASS

Please indicate how frequently you use each of the item statements listed below.

Use the rating scale given to write your rating number for each item statement in the box at the end of each item statement.

Always	Regularly	Sometimes	Never
3	2	1	0

ITEM No.	STATEMENT	RATING
1.	I use group assessment method when assessing the learners	
2.	I use peer assessment method when assessing the learner	
3.	I use self assessment method when assessing the learners	
4.	I use educator assessment method when assessing the learners	
5.	I use parent assessment method when assessing the learners	
6.	I use external assessor to assess learners' performance	
7.	I use observation sheet or check list tool for recording learners' work	
8.	I use journals for recording learners' work	
9.	I use assessment grids or rubrics for recording learners' work	
10.	I use class lists for recording learners' work	

Always Regularly Sometimes Never
 3 2 1 0

ITEM No.	STATEMENT	RATING
11.	I use profiles for recording learners' work.	
12.	I use portfolio for recording learners' work.	
13.	I report learners' progress through report cards	
14.	I report learners' progress in parent-educator conferences	
15.	I report learners' progress through phone calls	
16.	I report learners' progress by writing letters	
17.	I report learners' progress through schools' news letters	
18.	I report learners' progress in parents' nights	
19.	I use baseline assessment at the beginning of a new set of learning activities, in order to find out what learners already know.	
20.	I use summative assessment in an overall report on the learners' performance.	
21.	I compare learners' performance to that of other learners	
22.	I compare learners' performance with the criteria he/she is expected to achieve	
23.	I use diagnostic assessment to find out the nature and cause of a learners' learning difficulty	
24.	I use formative assessment to monitor and support learners' learning progress.	
25.	I use tests when assessing learners' performance	
26.	I use assignments when assessing learners' performance	

Always Regularly Sometimes Never
3 2 1 0

ITEM No.	STATEMENT	RATING
27.	I use debates when assessing learners' performance	
28.	I use practical demonstrations when assessing learners' performance.	
29.	I use projects when assessing learners' performance .	
30.	I use presentations when assessing learners' performance.	

ANNEXURE B

A LETTER OF REQUEST TO CONDUCT RESEARCH

P O Box 602
GINGINDLOVU
3800

17 March 2006

The Director: Research Strategy Development and ECMIS
KZN- Department of Education and Culture
Private Bag X 9137
PIETERMARITZBURG
3200

Dear Sir

**A REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH
EDUCATORS AS SUBJECTS**

I am conducting research for D.Ed degree in the Faculty of Education at the University of Zululand. I am writing this letter to request for permission for conducting the research with educators in randomly selected schools under the four KZN Regions. The topic for research is entitled "Educators' Implementation of Assessment in Outcomes-Based Education".

The aims of the study are:

1. To ascertain the extent to which educators use different assessment methods.
2. To ascertain the extent to which educators use different assessment tools.
3. To ascertain the extent to which educators use different assessment techniques.
4. To ascertain the extent to which educators use different forms (purposes) of assessment.
5. To ascertain the extent to which educators use different reporting tools to report learners' performance.
6. To determine whether educators' biographical variables (gender, teaching experience, qualification, and teaching phase) have any influence on their implementation of implementation of assessment in Outcomes-Based Education.

Your consideration and permission will be greatly honoured.

Yours faithfully



TZ NGIDI



DP NGIDI (Promoter)

ANNEXURE C

A LETTER OF PERMISSION TO CONDUCT RESEARCH



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8610

Fax: 033 341 8612

Private Bag X9137
Pietermaritzburg
3200

228 Pietermaritz Street
Pietermaritzburg, 3201

NHLOKOHLOVISI

PIETERMARITZBURG

HEAD OFFICE

Inquiries:
Lokuzo: Sibusiso Alwar
Ntshrae:

Reference:
Inkomba: 0149/06
Verwysing:

Date:
Usuku:
Datum: 22/05/06

To: TZ Ngidi
PO Box 602
Gingindlovu
3800

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution is **not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted**, except in exceptional cases with special approval of the KZNDoe.

The research is **not to be conducted during the fourth school term**, except in cases where the KZNDoe deem it necessary to undertake research at schools during that period.

Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.

for SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education