

**APPLICATION OF ASSESSMENT RESOURCE BANKS TO SUPPORT
TEACHING AND LEARNING
AND THE LESSONS LEARNED FOR THE FUTURE**

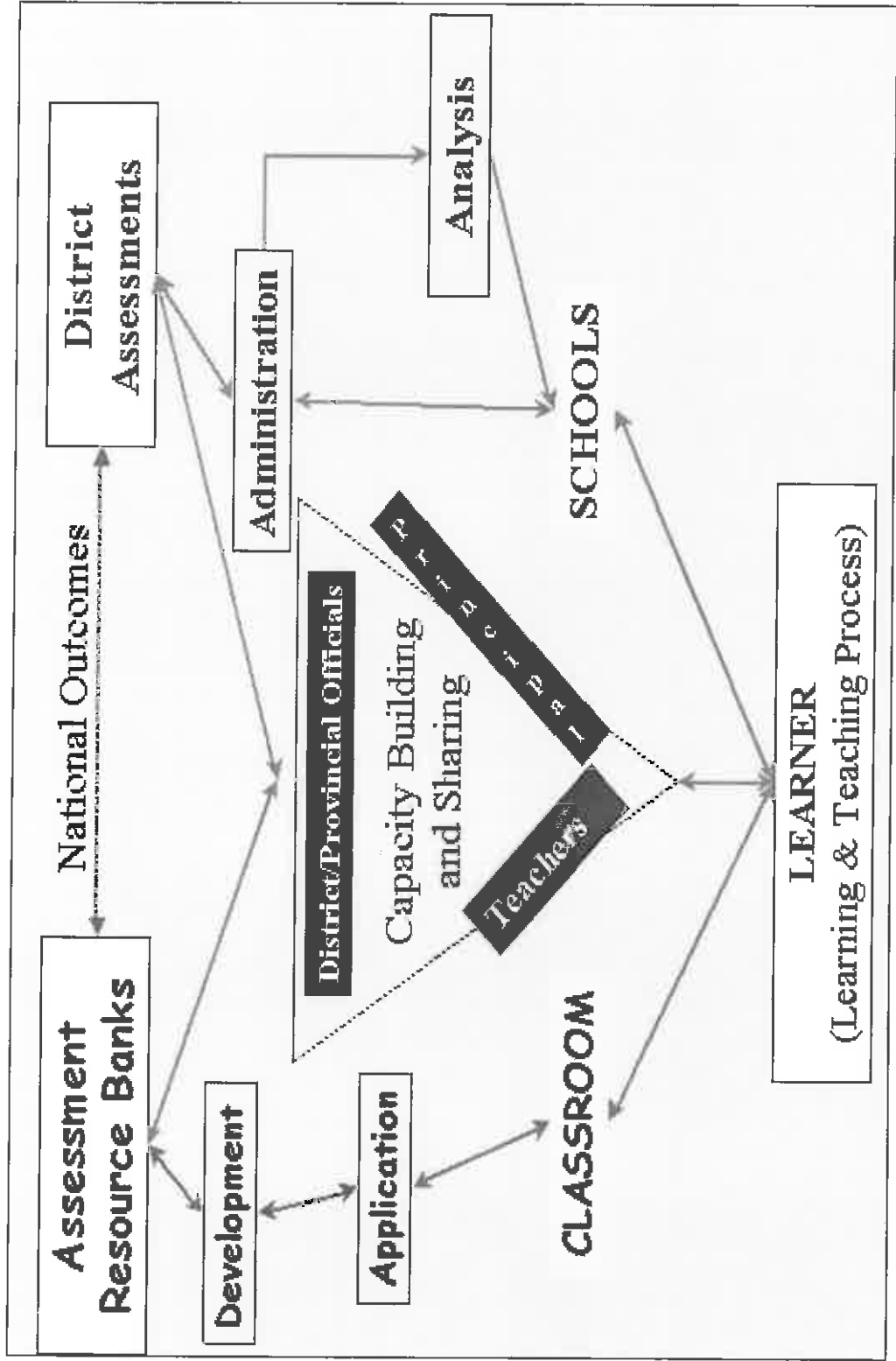
HSRC 12 – 13 JUNE 2003 CONFERENCE

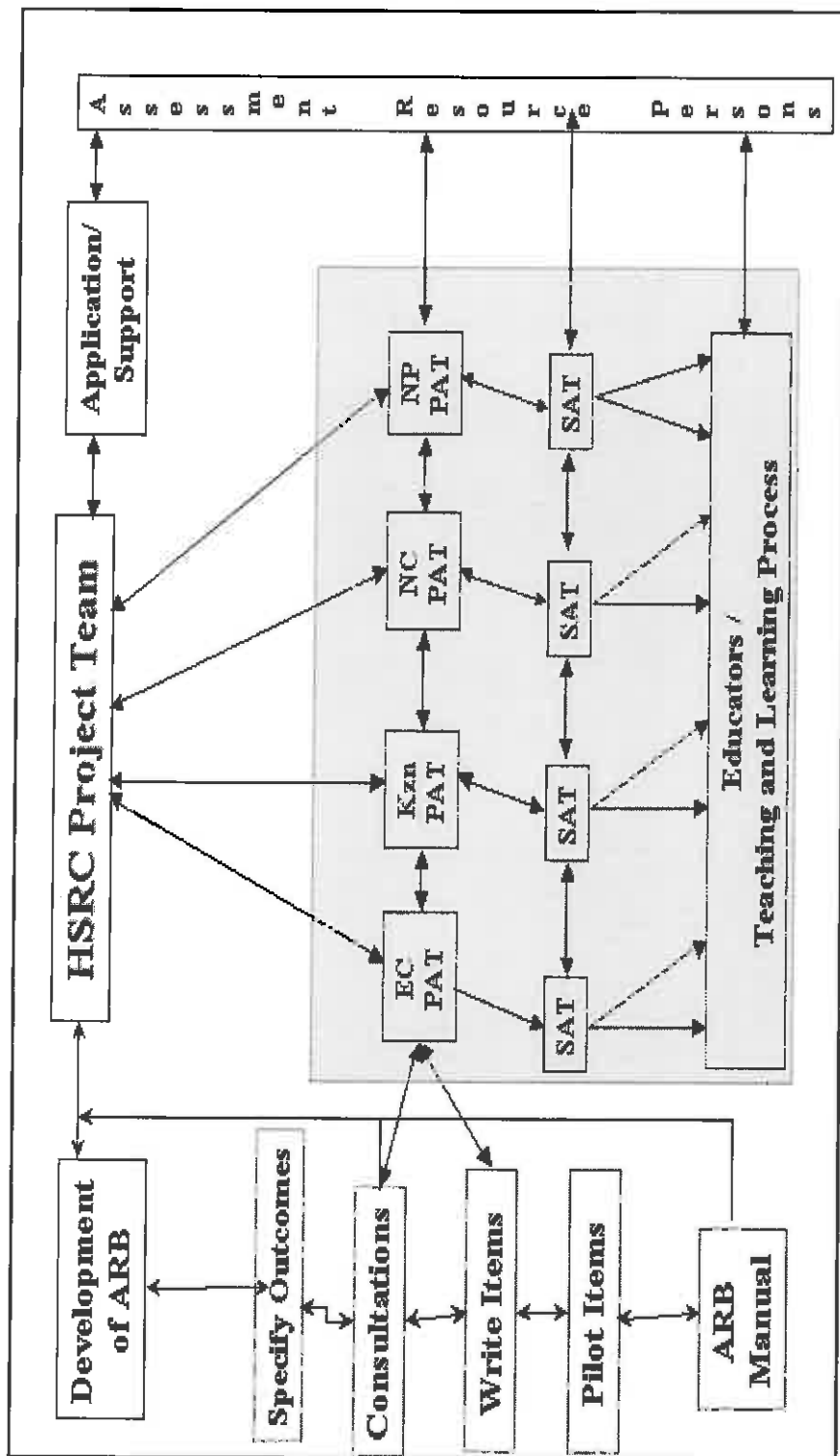
MATTHEWS M MAKGAMATHA

RESEARCH PROGRAMME: ATEE

HSRC RESEARCH OUTPUTS

3021





ARB Workshops

PAT Item Development Feb 02	EC PAT	Kzn PAT	NC PAT	NP PAT
PAT/SAT ARB Training Mar 02	EC: 4, 98 sch	Kzn: 7, 185 sch	NC: 4, 65 sch	NP: 12, 255 sch
PAT/SAT Support May/June 02	EC: 4, 98 sch	Kzn: 7, 185 sch	NC: 4, 65 sch	NP: 12, 255 sch
School Visits 10% Sep 02	EC: 9 sch	Kzn: 18 sch	NC: 4, 7 sch	NP: 25 sch
SAT Evaluation Nov 02	EC: 4, 98 sch	Kzn: 7, 185 sch	NC: 4, 65 sch	NP: 12, 255 sch
PAT Evaluation Nov 02	EC PAT	Kzn PAT	NC PAT	NP PAT

Some teacher reports on ARBs

- Large number of assessment tasks for both numeracy and literacy and for four grade levels
- Assessment tasks presented in a structured and user-friendly format
- Curriculum outcomes and assessment standards clearly stated
- Curriculum outcomes linked to assessment tasks
- Content of the items relevant to most learners;
- Easy to select relevant tasks, apply and report on learner performance
- Guidelines for recoding scores easy to understand and apply
- Assessment tasks easy to adapt if necessary
- Availability English version and the translated tasks provided additional options

How were ARB tasks used in class?

- Intact tasks used to **assess** learners against specific outcomes
- Intact tasks to used teach a **lesson**, either as an outline for or as the actual lesson
- Posters used to assess learners either verbally or by developing their own items
- Specific items selected for use as examples in their regular lessons
- Specific items selected for use in regular assessments

NB: The latter two applications were used mainly by teachers.

How were the ARBs applied?

- Teachers able adapt the tasks to their own usage
- Teachers used and adapted the record format.
- Teachers able to link C2005 and RNCS in applying ARBs
- Teachers able to monitor their teaching practices
- Some teachers used the ARBs to do both baseline and formative assessment.

Problems encountered in applying ARBs

- C2005 vs RNCs
- Varied teacher knowledge of assessment varied
- The use of the record sheet
- Inability to integrate ARBs into the school system
- Lesson planning and ARBs
- Instances of shortage of translated ARBs tasks
- Problems with the language used in the tasks
- Mixed up in LoLT
- Language translations
- ARBs recording system vs school recording system
- Confusion in the use of English ARBs and translated ARBs
- Lack of learning-support materials

Limitations in arbs application

- Limited time frame in implementing the District Assessment Model.
- Delay in signing the contract resulting delay in commencing the work
- Delay in application of ARBs in schools
- Delays due to translations and printing resulted late completion of ARBs
- Delays in completing the ARBs before the school year began resulted in late application of ARBs in class by teachers
- Delayed introduction of the completed ARBs delayed service providers integration of ARBs into their training and support activities
- Lack of alignment of assessment activities between HSRC and other service providers
- Provincial Assessment Teams structures did not function as expected
- School principals not well initiated into the process

Lessons learned for the future

- Delays in the signing of contracts
- Sustainability of emerging good practices
- The role of school principals
- Continuity in the use of the ARBs
- Extension of the ARBs to higher grades and other learning areas
- Ownership and sustainability
- Lack of resources in schools and differing levels of teacher knowledge of assessment