

Do we need more public examinations or better use of assessment information

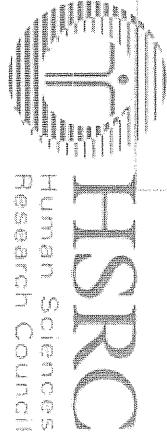
UMALUSI/CEPD Seminar Series

Tshwane North College

Wednesday 31st October 2007

Anil Kanjee

National Education Quality Initiative



Brief - Questions to be addressed

- Do we need exams lower down the system?
NO
- Do we know enough about our learners' performance?
YES
- Should we be making better use of assessment data that we have?
YES
- Can more public examinations improve teaching?
NO

National Education Quality
Initiative

Better use of assessment information

- In practice = use of assessment for enhancing learning

- which means
 - Providing relevant and timely information to key decision makers
 - Teachers
 - Policy Makers
 - Parents, principals, ...

National Education Quality
Initiative

Challenge -

- How do we do this?

- i.e. how do we ensure that teachers, and policy makers are able to access the information they need to enhance learning?

- Answer:

- An effective, integrated assessment system

National Education Quality
Initiative

Key assumption

- For assessment to impact on improving learning, its potential to address the formative function of assessment must be fully realised

National Education Quality Initiative

Definition -Assessment

- “the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform policy” (AFT, NCME, NEA, 1990: 1).
- Definition includes national examinations
- Examples:
 - National/provincial assessments – Grade 3 & 6 SE
 - Regional/international assessments – TIMSS, SACMEQ, MLA
 - Project evaluations – QLP, DDSP

3 core functions of assessment

- **Formative:**

assessment that provide feedback to learners about how to go about improving, i.e. evidence for learning based on the here and now.

- **Summative:**

summative assessments are used to certify achievement or potential, i.e. evidence pertaining to what learners have been or will be able to do used for certification & selection

- **Evaluative:**

assessment are used to evaluate institutions and curricular and serve the purpose of accountability –

Assessment in South Africa – LSAS

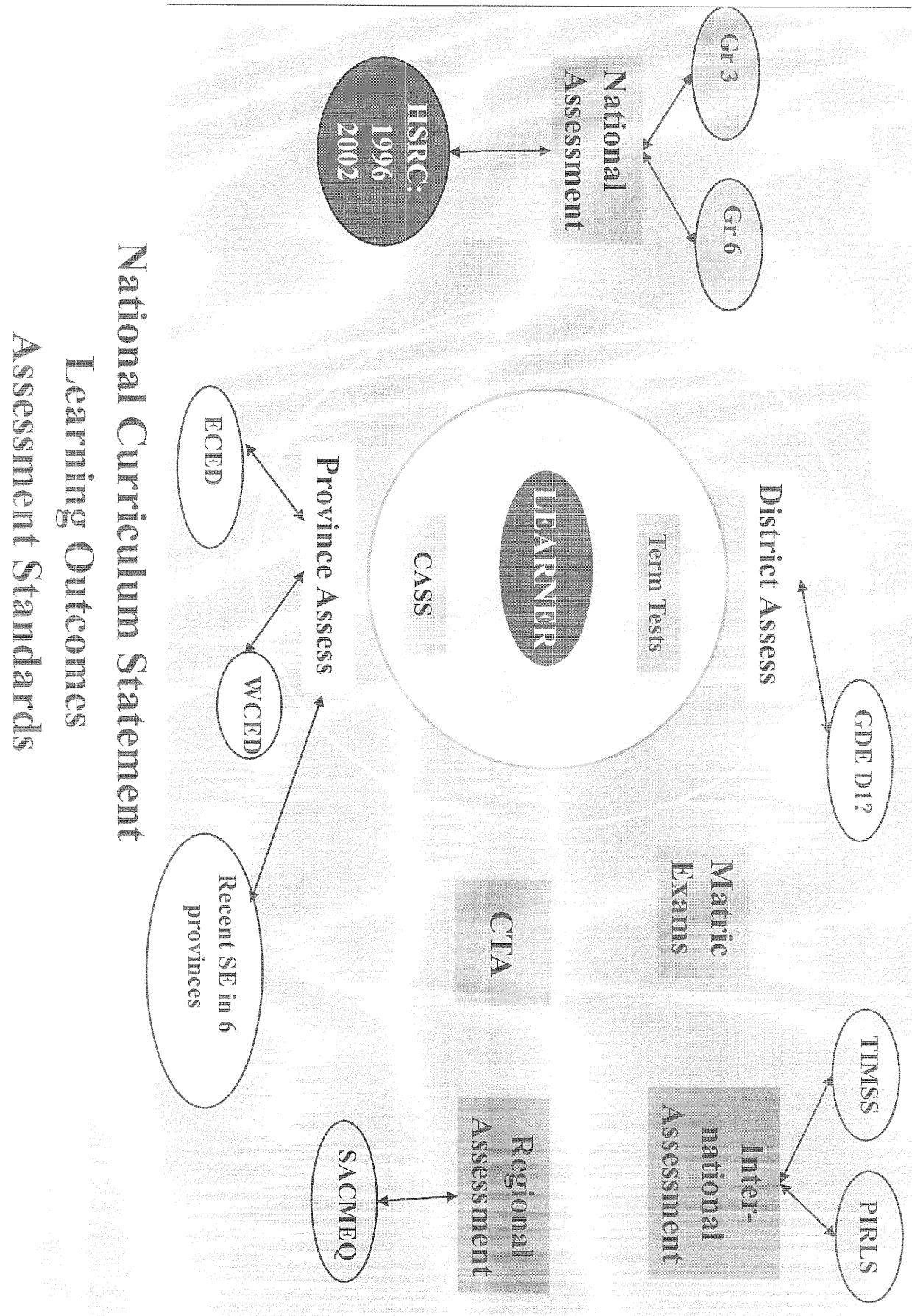
- National Education Quality Initiative
- History linked to apartheid system
- Significant increase in LSAS since 1995
 - Massive increase in expenditure
- Trend set to continue
- LSAS results portray BLEAK picture of education in South Africa

Assessment in South Africa – CASS

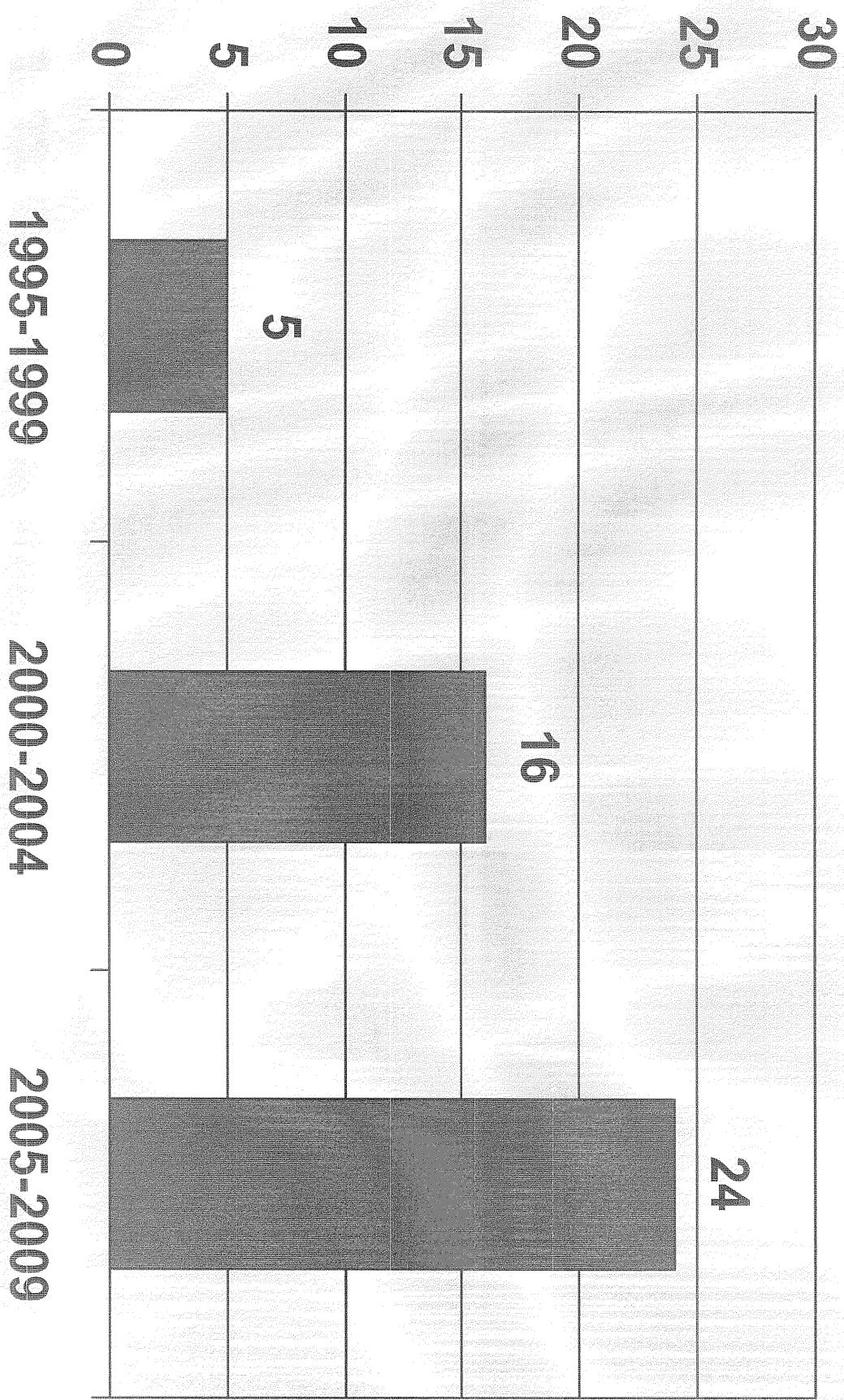
- Significant pressure to improve quality
- Growing trend on the “use of assessment to improve learning”
 - Move towards census testing
 - Increase focus on classroom assessment (2007 national policy)
 - but limited evidence of effectiveness of “strategy”
 - In particular - limited information on the impact of LSAS on learning

National Education Quality
Initiative

Current Assessment System Oct 07



LSAS conducted/planned: 1995 - 2009

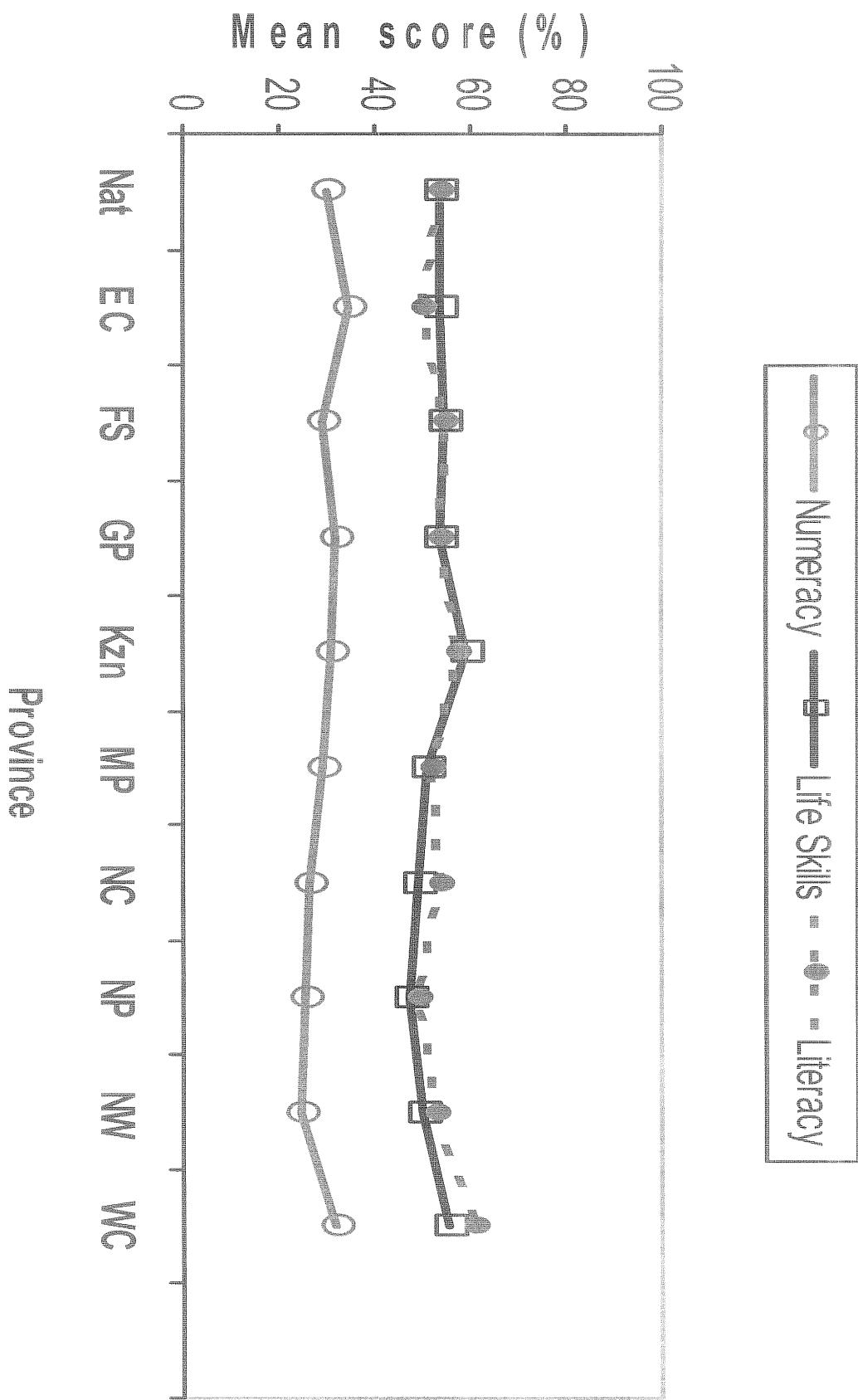


Learner Performance Trends

- Low levels of performance –
 - Across and within provinces
- Low performance relative to both Developed AND Developing nations
- Two-tier system distinguished by SES (race) and geographical location
- Performance over time – TABLE

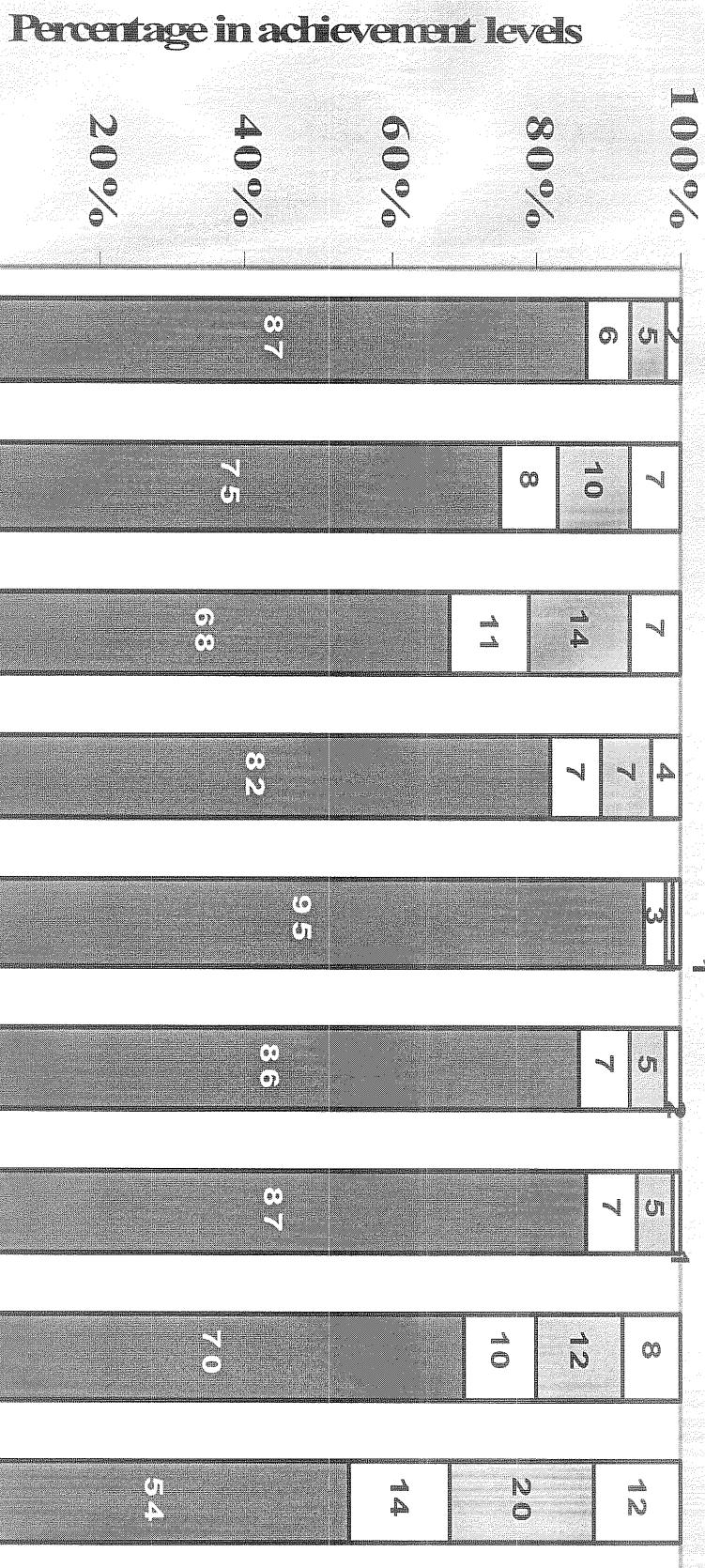
National Education Quality Initiative

Grade 3 Systemic Evaluation - 2001

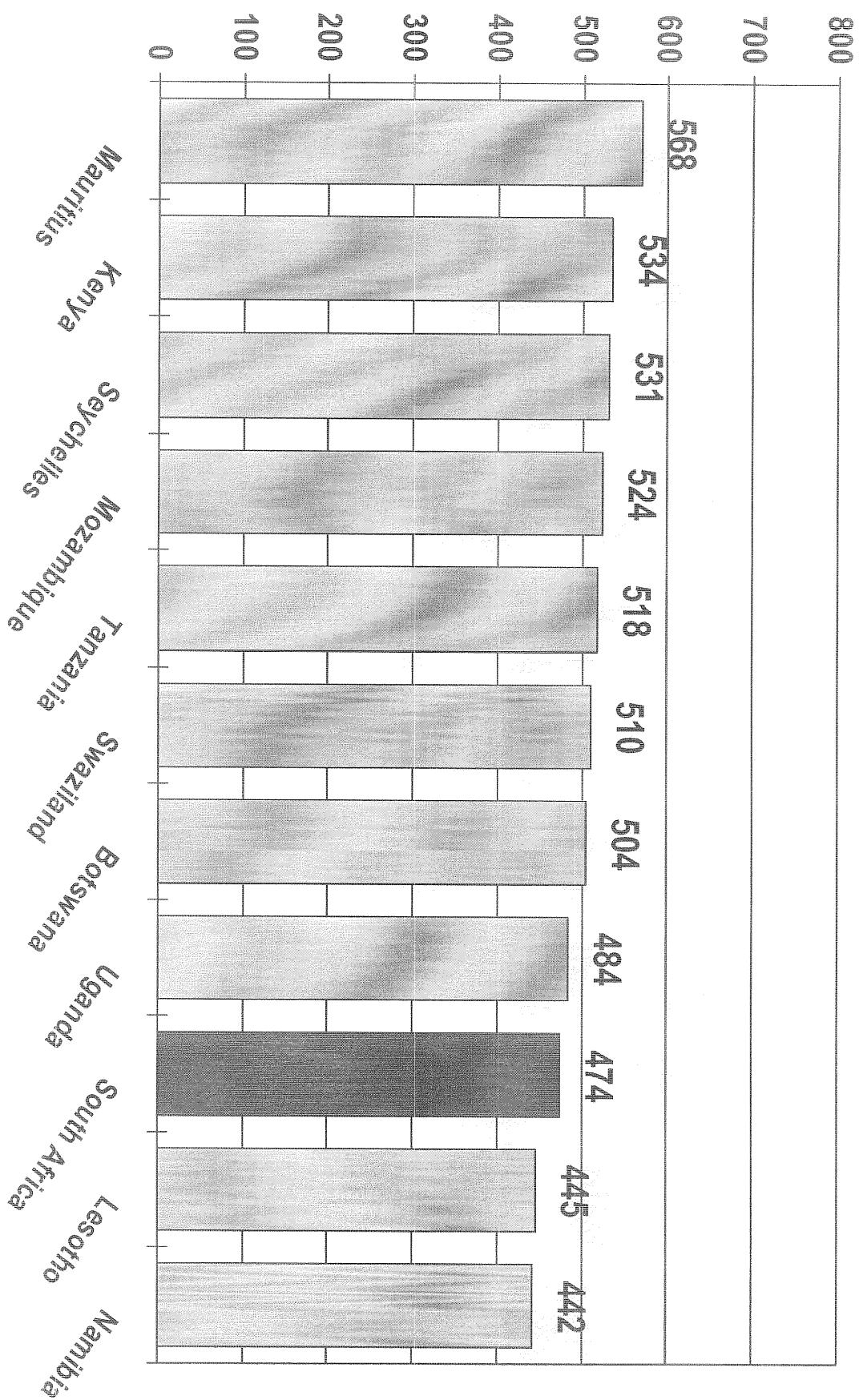


Gr 6 Maths achievement levels by province: 2004

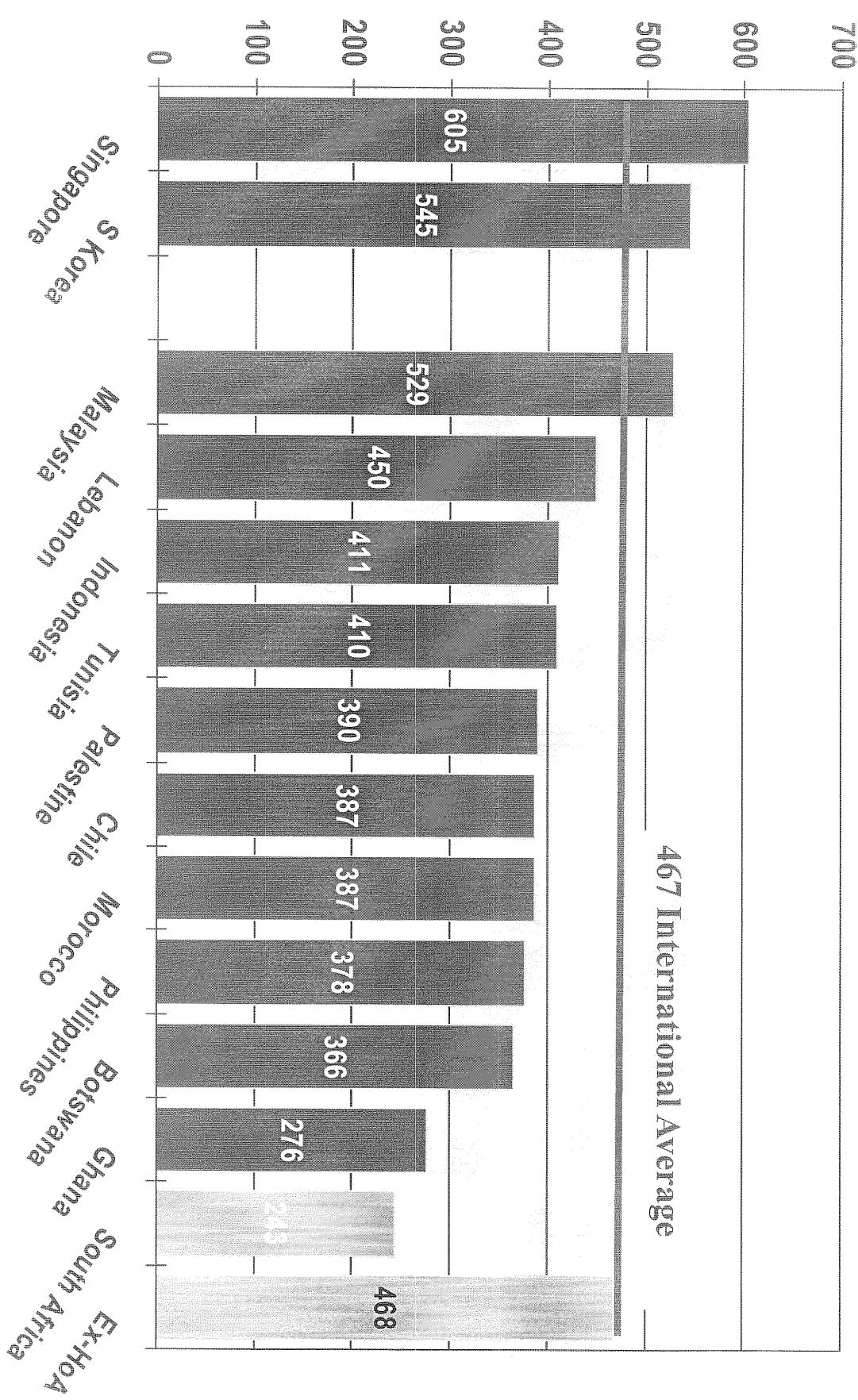
■ Not Achieved □ Partly Achieved □ Achieved □ Outstanding



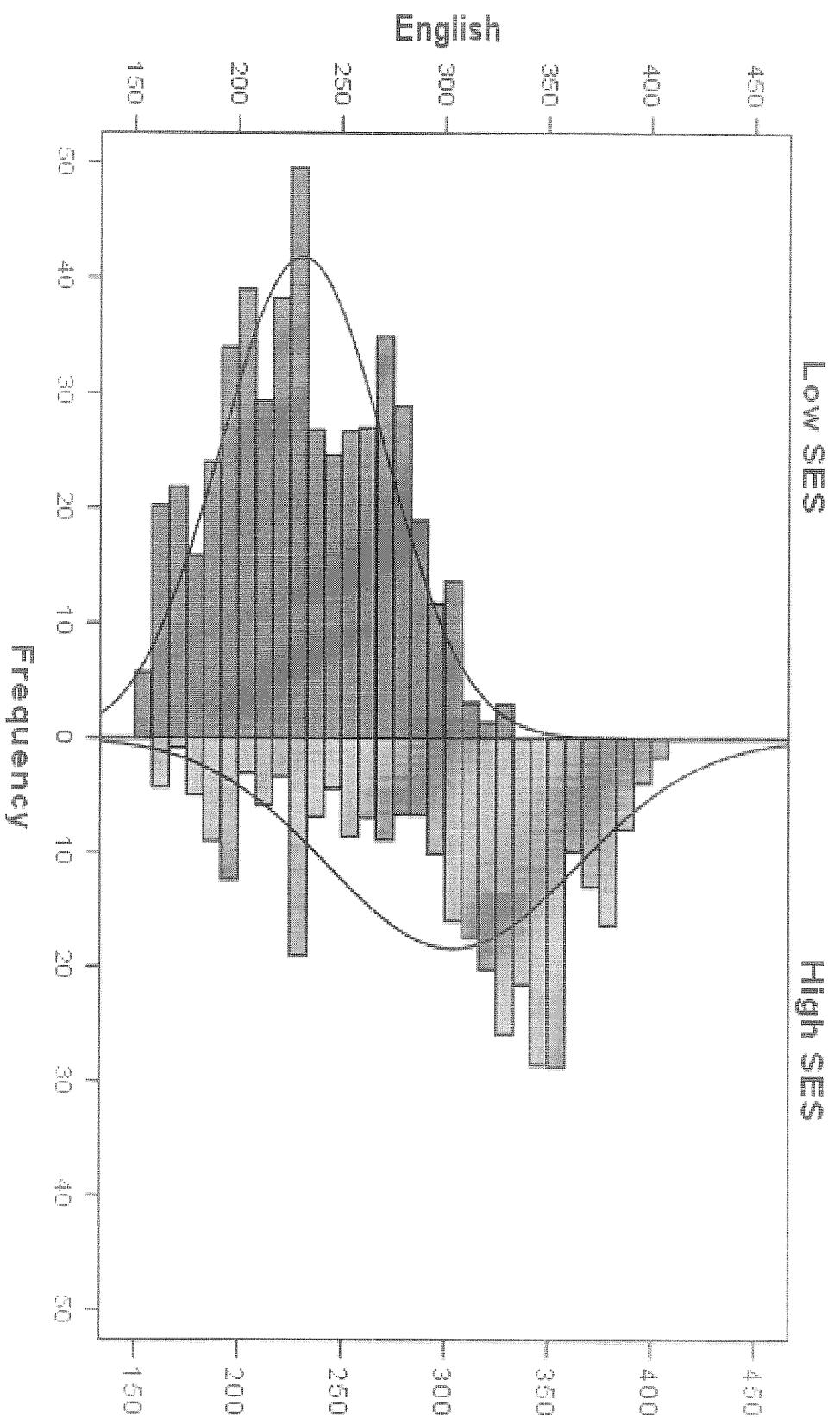
SACMEQ (2000) Maths



2003 TIMSS Maths



Grade 9 R&W results by SES



Case weight by houtwgt

National Education Quality Initiative

Can assessment be used to support teachers improve learning in the classroom

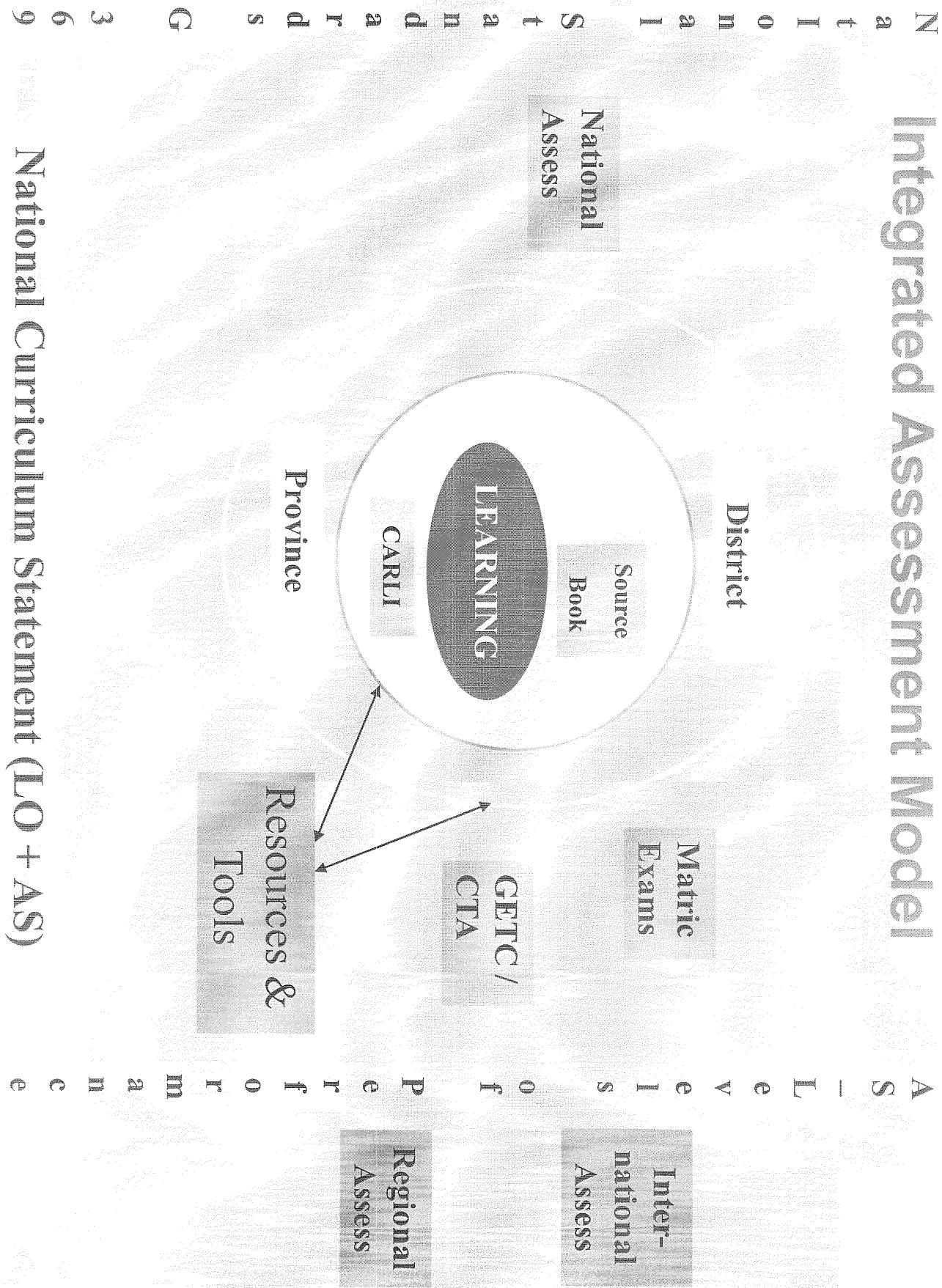
- YES
- Context dependent but also clear evidence –
(New Zealand model)
- Education officials believe and support this
view
- Teachers also support view but differences
between urban/rural teacher:
 - Rural – BOTH tools to identify learning needs and ideas to address
problems identified
 - Urban – emphasis on ideas address problems identified

Classroom Assessment

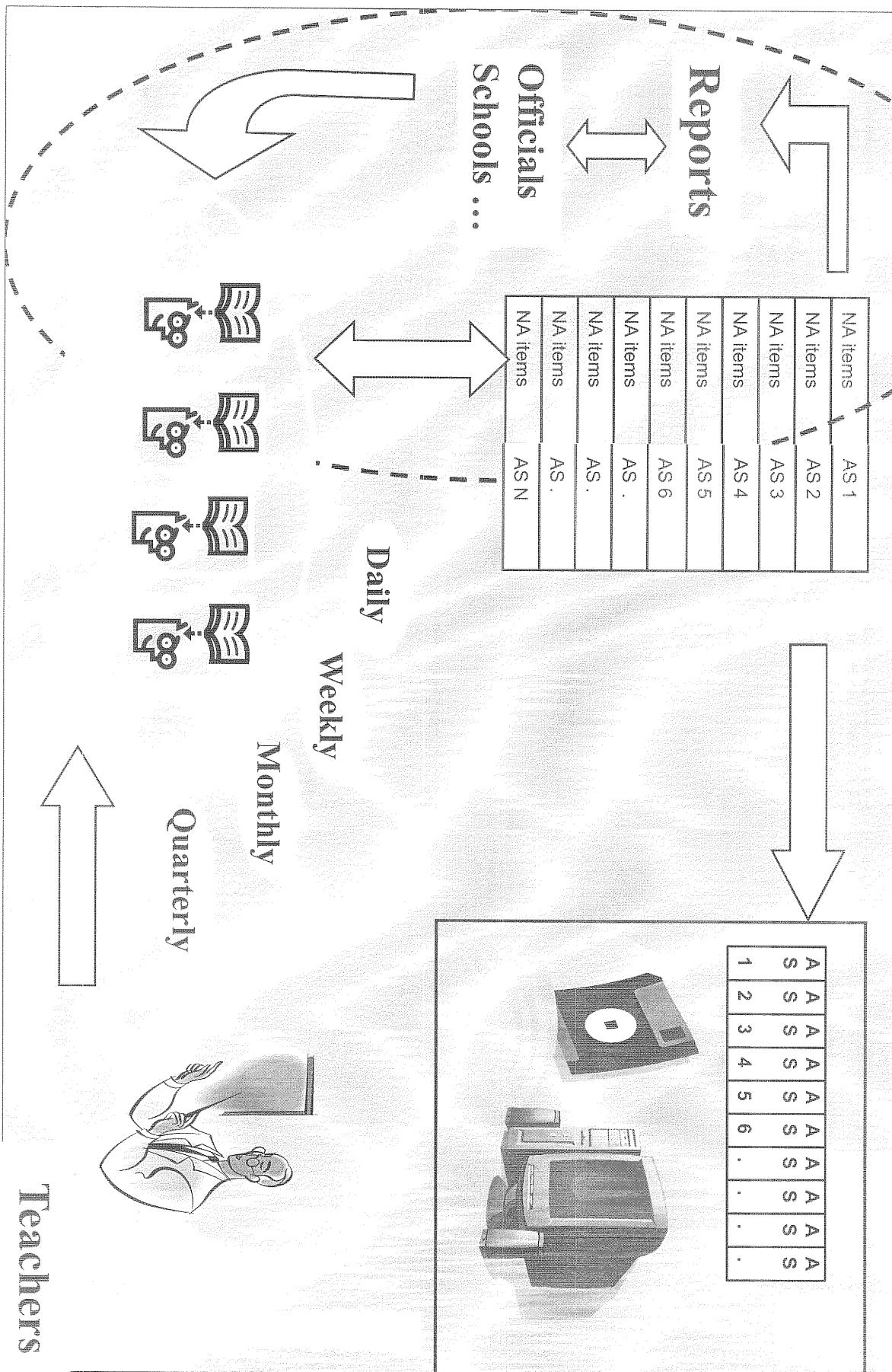
- The most critical aspect of any assessment system to enhance learning
- Requires provision of relevant tools and resources to empower teachers for obtaining required information:
 - When they need it
 - Easy to obtain and apply
 - That is integrated into teaching process
 - Does not increase workload

National Education Quality Initiative

Integrated Assessment Model



Classroom Assessment Model



Teachers

Examinations

- Need for additional analysis of learner responses to identify trends, common errors, etc.
- Improve reporting of results by schools with greater diagnostic focus

National Education Quality Initiative

Regional/Inter/National assessments

What we call Systemic Evaluation

- more effective analysis and reporting of information to
 - Policy makers
 - Teachers
- Clear evidence of available expertise and experience in South Africa

National Education Quality
Initiative

Challenge

- Enhance reporting practices and dissemination of information
- Develop a model of effectively supporting teachers and education officials without increasing workloads
- To determine impact on learning and teaching

Thank You

Contact Details

Anil Kanjee

**National Education Quality Initiative
Human Sciences Research Council**

Ph +27 12 302 2302

Fax +27 12 302 2304

Cell +27 83 325 9705

Home +27 12 370 4987

akanjee@hsrc.ac.za

anil.kanjee@gmail.com

National Education Quality Initiative

LSAs conducted in SA to date

Name of study	Date
Grade 9 Longitudinal Study	1996
Monitoring Learning Achievement project – Grade 4	1999
District Wide Reading Improvement Program – Grade 3	1999
Evaluation - Quality Learning Programme – Grade 9 & 11	2000, 2002, 2004
Grade 3 Systemic Evaluation I	2001
Assessment Modelling Initiative – Grade 3	2001, 2002 2003
Monitoring Trends in Education Quality – Grade 9	2002
Grade 6 Systemic Evaluation II	2004
Grade 6 Systemic Evaluation Teacher Guides	2005
Integrated Education Programme Evaluation – Grade 3 & 6	2004, 2005, 2006
Primary Mathematics Research Project – Grade 5 & 7	2004
WCED Assessment of Language and Mathematics Skills 3,6	2003, 2005, 2006
Limpopo DoE Reading Evaluation	2006
ECED Baseline assessment in Grade 3, 6 & 9	2002 - 2005
SACMEQ I – Grade 6	2001
TIMSS – Grade 8 (& 9)	1995, 1999, 2003

LSAS - future

Name of study	Date
Grade 3 Systemic Evaluation II	2007
SACMEQ II	2007
Grade 9 Systemic Evaluation I	2008
Grade 3 Systemic Evaluation II- extension by provinces	2007
• Eastern Cape	
• Free State	
• Gauteng	
• KwaZulu-Natal	
• North West	
• Western Cape	
JET – Grade 3, 4, 5	2007, 2008, 2009
MDoE Grade 4, 5, 6, 7, 8, 9,	2007, 2008, 2009